



CIPP Evaluation on Japanese Language Training Apprenticeship Program at Job Training Institute (LPK) Akeno Gakuen Bawen

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Abstract: This study aims to describe the evaluation of Japanese language training using the CIPP Model developed by Stufflebeam, including the evaluation of *context*, *input*, *process*, and *product* at LPK Akeno Gakuen. This research uses a qualitative approach. The study participants consisted of LPK managers, 2 tutors, and 5 study residents. Data collection techniques are carried out through observation, interview, and documentation methods. Data analysis techniques include data collection, data reduction, data presentation, and conclusions. The results showed that: (1) context evaluation: the training program has been achieved in accordance with the needs of learning residents and in accordance with the objectives of the institution or learning residents. (2) input evaluation: all aspects can support the implementation of Japanese language learning. However, the need for additional Japanese language tutors and infrastructure facilities requires additional or updated classrooms that are lacking. (3) process evaluation: the components of the process in LPK run well, it's just that the aspects related to tutor activities have not been maximized. It is necessary to provide appropriate training and professional development for tutors in order to maximize learning activities in class. In addition to learning obstacles, there is a need for tutors to develop effective classroom management strategies so that the specified learning goals can be achieved. (4) product evaluation: Japanese language training at LPK Akeno Gakuen has reached all components, LPK has succeeded in equipping citizens to learn by improving their knowledge and skills in Japanese.

Keywords: program evaluation, CIPP model, training, Japanese, apprenticeship

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INTRODUCTION

Japanese is one of the foreign languages that are in demand by many people, especially in Indonesia. Japanese is also becoming an important language in the world of business, technology, and Japanese popular culture, which is increasingly popular around the world. In the current era of globalization, foreign language skills will be increasingly valued and considered an important capital to improve the quality of human resources. Therefore, training is one way to improve human resources in the face of global competition in today's modern era. Non-formal education is one type of education that provides opportunities for people to learn outside formal pathways (Catini, 2021). The implementation of non-formal education aims to support the expansion of access and improve the quality of education for the community



(Sunardi et al., 2023). Non-formal education can have a positive impact on society by improving skills, knowledge, and quality of life (Denkowska et al., 2020).

One of them is the Job Training Institute (LPK), where the community can contribute and develop competencies with skills organized by the institution in preparing themselves to enter the world of work (Istiyani & Utsman, 2020). To participate in an increasingly globalized world of work, not only the local sector, LPK also offers skills to prepare for a wider world of work (Fadilah & Fakhruddin, 2019). With the increasing interest in learning Japanese in Indonesia, it is also now followed by more and more training institutions that have sprung up. With the aim to meet the demand for employment by producing trained and specialized individuals for a productive professional sector, (Martínez-Carmona et al., 2022).

However, training held in training institutions and courses often faces various problems. Some problems that are often found in training institutions, such as problems in infrastructure facilities or locations where training is held and learning facilities are still substandard (Rini et al., 2023). Meanwhile, facilities and infrastructure play an important role in achieving educational goals because they encourage management and development skills while providing evidence of good teaching in the learning environment. Apart from that, there are problems related to the unavailability of a curriculum used to guide the learning process, as well as low human resources for instructors and organizational management (Widiastuti et al., 2021). These various problems highlight the importance of conducting program evaluations for each training institution held to assess the shortcomings or advantages of the programs held. So that the training program can continuously improve the quality of the institution and provide learning in accordance with the times, the expectations of learning citizens, especially in the world of work, can be fulfilled.

One of the job Training Institutions (LPK) that organizes training is LPK Akeno Gakuen. LPK Akeno Gakuen is a Japanese language and culture educational institution that participates in advancing society, especially in the field of Japanese language. As an internship center in Japan, Akeno Gakuen offers Japanese language teaching and courses as part of an internship program in Japan. The work apprenticeship program in Japan is a cooperation program between the Indonesian government and the Government of Japan, represented in this case by the Indonesian Ministry of Manpower and IM Japan (Association of Small and Medium Enterprises in Japan). Akeno Gakuen was established to provide training to increase the quantity and quality of the workforce by providing knowledge and skills for people who want to work in Japan and the absorption of ready-made labor from alumni and students who have graduated. LPK Akeno Gakuen has several programs offered. These programs are held to meet the needs of learning residents and improve their ability to provide for life. With the Japanese language training, the apprenticeship program at LPK Akeno Gakuen is expected to provide residents with the ability to learn Japanese both orally and in writing.

