

## Evaluating vocational education policy in a disadvantaged region: Evidence from a CIPP-based study

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### ABSTRACT

This study evaluates the performance of vocational education policy at SMK Maharati, a vocational high school located in a disadvantaged (3T: frontier, outermost, and underdeveloped) region of Indonesia, using the Context–Input–Process–Product (CIPP) evaluation model. This study employed an evaluative mixed-methods approach and analyzed secondary data from four institutional stakeholder satisfaction reports involving educators, educational staff, students, parents, and industry partners (IDUKA) during the 2024/2025 academic year. Quantitative data were analyzed using descriptive statistics, one-sample t-tests, Pearson correlation analysis, and regression analysis, while qualitative data were analyzed using thematic content analysis. The findings reveal a clear dichotomy between external and internal stakeholder satisfaction. Parents, students, and industry partners consistently reported high levels of satisfaction, particularly regarding student character, work ethic, and industry-relevant competencies. In contrast, educators and educational staff reported only moderate levels of satisfaction, with compensation and workload emerging as the primary sources of dissatisfaction. Statistical analysis confirmed a significant negative relationship between perceived workload and salary satisfaction, indicating structural weaknesses in human resource management. The study concluded that vocational education policy at SMK Maharati is externally effective yet internally fragile, relying heavily on the goodwill of educators rather than sustainable institutional systems. Integrated reforms in human resource management, workload management, and internal coordination are essential to ensure long-term sustainability of vocational education quality in disadvantaged regions.

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### INTRODUCTION

Vocational education serves as a strategic pillar in developing competent human resources who are prepared to contribute to productive sectors, particularly in response to the demands of Industry 4.0 and Society 5.0 (Pradipta et al., 2021; Wulandari et al., 2025). In Indonesia, Vocational High Schools (SMK) are expected not only to produce technically skilled graduates but also to foster character, adaptability, technological readiness, and work-transition competencies required by changing labor market dynamics (Utami et al., 2024). However, in practice, the effectiveness of vocational education delivery depends largely on the quality of policy implementation at the institutional level, including how policies respond to contextual needs, manage resources, implement learning processes, and produce outcomes relevant to stakeholder expectations (Reznikova et al., 2024). Without systematic and continuous evaluation, educational policies risk becoming formal

documents disconnected from practical realities, thereby rendering efforts to improve the quality of vocational education unfocused and ineffective (Ratnaya et al., 2022).

In the global context, vocational education systems are increasingly positioned as a strategic instrument for workforce development, economic resilience, and social inclusion, particularly in regions facing structural disadvantages (Cedefop, 2020). International studies emphasize that the effectiveness of vocational education is determined not only by curriculum relevance but also by the quality of policy implementation at the institutional level, including governance, resource allocation, organizational processes, and stakeholder engagement (Grollmann & Rauner, 2007; Wheelahan, 2021). In disadvantaged and peripheral regions, weaknesses in these dimensions tend to be amplified, making policy evaluation an essential mechanism to ensure sustainability and equity (Cedefop, 2023; Organisation for Economic Co-operation and Development, 2023).

Previous empirical studies have shown that vocational schools operating in remote or marginalized contexts often exhibit a paradoxical condition in which strong external performance indicators, such as graduate employability and stakeholder satisfaction, coexist with fragile internal organizational systems related to teacher welfare, workload distribution, and institutional coordination (McGrath et al., 2019; OECD, 2023; Tikly & Barrett, 2013). This paradox suggests that positive educational outcomes are frequently sustained by the professional commitment and resilience of educators rather than by robust institutional support systems (Day & Gu, 2010). Although such commitment may enable schools to maintain satisfactory external performance, persistent weaknesses in governance, human resource management, and organizational capacity raise important concerns regarding the long-term sustainability of vocational education, particularly in disadvantaged and peripheral regions (Cedefop, 2023; Skaalvik & Skaalvik, 2017).

Despite the growing body of international literature on vocational education evaluation, research focusing on policy performance in disadvantaged and peripheral regions, including Indonesia's 3T (frontier, outermost, and disadvantaged) areas, remains limited, particularly studies integrating multi-stakeholder satisfaction data within a comprehensive evaluation framework (Cedefop, 2023; UNESCO-UNEVOC, 2020). Most existing studies tend to focus primarily on student outcomes or labor market alignment (OECD, 2023), with comparatively limited attention given to internal stakeholders such as educators and administrative staff, whose well-being plays a critical role in sustaining educational quality (Skaalvik & Skaalvik, 2017; Squicciarini & Nachtigall, 2021).

Therefore, this study addresses an important research gap by applying the CIPP evaluation model to assess vocational education policy performance in a school located in a 3T region using integrated quantitative and qualitative stakeholder data (Creswell & Clark, 2018; Ratnaya et al., 2022; D. L. Stufflebeam & Shinkfield, 2012). By examining the alignment among context, inputs, processes, and products, this study contributes to the international discourse on vocational education governance and provides empirical evidence on how policy effectiveness can be undermined by internal systemic weaknesses despite strong external achievements (Cedefop, 2020; OECD, 2023).

This study originated from concerns about the persistent gap between policy formulation and the actual implementation of vocational education, particularly in regions with unique geographical and socio-economic characteristics (OECD, 2023; UNESCO-UNEVOC, 2020). SMK Maharati, located in Buhut Jaya—an area classified as a 3T (frontier, outermost, and disadvantaged) region—presents a compelling case study. The school operates in an environment characterized by limited access to modern industrial infrastructure, challenges in recruiting and retaining qualified educators, and distinct community dynamics (Skaalvik & Skaalvik, 2017). Nevertheless, SMK Maharati demonstrates a commitment to delivering quality vocational education, as reflected in its regular satisfaction surveys of various stakeholders. Data from these surveys provide preliminary insights into how educational policies and services at this school are perceived by educators, administrative staff, students, parents, and industry partners.

Evaluating educational policy is essential to ensure that established objectives are achieved effectively and efficiently. One evaluation model widely regarded as comprehensive and widely applied in educational contexts is the CIPP (Context, Input, Process, Product) model developed by Stufflebeam. This model offers an evaluation framework that not only focuses on final outcomes (product) but also analyzes contextual appropriateness, input adequacy, and the quality of

implemented processes. Through this approach, evaluation can generate formative recommendations for continuous improvement as well as summative assessments for the final evaluation of a program or policy. Applying the CIPP model to evaluate the performance of vocational education policies at SMK Maharati is expected to provide a comprehensive understanding of the school's strengths, weaknesses, opportunities, and challenges, thereby enabling the formulation of targeted, evidence-based improvement measures.

More specifically, this study aims to: (1) evaluate the alignment between SMK Maharati's environmental context and the implemented vocational education policies; (2) analyze the adequacy and quality of input resources used to support educational delivery; (3) assess the effectiveness of learning processes, management, and services within the school; and (4) measure stakeholder satisfaction levels as an indicator of policy outcomes. The findings of this study are expected not only to contribute to the literature on educational policy evaluation, particularly in 3T regions, but also to provide practical insights for SMK Maharati's administrators and relevant stakeholders in formulating more responsive, effective, and sustainable policies and programs to enhance the quality of vocational education.

## RESEARCH METHOD

This study employed an evaluative mixed-methods design with an emphasis on secondary data analysis (Creswell & Clark, 2018). The design was selected to provide a comprehensive evaluation of vocational education policy performance at SMK Maharati using institutional data that had been systematically collected through the school's quality assurance system. The evaluation focused on the four dimensions of the CIPP evaluation model: context, input, process, and product (D. L. Stufflebeam & Shinkfield, 2012).

The primary data were obtained from four official stakeholder satisfaction reports published by the Quality Management Team of SMK Maharati during the first semester of the 2024/2025 academic year. These reports comprised satisfaction surveys of educators and educational staff, parents and guardians, students, and industry partners (IDUKA). The reports were selected because they contained complementary quantitative and qualitative information. The quantitative data consisted of the percentage distribution of respondents' answers for each questionnaire item based on a five-point Likert scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied), whereas the qualitative data consisted of respondents' suggestions, comments, criticisms, and open-ended responses documented in each report.