This research is important to determine the success or failure of the program. The training program is said to be successful if it can achieve the success targets set by the institution. However, in fact, in the implementation of Japanese language learning, LPK Akeno Gakuen still seems to face various problems. The problems that arise at LPK Akeno Gakuen are inseparable from the implementation of Japanese language learning itself. The problem is that there is still a lack of experts or tutors in Japanese language training, inadequate facilities and infrastructure, and there are still learning residents who have not mastered Japanese. Referring to the results that have been carried out, the implementation of Japanese language training at LPK Akeno Gakuen needs to undergo a more detailed program evaluation.

So to determine the effectiveness of the program, evaluation is needed to ascertain whether the objectives of the training program are in accordance with the objectives that have been set (Istiyani & Utsman, 2020). Program evaluation is carried out to determine whether program objectives have been achieved in relation to the benefits and impacts of the program and obstacles faced during the program (Aziz et al., 2018). Program evaluation is used by

decision makers who are useful in determining whether the program being run will be stopped, improved, or changed (Suharno et al., 2022). With the evaluation, you can find out the problem or success of the objectives of a program by looking at the findings of the evaluation carried out.

The difference between this study and previous research is that the object of research previously carried out in the pursuit of the B & C SKB package was to use quantitative methods in decision making by evaluating English language learning. The object used by the author in the current study is the Job Training Institute (LPK). The problems faced in the implementation of the program are also different from this study.

The purpose of this study is to evaluate the implementation of Japanese language training at LPK Akeno Gakuen using the CIPP evaluation model (*context, input, process, and product*). In the evaluation of aspects (1) *the context* is aimed at the suitability of the program with the needs of learning residents and program objectives; (2) inputs are aimed at the characteristics of learning citizens, such as the characteristics of tutors, curriculum, funding, facilities, and infrastructure; (3) *the process* is aimed at learning schedules, activities, and participation of learning residents, tutor activities, learning methods and media, and learning barriers; (4) *Product* is aimed at the quality of learning outcomes of learning citizens and the quantity of graduates. This research is important to determine the state of the program, including the success and failure of the program. Program evaluation is carried out in an effort to overcome problems that occur so that solutions can be found by providing input and recommendations for training institutions as considerations in determining the decision of a program. Thus, the goals that have been set can be achieved, and the next program can run well.

METHOD

This research uses a qualitative descriptive approach that is oriented towards natural phenomena or symptoms (Abdussamad, 2021). This study is to describe clearly and thoroughly the actual situation in the field based on collected data and existing facts by focusing on the evaluation of the CIPP model developed by Stufflebeam in Japanese language training at LPK Akeno Gakuen, including context evaluation, input evaluation, process evaluation, and product evaluation. The implementation of research at the Akeno Gakuen Job Training Institute (LPK), located on Jl. Semboja No. 8 Bawen, Semarang Regency, Participants in this study were LPK managers, 2 tutors, and 5 study residents.

Data collection is done through observation, interviews, and documentation. Observations were made with researchers descending directly to make free observations, with the aim of seeing the situation and conditions in LPK for data collection by exploring the topics studied, namely CIPP for analysis. The interview was conducted offline in the form of a conversation between two or more people by asking several questions related to CIPP in Japanese language training with structured interview techniques using interview guidelines. While documentation can be used as evidence of events or supporting data, it is in the form of photos of the learning process, photos of interviews with managers, tutors, and learning residents, organizational structure, facilities, and infrastructure, the results of learning community values, and others. Data validity is done using triangulation of sources and techniques. Source triangulation is used to collect data from various sources, namely managers, tutors, and learning residents, by comparing and checking back the degree of confidence of an information obtained results, to get conclusions. Triangulation techniques are various data collection methods for obtaining data from the same source to obtain the truth of information with different techniques, namely through observation, interviews, and documentation.

The data analysis technique in this research is an analysis technique (Miles et al., 2014), which describes an interactive data analysis technique consisting of four stages: data collection, data reduction, data presentation, and drawing conclusions. Data collection involves collecting data through the observation stage related to Japanese language training,

interviews with eight participants, and documentation through observations in the field to be able to obtain factual and complete data. The data obtained is then sorted to facilitate the preparation of research results. Data reduction is carried out by classifying each research participant and focusing on the data that has been collected based on each aspect of CIPP research in Japanese language training. The data will then provide a detailed explanation. Presentation of data, namely presenting the information obtained after reduction, the data obtained is categorized according to the main problem and presented systematically, then it will be concluded temporarily so that researchers can see and understand what is happening. Initial conclusions will usually produce temporary conclusions so that they need to be verified again; final conclusions will be in the form of new discoveries or improvements to existing discoveries, which will produce meaning from the data related to the focus studied, which is made briefly, clearly, and easily understood.