Data were collected through document analysis. Quantitative and qualitative data were analyzed separately and subsequently integrated to produce a comprehensive interpretation of vocational education policy performance. Quantitative data presented in graphical form were first converted into mean scores for each survey item and evaluation aspect (e.g., work, salary, supervision, and colleagues) by applying proportional distribution assumptions based on the percentage distribution of responses across each Likert category. The converted data were then analyzed using IBM SPSS Statistics version 26. Descriptive statistics, including the mean, median, mode, and standard deviation, were employed to describe the characteristics of each stakeholder group. One-sample t-tests were conducted to determine whether the mean satisfaction scores significantly differed from the hypothetical reference value of three. Pearson correlation analysis was performed specifically for the educator and educational staff dataset to examine the relationships among selected variables, particularly between perceived workload and salary satisfaction.

The qualitative data were analyzed using thematic analysis following the procedures proposed by Braun and Clarke (2006). The analysis involved repeated reading of all qualitative responses to achieve familiarization with the data, followed by initial coding of meaningful text segments. Codes with similar meanings were subsequently grouped into broader themes, which were reviewed and refined by examining their coherence with both individual responses and the complete dataset. The final stage involved defining and naming the themes and preparing an analytical narrative supported by representative verbatim quotations.

The findings from both quantitative and qualitative analyses were integrated using the CIPP evaluation framework. Context evaluation examined the background, objectives, and environmental

conditions surrounding vocational education policy implementation. Input evaluation focused on available resources, including respondents, human resources, and supporting facilities. Process evaluation explored policy implementation, learning activities, internal management, supervision, communication, and coordination within the institution. Product evaluation assessed stakeholder satisfaction as the immediate outcome of policy implementation while also examining stakeholder perceptions and expectations as indicators of broader educational outcomes and impacts.

To ensure the trustworthiness of the findings, source triangulation was conducted by comparing evidence obtained from the four stakeholder groups. The study complied with research ethics by utilizing official institutional documents used solely for academic purposes. All respondent identities presented in qualitative quotations remained anonymous through the use of pseudonyms or initials, consistent with the original reports.

The methodological approach adopted in this study is consistent with international practices in educational policy evaluation, where quantitative indicators alone are considered insufficient to capture organizational dynamics and stakeholder perspectives (Creswell & Clark, 2018). Integrating quantitative satisfaction measures with qualitative thematic analysis provides a more comprehensive understanding of how vocational education policies are implemented and experienced by different stakeholder groups. The selection of the CIPP model was based on its extensive application in educational evaluation, particularly in vocational and professional education contexts (Frye & Hemmer, 2012; Daniel L. Stufflebeam & Coryn, 2014). Unlike outcome-oriented evaluation approaches, the CIPP model facilitates a comprehensive diagnosis by examining not only whether a policy is effective but also why it succeeds or fails under specific contextual conditions.

Furthermore, the use of secondary institutional data reflects a growing trend in educational evaluation research that emphasizes evidence-based decision-making through the analysis of existing quality assurance and stakeholder satisfaction systems (Harvey & Williams, 2010). This approach enhances ecological validity because the data originate from authentic institutional evaluation practices rather than externally developed research instruments. Finally, analytical rigor was strengthened through triangulation across stakeholder groups, following the recommendations of (Lincoln & Guba, 1985), while the iterative integration of findings across the CIPP dimensions enabled the identification of convergent and divergent patterns between internal and external stakeholders.

## RESULT AND DISCUSSION

This section presents the results of the evaluation of vocational education policy performance at SMK Maharati using the CIPP framework. The findings are presented sequentially, beginning with quantitative analyses of stakeholder satisfaction and statistical relationships, followed by qualitative findings that provide contextual explanations and support a comprehensive interpretation of policy implementation.

### Results

#### *Quantitative Test Findings*

**Table 1.** Results of One-Sample T-Test for Educators & Educational Staff

Aspect	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval	Interpretation
Work	4.085	37	0.000***	0.452	[0.235, 0.669]	Significant > 3 (Satisfied)
Salary/Wages	0.136	37	0.892	0.021	[-0.279, 0.321]	Not Significant (Moderately Satisfied)
Colleagues	6.716	37	0.000***	0.679	[0.476, 0.882]	Significant > 3 (Satisfied)
Supervisor	4.453	37	0.000***	0.513	[0.282, 0.744]	Significant > 3 (Satisfied)
Total	5.217	37	0.000*	0.418	[0.255, 0.581]	Significant > 3 (Satisfied)

\*\* $p < 0.001$

This pattern indicates that educators and educational staff did not evaluate the institution uniformly. While collegial relations and supervision were perceived positively, salary-related aspects remained a critical source of dissatisfaction. This suggests that interpersonal support may partially compensate for structural weaknesses, but it cannot substitute for a fair and sustainable remuneration system. The hypothesis was partially supported:  $H_0$  was rejected for work, colleagues, and supervision but retained for salary, indicating a polarization of satisfaction. The colleague-related aspect showed the highest satisfaction level ( $t = 6.716$ ), whereas salary satisfaction remained only moderate ( $t = 0.136$ ). The total score remained significantly positive despite one problematic aspect. The findings suggest the need for differentiated interventions, with priority given to salary-related issues while maintaining strong collegial relationships.