RESULTS AND DISCUSSION

Japanese is one of the foreign languages that are increasingly in demand by the people of Indonesia because Japanese is needed for entering the world of work. Therefore, training is one way to improve human resources in the face of global competition in today's modern era. Japanese language training is becoming increasingly important in today's globalization era because there are many job opportunities in the international field that require Japanese language skills. One of them is LPK Akeno Gakuen, a Japanese language and culture educational institution that participates in advancing society, especially in the field of Japanese language. As an internship center in Japan, Akeno Gakuen offers Japanese language teaching and courses as part of an internship program in Japan. However, in the implementation of Japanese language training, there are still some problems that need to be considered and improved. The problem is that there is still a lack of experts or tutors in Japanese language training, inadequate facilities and infrastructure, and there are still learning residents who have not mastered Japanese. Therefore, it is necessary to evaluate Japanese language training to improve its quality.

a. Context Evaluation

Context Evaluation discusses information about various needs, problems, goals and other priorities to determine the final result which aims to determine strengths and weaknesses and describe needs (Ridha et al., 2022). In this context evaluation, it will explain the suitability of the program to the needs of learning residents, and the purpose of training.

Program Suitability to the Needs of Learning Residents

The Japanese language training program has been adapted to the needs of learning citizens, where students who want to work in Japan but do not have the knowledge and skills, especially the ability to speak Japanese, need a training program to help achieve their goals. By conducting a needs analysis to identify problems, find solutions to problems, and support the goals achieved (Otaya et al., 2019). Japanese language training in apprenticeship programs has met the needs of learning citizens and helped the government reduce unemployment and improve the quality of the workforce. The main need for residents to learn is to be able to speak Japanese well so that they can get a certificate. Residents learn to attend training to find better jobs. The certificate is one of the requirements to be able to work in Japan.

Training Objectives

The general purpose of Japanese language training apprenticeship programs is to provide training for the community. The specific objective is to facilitate the community in improving knowledge and skills for internship preparation and work in Japan by increasing the quantity and quality of the workforce that can take part in apprenticeship programs in Japan and the absorption of ready-made labor from alumni and students who have graduated. In addition, it is also to improve the quality of human resources in Indonesia with good and clear goals that

will produce a clear view from the community and a positive perception from the community (Wahyuningsih et al., 2021).

b. Input Evaluation

Input evaluation is focused on actions on planning and strategies carried out to achieve goals (Lina et al., 2019). The purpose of input evaluation is to identify and assess the capabilities of resources, techniques, and approaches to be applied during the program implementation phase (Taufiqurrahman et al., 2022). The evaluation component of input in this study is regarding the characteristics of learning citizens, the characteristics of tutors, curriculum, funding, and facilities and infrastructure.

Characteristics of Learning Citizens

One of the resources involved in the implementation of the training program is learning residents, where learning residents play a role in supporting the implementation of programs that can help the implementation of the program (Farhana & Desmawati, 2023). There are qualifications for citizens studying Japanese language training in terms of education level, physical and spiritual health, height and weight, age, willingness to undergo a medical check-up, and not being tattooed or pierced. Learning residents have met the existing qualifications; the average age of learning residents who attend Japanese language training includes productive age. The existence of this productive age will make it easier for them to follow learning. Some of the learning residents who participated in the training are already working and fresh graduates. With the qualifications in LPK Akeno Gakuen, it can be shown that the organizers have a good level of preparation in providing services to learning residents.

Learning residents have various motivations, namely being able to speak Japanese, getting a certificate, increasing salary brackets, and seeking experience. Motivation plays a very important role for learning citizens in learning activities because motivation can act as a driving factor that moves learning citizens to exert effort to achieve learning goals. In addition, regarding registration for learning residents who want to join the training, they can directly come to LPK Akeno Gakuen or through social media to find the information needed and the requirements that must be met to become a learning citizen at LPK Akeno Gakuen.

Characteristics of Tutors

Tutors have an influence on the success rate of achieving the objectives of training implementation, both in teaching and learning activities and administration (Estafianto et al., 2020). The results of research that researchers get in the field show that tutors in Japanese language training also have qualifications; these qualifications are seen in the minimum education level of S1, the minimum certification of JLPT N3, and being able to communicate using Japanese. In its implementation, it can be said that the tutors at LPK Akeno Gakuen are in accordance with the qualifications. In the presence of cognitive prerequisites or sociodemographic characteristics, it can explain the interindividual differences among tutor professionals (Gerhard et al., 2023). The educational qualifications of tutors can have a major influence on the learning achievement of LPK residents, because tutors, as educators, are expected to provide good and maximum learning services (Chikoyo et al., 2019). LPK Akeno Gakuen only has one (1) permanent tutor, while what LPK Akeno Gakuen needs in teaching is two (2) tutors, so the aspect of the tutor has not been fulfilled. For now, temporarily replaced by manager Akeno Gakuen in teaching. Therefore, it is necessary to add one more permanent tutor to teach so that learning can run smoothly.

Training Curriculum

The educational curriculum is a collection of arrangements and goal plans that are used as rules to arrange learning activities to achieve educational goals. Therefore, the curriculum must at least consist of four aspects, namely content, teaching and learning methods,

assessment, and evaluation (Wiranto & Slameto, 2021). In addition, it is very important to choose curriculum components that will help learning citizens achieve the expected results and understand whether the curriculum in general and curriculum components in particular can help learning citizens achieve their desired goals (Vashe et al., 2023). The curriculum used in Japanese language training at LPK Akeno Gakuen refers to education in Japan, but in it there are modifications in accordance with the needs of learning residents. Where the learning taught by the institution is only related to materials for examinations held at the center. The teaching materials used by LPK Akeno Gakuen in Japanese language training are RPP, which is made simply, and the material is presented in the form of modules or textbooks. Because the target of LPK Akeno Gakuen is important proof, namely passing the exam and getting a certificate.

Training Funding

Funding is the provision of financial resources needed in the management and implementation of education (Tamam, 2018). It can also be said that the education process at various levels cannot run effectively without sufficient funding, cooperation, and support from various parties, including the government, the business world, and the wider community (Muspawi & Lukita, 2023). So the source of funds used in the training program must be clear. Based on the results of research conducted by researchers in the field, the source of funds at LPK Akeno Gakuen comes from students for students or registration fees when residents learn to register at the beginning are used for the needs of learning residents themselves. The institution does not receive financial assistance from any party. The financing covers all training costs, ranging from facilities such as modules, stationery, and dictionaries, in addition to job tutoring funds, dormitories, sending documents to Japan, and escorting COE. Related to the costs incurred for medical check-ups is the cost of the residents study itself, which is not included in the registration fee. The funding incurred by citizens studying for Japanese language training is detailed from the beginning of registration so that it can be seen clearly.

Training Facilities and Infrastructure

Based on the results of the study, in addition to looking at the condition of the availability of facilities and infrastructure, researchers also looked at the quality and quantity of LPK Akeno Gakuen. The condition of the facilities and infrastructure is good enough for the implementation of the program, including 1 classroom for learning, a prayer room, a toilet, modules or textbooks for material guidelines in learning, warehouses, parking lots, and wifi facilities, besides that there is 1 computer to help residents learn during interviews for job recruitment in Japan. For quality related to whiteboards, there needs to be an update by replacing new whiteboards, while for the quantity of classrooms is less so that it is necessary to add less classroom-related infrastructure to support the learning process. Because the availability of adequate facilities and infrastructure can affect the achievement of training programs (Anggraeni & Kisworo, 2020).

c. Process Evaluation

Process evaluation is a step in monitoring the implementation of the program held related to the activities and procedures carried out during implementation to assess whether the training program has been implemented according to plan, including the quality of program delivery (Irene, 2023). Process evaluation in this study discusses learning schedules, activities and participation of learning residents, tutor activities, media and learning methods and learning barriers.