**Table 2.** Results of One-Sample T-Test for Parents

Aspect	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval	Interpretation
Teachers	22.305	83	0.000***	1.310	[1.197, 1.423]	Significant > 3 (Very Satisfied)
Facilities & Infrastructure	18.225	83	0.000***	1.154	[1.029, 1.279]	Significant > 3 (Satisfied)
Content Standards & Process	19.841	83	0.000***	1.224	[1.105, 1.343]	Significant > 3 (Satisfied)
Development Achievement	21.076	83	0.000***	1.282	[1.168, 1.396]	Significant > 3 (Satisfied)
Total	25.841	83	0.000*	1.243	[1.148, 1.338]	Significant > 3 (Satisfied)

\*\* $p < 0.001$

Parents consistently provided ratings well above the reference value, with the highest scores for teaching and child development. No aspect received a neutral or negative rating, indicating the school's success from the service users' perspective. The school appeared to meet parental expectations, particularly regarding the development of students' character and competencies.

**Table 3.** Results of One-Sample T-Test for Students

Aspect	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval	Interpretation
Learning Design	15.521	89	0.000***	1.052	[0.918, 1.186]	Significant > 3 (Satisfied)
Learning Strategy	13.846	89	0.000***	0.982	[0.842, 1.122]	Significant > 3 (Satisfied)
Classroom Management	16.939	89	0.000***	1.124	[0.995, 1.253]	Significant > 3 (Satisfied)
Teacher Professionalism	19.288	89	0.000***	1.198	[1.078, 1.318]	Significant > 3 (Satisfied)
Total	22.305	89	0.000*	1.089	[0.992, 1.186]	Significant > 3 (Satisfied)

\*\* $p < 0.001$

Students reported satisfaction but provided more critical and differentiated assessments. The highest scores were related to interpersonal relationships with teachers, whereas teaching strategies and techniques were identified as areas for improvement. The assessments reflected students' direct experiences as service recipients. The school appeared to have created a positive learning environment and strong teacher-student relationships but still needs to enhance innovation in teaching methods.

**Table 4.** Results of One-Sample T-Test for IDUKA (Business and Industrial World)

Aspect	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval	Interpretation
Student Personal Attributes	7.432	6	0.000***	1.400	[0.947, 1.853]	Significant > 3 (Very Satisfied)
Social Aspects	7.538	6	0.000***	1.250	[0.879, 1.621]	Significant > 3 (Satisfied)
Preparation & Implementation	6.817	6	0.000***	1.179	[0.785, 1.573]	Significant > 3 (Satisfied)
Teacher Monitoring	4.823	6	0.003**	0.950	[0.513, 1.387]	Significant > 3 (Satisfied)
Total	8.912	6	0.000*	1.195	[0.892, 1.498]	Significant > 3 (Satisfied)

\*\* $p < 0.01$ , \*\*\* $p < 0.001$

Industry partners (IDUKA) provided the highest overall ratings, particularly for student personal attributes. Student character and work ethic emerged as key strengths of SMK Maharati. Although students were rated very highly, the role of supervising teachers needs to be strengthened. The findings indicate that the school prepared students with competencies relevant to industry needs. Recommendations include maintaining the excellence in character and work ethic development, enhancing the active role of teachers in monitoring and partnerships with IDUKA, and leveraging positive IDUKA testimonials for broader partnership development. SMK Maharati demonstrated its capacity to produce graduates with strong character valued by industry partners, although mentoring during the transition to work requires further strengthening.

Taken together, the findings from parents, students, and industry partners indicate that SMK Maharati has generated positive external outcomes. The consistency of high ratings across these groups suggests that the school's vocational services are perceived as effective by users and external partners. However, these external evaluations should be interpreted cautiously because they do not necessarily reflect the internal organizational capacity required to sustain such outcomes.