Learning Schedule

LPK prepares for Japanese language learning before teaching and learning activities, namely by planning the preparation of a schedule that has been designed for the next 3

months. Learning planning is something that must be prepared by the world of education so that learning can run effectively and efficiently (Shofwan et al., 2019). Here, tutors play an important role in planning what residents will learn in the future (Nengsih, 2017). In the implementation of learning carried out according to the schedule that has been made, learning is carried out on Monday-Friday, learning time is carried out face-to-face in the classroom starting at 09.00-15.00, and breaks are carried out from 12.00-13.00 after cleaning activities. Tutors teach learning such as kotoba, kanji, Japanese conversation, culture, and group learning. Tutors teach by continuing per chapter, but also adjusted to the ability of learning residents to absorb material. If residents learn quickly, it will be faster to also complete each chapter so that they can continue the next chapter, but if not the time needed will be long enough so that tutors must encourage residents to learn so that they can master because the target of passing is about 3-4 months.

Activities and Participation of learning citizens

Overall, the residents learned by following the learning in the grades during the question and answer and the tasks given by the tutor to see how far the students learned to master the Japanese language. Regarding the activities and participation of learning residents during learning, there is interaction between learning residents and tutors in the learning process. It is very important that tutors act as mobilizers in the classroom by encouraging interaction between learning residents and themselves as well as between learning residents and other learning residents (Jiménez et al., 2017). Residents learn to follow well in the learning process; they are enthusiastic and active in class, besides that, residents learn to be able to express opinions when experiencing problems related to material that has not been understood and always do the tasks given by the tutor. Interactions are carried out with the aim of providing opportunities for residents to learn to ask questions, express opinions, or reflect (Arbarini et al., 2022). In addition, learning residents already know each other with other learning residents, so there is good interaction with fellow learning residents in the classroom.

Tutor Activities

Learning is carried out in the classroom so that there is interaction between students and tutors. Interaction in learning is very important to create a lively and supportive learning environment, but it can be said that tutors in the learning process are still lacking; there are still tutors who are not optimal in teaching. This is partly because tutors do not have experience attending training for educators, while experience is one of the most important and fundamental indicators of tutor competence (Glassow et al., 2023). So that there are problems in teaching, these problems are related to the obstacles of tutor communication with learning residents in the learning process, such as delivering material that is too fast, which causes learning residents to understand less of the material taught, a lack of patience in teaching, less responding to questions asked by learning residents, and the language used by tutors being too high, so that it is difficult to understand. These problems eventually lead to an ineffective learning process. Lack of training to support becoming a professional educator will certainly affect the level of professional competence of educators. To minimize these problems, proper training and professional development must be given to tutors to improve their understanding and skills in managing classes well so that the learning goals made can be achieved (Hadi, 2023).

In addition, the tutor conducts evaluation activities at the end of learning, namely in the form of written and oral tests conducted once per chapter, written tests in the form of asking questions, and oral tests in the form of conversation practice between learning residents to help tutors assess the level of understanding of students and determine whether the learning process is being carried out effectively or not (Faradhiba & Inayati., 2023). Monitoring is also carried out every day for residents to learn to see their progress/ development through pronunciation and during questions and answers in class.

Learning Methods and Media

Methods and media are needed in the process of communicating and learning. Based on the results of the study, face-to-face learning is carried out in the classroom, and tutors in their learning use lectures, demonstrations, questions and answers, and discussions. Methods in teaching in class are needed to provide a good learning atmosphere, with the teaching method not only delivering material but also building relationships with learning residents because it involves learning residents in activities during class. Using the question and answer method is seen as effective enough to be used in the learning process. This method is usually combined with other methods, such as lectures and discussions, which are the main forms for integrating different points of view (Poth et al., 2020). While the demonstration method is used to attract students' attention in a lesson, explain a concept or principle, convey a message, respond to questions, explore ideas, initiate investigations, and solve problems, or introduce a lesson unit (Lestari et al., 2023). Meanwhile, media in learning is needed according to the creativity of tutors whose use must also be adjusted to technological developments and the character of participants (Kisworo et al., 2022). Media used in Japanese language training include teaching material modules or books, whiteboards to explain, zoom applications used when urgent or for study residents who cannot attend, in addition to one laptop used for interviews, and sound systems.

Learning Barriers

The implementation of Japanese language training activities at LPK Akeno Gakuen found various obstacles originating from internal and external factors, obstacles experienced by learning residents, and obstacles experienced by tutors. Internal factors that hinder learning residents come from the learning residents themselves, such as a lack of ability to absorb lessons, difficulty memorizing the material that has been taught, difficulty focusing during the learning process, and being too lazy to follow lessons. For internal factors faced by tutors, it is difficult to adjust learning residents, especially for beginner learning residents who have never studied Japanese at all, so that it will take more time, but the problem returns to the learning residents. This is because each learning citizen has a different ability from one individual to another to absorb and understand information.

So here, the tutor needs to make a classroom management strategy effective, but in implementing the strategy, there needs to be support and cooperation between tutors, institutions, and parents in the implementation of classroom management strategies. Implementing classroom management strategies can have a significant impact on improving classroom learning. Tutors can also build a positive learning environment in the classroom, build good relationships between tutors and learning residents, optimize the use of learning techniques and strategies, and garner support from parents and institutions (Hadi, 2023). While the external factor that hinders is related to the classroom, learning residents who have just joined the Japanese language training are used as one room with other learning residents who have attended lessons earlier because the classroom is lacking, so what happens is that tutors and learning residents have to repeat the materials that have been learned from the beginning.

d. Product Evaluation

Product evaluation is related to the final learning outcomes of learning residents during the learning process, both planned and unplanned results, without forgetting the positive and negative results as well (Manan et al., 2020). With product evaluation, it can evaluate the entire performance of the results of program implementation and can see the extent to which the needs of all beneficiaries are met (Li & Hu, 2022). In the product evaluation in Japanese

language training, it will explain related to the quality of learning outcomes of learning residents and the quantity of graduates.

Quality of Learning Outcomes of Learning Citizens

The quality of learning outcomes of learning residents in Japanese language training can be known from the results of evaluation and monitoring of learning residents during class. That results can be seen in the good grades and development experienced by residents learning during class. This assessment is done to determine the level of knowledge that program participants have acquired (Wijayanto & Prasetyo, 2018). The quality of learning can be seen from changes in behavior, which include cognitive, affectionate, and psychomotor domains (Ernawati & Suyantiningsih, 2020). The results of Japanese language training at LPK Akeno Gakuen can be said to be good and able to equip residents to learn so that there are changes experienced after attending the training. In a program, it can be said to be successful if residents learn in training that there is a transformation process (Ikhsan, 2017). Changes that occur in learning residents are that overall learning residents can be said to be skilled in Japanese according to teaching, so that there is an increase in knowledge and skills, changes in behavior and attitudes such as being independent, diligent, more able to respect time, changing *mindsets*, and learning residents to have physical exercise habits. So that it can be known in the *product* evaluation so far, the goals that have been set previously by the institution or learning citizens organized by LPK Akeno Gakuen have been achieved. The results of training can be felt by individuals or organizations, but this is not the only way to determine whether a training was successful or not. Actions taken before, during, and after training can determine whether the training is successful or not (Meilya & Syamsi, 2015).

Quantity of graduates

Quantity is the number of citizens who have successfully completed the learning process in education (Ernawati & Suyantiningsih, 2020). The quantity or number of learners who can graduate will certainly be a consideration in the success of training. Based on the results of the study, the number of study citizens who graduated and can master Japanese can be seen from the number of study citizens who have participated have 90% graduated. The percentage of passing is measured from the evaluation of learning outcomes conducted by tutors and managers: besides that. Apart from that, the number of students who pass can be seen from the number of students who pass the selection stage. The first is a written exam, where the test is carried out at the center, followed by the stage when students pass the job interview, and finally, the students will get a certificate. Seeing the causes, of there are still study residents who do not graduate and cannot master Japanese because some residents study to withdraw or stop continuing due to various reasons, such as not continuing because of marriage, problems from students who are lazy, so there is no interest in participating in learning, and constrained costs.

CONCLUSION

Based on the results of research related to training evaluation with the CIPP model at LPK Akeno Gakuen Bawen, it can be concluded as follows: (1) context evaluation: the training program has been achieved in accordance with the needs of learning residents and in accordance with the objectives of the institution or learning residents. (2) input evaluation: all aspects can support the implementation of Japanese language learning. However, the need for additional Japanese language tutors and infrastructure facilities requires additional or updated classrooms that are lacking. (3) process evaluation: *the* components of the process in LPK run well, it's just that the aspects related to tutor activities have not been maximized. It is necessary to provide appropriate training and professional development for tutors in order to maximize learning activities in class. In addition to learning obstacles, there is a need for tutors to develop effective classroom management strategies so that the specified learning goals can be achieved. (4) *product* evaluation: Japanese language training at LPK Akeno Gakuen has reached all

components, LPK has succeeded in equipping citizens to learn by improving their knowledge and skills in Japanese.

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