**Table 5.** Pearson Correlation Matrix Among Satisfaction Aspects

Aspect	Work	Salary	Colleagues	Supervision	Total Score
Work	1	0.452	0.318*	0.412**	0.785*
Salary	0.452	1	0.215	0.289	0.621*
Colleagues	0.318*	0.215	1	0.534*	0.487**
Supervision	0.412**	0.289	0.534*	1	0.523**
Total Score	0.785*	0.621*	0.487**	0.523**	1

\* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

Job satisfaction appears to be a multidimensional construct characterized by interrelated aspects. Improving working conditions may have the strongest broader effect. Salary satisfaction was closely related to work-related aspects but appeared distinct from social aspects. Interpersonal relationships and the supervision system mutually reinforce each other. Policy interventions must be holistic, starting with improving working conditions and remuneration, while utilizing existing strong interpersonal relationships as a catalyst for change. The correlation pattern suggests that satisfaction among educators and staff is not formed by isolated factors but by an interdependent organizational system. Therefore, improvement in one dimension, particularly workload and remuneration, may influence broader perceptions of institutional fairness and work climate.

These findings should be interpreted as evidence of an important association rather than direct causality. Nevertheless, the consistent negative relationship between workload and salary satisfaction indicates that workload governance is a strategic entry point for improving internal satisfaction. Workload was negatively associated with salary satisfaction, providing empirical evidence of problems in workload management and compensation. A simultaneous approach is needed, involving workload management and revision of the salary system. Restructuring workload should be the first step before salary reform. Immediate actions include conducting a workload analysis and task restructuring, developing a fairer and more transparent remuneration system in

parallel, and monitoring the impact of workload changes on compensation perception. These findings provide strong empirical justification for the simultaneous reform of the work and remuneration systems at SMK Maharati.

**Table 6.** Relationship Between Workload and Salary Satisfaction

Variable X	Variable Y	r	r <sup>2</sup>	Sig. (2-tailed)	Interpretation
Number of Tasks	Salary–Education Match	-0.452	0.204	0.005	Moderate significant negative correlation
Work Duration	Basic Salary	-0.387	0.150	0.017	Low significant negative correlation
Foundation Facilities	Basic Salary	0.128	0.016	0.445	Not significant
Total Workload	Total Salary Satisfaction	-0.521	0.271	0.001	Strong significant negative correlation

**Table 7.** Results of Regression Analysis

Parameter	Unstandardized Coefficient	Standardized Coefficient	t	Sig.
Constant ( $\beta_0$ )	4.215	–	8.923	0.000***
Workload ( $\beta_1$ )	-0.385	-0.521	-3.452	0.001**
R	0.521			
R <sup>2</sup>	0.271			
Adjusted R <sup>2</sup>	0.252			
F	11.915 (p = 0.001**)			

Workload was a significant predictor of salary satisfaction; each unit increase in workload reduced satisfaction by nearly 0.4 points. Reducing workload increases salary satisfaction, and improving working conditions may be more feasible than substantial salary increases. Recommendations include targeting a workload reduction of 0.5–1 points, monitoring the impact on salary satisfaction, and integrating this with other systemic reforms. This model provides a strong quantitative basis for focused interventions on workload management as a strategy to improve compensation satisfaction at SMK Maharati.

*External and Internal Satisfaction Dichotomy*

Descriptive statistical analysis revealed a distinct pattern (Table 8). A significant gap exists between the satisfaction levels of external and internal stakeholders. The average satisfaction scores for parents (4.24), students (4.09), and IDUKA (4.20) consistently fall within the "Satisfied" to "Very Satisfied" categories. In contrast, the satisfaction of educators and educational staff (PTK) only reaches 3.42, placing it at the threshold of the "Moderately Satisfied" category. The One-Sample T-Test (Test Value = 3) confirmed that all these scores are significantly higher than the neutral point (p < 0.01), although the magnitude of their effect sizes differs considerably.

**Table 8.** Recapitulation of Average Satisfaction Scores per Stakeholder Group

Stakeholder Group	Number of Respondents (N)	Mean Score (1–5)	Category	Aspect with Highest Score	Aspect with Lowest Score
Educators & Educational Staff	38	3.42	Moderately Satisfied	Colleagues (3.68)	Salary/Wages (3.02)
Parents	84	4.24	Satisfied	Teachers (4.31)	Facilities & Infrastructure (4.15)
Students	90	4.09	Satisfied	Teacher Professionalism (4.20)	Learning Strategy (3.98)
Industry Partners (IDUKA)	7	4.20	Satisfied	Student Personal Attributes (4.40)	Teacher Monitoring (3.95)

Qualitative data further clarified this dichotomy. Parents praise the transformation of their children: "able to change my child for the better" (Milopo). IDUKA expresses high appreciation: "their motivation for industrial work practice (PKL) is higher than that of students from other schools" (CV Greenery). The qualitative responses help explain why external stakeholders reported high satisfaction. Parents emphasized changes in students' character, while industry partners highlighted students' motivation and work ethic. These responses suggest that the school's external strengths are closely related to character formation and workplace readiness rather than merely technical competence.

In contrast, educators and educational staff expressed systematic concerns, primarily regarding compensation and workload. This internal-external gap constitutes the central empirical pattern of the study. It shows that high satisfaction among external stakeholders may coexist with moderate satisfaction among internal stakeholders, particularly educators and educational staff. Such a pattern indicates that institutional performance cannot be judged solely from user satisfaction or external partner approval.

*In-depth Analysis of the Educator & Staff Group: Problematic Input and Process*

Further analysis of the educator and educational staff group revealed that salary/wages was the weakest aspect. The item "Alignment of Education with Salary" even approaches the "Less Satisfied" category (score 2.90). Correlation analysis reveals a significant negative relationship between the perception of workload ("Number of Tasks") and satisfaction regarding salary alignment ( $r = -0.452, p = 0.005$ ). This indicates that higher perceived workload was associated with lower salary satisfaction. Thematic analysis confirms this through **Theme 1: Disparity Between Workload and Compensation**, which indicates disappointment with a system perceived as unfair and non-transparent.

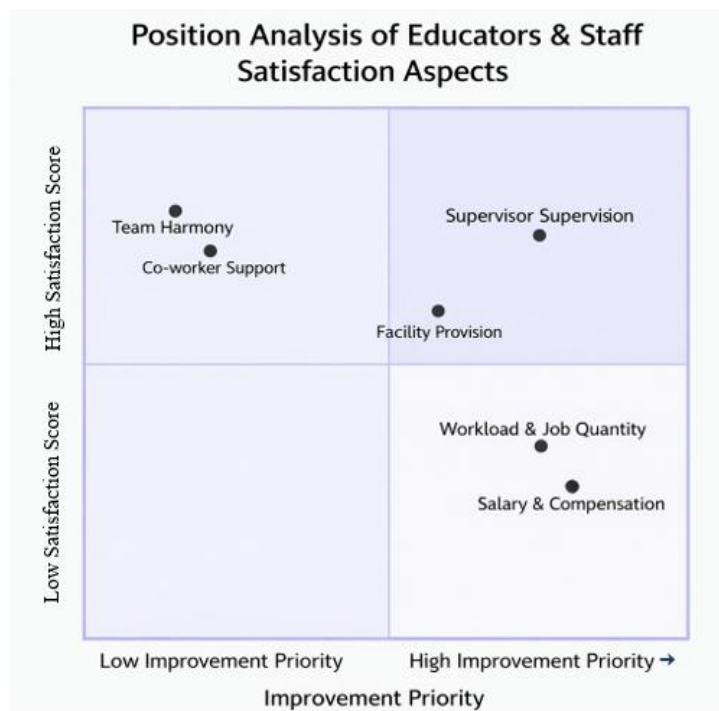


Figure 1. Priority Improvement Map for Educators & Staff

Interpretation of Figure 1: The aspects of Salary and Workload are located in the High Priority for Improvement - Low Score quadrant, necessitating immediate policy intervention. Meanwhile, relationships with colleagues represent an aspect of strength that can be maintained. In addition to *input* issues (salary), problems with *process* are also prominent. **Theme 2: The Need for Constructive and Systematic Supervision** emerged, wherein teachers request clearer feedback and more consistent enforcement of discipline. **Theme 3, Fragmentation of Internal Communication**, was

also prominent, as illustrated by the reported existence of “the boarding clinic faction and the school faction,” which hindered coordination. Figure 1 further clarifies the priority structure of internal improvement. Salary and workload occupy the most urgent quadrant because they combine relatively low satisfaction with high improvement priority. In contrast, collegial relationships represent an internal asset that can be used to support organizational change.

#### *Strengths from the External Ecosystem: Positive Product*

Despite these internal problems, the school’s product dimension received strong evaluation from external stakeholders. In addition to praising students’ work ethic, IDUKA emphasized the need for greater involvement and monitoring. They are open to deeper partnerships but request more intensive communication frequency and monitoring from supervising teachers.

## **Discussion**

The pronounced divergence between internal and external stakeholder satisfaction identified in this study resonates with findings from international vocational education research, which describe similar “dual performance” phenomena in under-resourced educational institutions (McGrath et al., 2019). High levels of satisfaction among students, parents, and industry partners often mask internal organizational strain, particularly when teaching staff operate under excessive workloads and inadequate compensation structures. From an organizational theory perspective, this condition aligns with Equity Theory, which posits that perceived imbalance between effort and reward leads to dissatisfaction and reduced motivation (Adams, 1965). Empirical studies in educational settings confirm that prolonged perceptions of distributive injustice among teachers are associated with burnout, decreased organizational commitment, and higher turnover intentions (Skaalvik & Skaalvik, 2017). In the context of SMK Maharati, the statistically significant negative relationship between workload and salary satisfaction provides quantitative validation of this theoretical proposition.

The most important implication of this finding is that external success should not automatically be interpreted as evidence of institutional robustness. In the case of SMK Maharati, positive external evaluations appear to coexist with unresolved internal weaknesses, suggesting a form of hidden organizational vulnerability. The findings further support international evidence suggesting that strong vocational outcomes can be temporarily sustained through the goodwill of educators and their professional identity, even in the absence of adequate systemic support (Day & Gu, 2010). However, such reliance on personal dedication is inherently fragile. Without institutionalized support mechanisms, including fair remuneration systems, clear role definitions, and constructive supervision, organizational performance becomes vulnerable to disruption.

The CIPP synthesis reveals that while the *product* dimension demonstrates high effectiveness, weaknesses in *input* and *process* dimensions pose a structural risk. Similar conclusions have been reported in comparative vocational education studies, which emphasize that long-term quality improvement requires alignment across governance, human resource management, and partnership structures (Squicciarini & Nachtigall, 2021; Wheelahan, 2021). These findings can be synthesized through the CIPP model, revealing a condition that may be described as “productive yet fragile.” The value of the CIPP framework in this study lies in its ability to reveal imbalance among evaluation dimensions. The product dimension shows strong external outcomes, whereas the input and process dimensions expose internal weaknesses in remuneration, workload distribution, supervision, and coordination. This imbalance explains why the school can appear effective externally while remaining fragile internally.

### **Context: Relevant yet Challenging**

The context of SMK Maharati as a vocational school in a 3T region has shaped policies relevant to local needs, primarily through partnerships with mining and printing companies. The school's commitment to conducting regular satisfaction surveys also demonstrates an awareness of the importance of accountability and continuous improvement. However, the remote geographical context also amplifies internal problems, such as difficulty in providing complete facilities and challenges in creating a competitive welfare system to retain quality teachers. The contextual

findings indicate that geographical disadvantage should not be understood only as a physical limitation but also as an institutional constraint. Limited access to industrial infrastructure, qualified educators, and supporting facilities increases the burden on schools in 3T regions to adapt policies creatively while maintaining educational quality.

### ***Input: A Fractured Foundation***

Human resources, which should serve as the primary driver of institutional performance, instead experienced fundamental dissatisfaction related to remuneration and workload management. This finding indicates that the input dimension represents the most vulnerable foundation of the institution. This dissatisfaction is not merely a financial issue but also a matter of justice and recognition, as explained in Adams' Equity Theory. Input regarding certain facilities (counseling rooms, lab access) is also deemed insufficient to support optimal service processes.

### ***Process: Negative Cycle and Fragmented Coordination***

The process evaluation uncovered two main problems. First, a negative cycle between high workload and low salary satisfaction. Excessive workload (*process*) lowers the perceived value of salary (*input*), and a salary deemed inadequate (*input*) can reduce motivation to manage the workload effectively (*process*). Second, fragmented coordination among work units creates inefficiency and conflict, which ultimately adds to the perceived workload. The supervision process, which has yet to provide constructive feedback, also hinders teachers' professional development.

The interaction between workload, supervision, and organizational coordination illustrates that policy implementation is shaped not only by formal regulations but also by day-to-day organizational processes. Fragmented communication and inconsistent supervision reduce opportunities for collaborative problem-solving and professional learning among educators. Consequently, excessive workload should not be viewed merely as an individual burden but as an organizational symptom indicating inefficiencies in work allocation and managerial coordination. Addressing these issues therefore requires systemic improvements rather than isolated administrative adjustments. Thus, process-related problems should not be treated as technical administrative issues alone. They reflect weaknesses in organizational routines that shape how policies are enacted, communicated, and sustained in daily school practice.

### ***Product: Success Generated from Educators' Goodwill, Not the System***

This represents the main paradox identified in the study. The *product*, in the form of high external satisfaction and IDUKA appreciation, appears to be more a result of the personal dedication of educators and the strength of partnership relationships, rather than a robust and sustainable support system (*input* and *process*). In other words, the school succeeds in "producing" *despite* its problematic internal system, not *because* the system is good. This condition poses a significant risk to sustainability. If educators' goodwill erodes because of unresolved input-related problems, the quality of educational outcomes may decline substantially.

The coexistence of strong external outcomes and weak internal organizational conditions represents the principal contribution of this study to the vocational education literature. Rather than indicating institutional robustness, high levels of stakeholder satisfaction may conceal organizational vulnerabilities that remain invisible when evaluation focuses exclusively on external performance indicators (Reznikova et al., 2024). This finding reinforces the importance of adopting comprehensive evaluation frameworks, such as the CIPP model, that assess not only educational outcomes but also the organizational processes and resources that generate those outcomes (Ratnaya et al., 2022). Without such holistic evaluation, schools may appear successful despite underlying structural weaknesses—particularly those related to workload, recognition, and teacher well-being—that threaten long-term sustainability (Zhou et al., 2024).

### ***Policy Implications: Breaking the Negative Cycle and Building a Resilient System***

This discussion leads to several important policy implications. Rather than implementing isolated interventions, institutional improvement should adopt an integrated and coordinated approach. First, priority should be given to strengthening the input dimension through the

development of a transparent and equitable remuneration system accompanied by workload restructuring based on clearly defined job descriptions. Such measures are expected to address the imbalance between workload and compensation identified in this study. Second, the process dimension should be reinforced by establishing a developmental supervision system and structured cross-divisional coordination mechanisms to improve communication, strengthen collaboration, and reduce organizational fragmentation. Finally, the strengths identified in the product dimension should be preserved and institutionalized by incorporating feedback from industry partners (IDUKA) into curriculum improvement and by enhancing both the frequency and quality of supervising teachers' monitoring activities to foster stronger and more sustainable partnerships between the school and industry.

Beyond institutional improvements, the findings also have broader implications for policymakers responsible for vocational education governance in disadvantaged regions. Policy interventions should move beyond outcome-based performance indicators by incorporating measures of organizational health, teacher well-being, workload distribution, and institutional capacity into quality assurance systems. Such an approach would enable policymakers to identify structural weaknesses before they negatively affect educational outcomes.

At the school level, improvement should focus on workload restructuring, transparent remuneration, and more constructive supervision. At the policy level, quality assurance for vocational schools in disadvantaged regions should include indicators of teacher well-being, workload distribution, and institutional capacity, rather than relying solely on student or partner satisfaction.

## CONCLUSION

Based on a comprehensive evaluation using the CIPP model on stakeholder satisfaction data at SMK Maharati, it can be concluded that the performance of the school's vocational education policy occupies a paradoxical position: highly productive at the external level yet fragile internally. From the *context* aspect, the school's policies have been relevant and responsive to the needs of vocational education in a 3T region, with local IDUKA partnerships serving as a primary pillar. From the *product* aspect, these policies have successfully created highly satisfactory outcomes, as reflected in the high levels of satisfaction from parents, students, and industry partners regarding the development of students' character, competencies, and work ethic. However, this external success is not built upon a robust internal foundation. The evaluation of *input* reveals a systemic failure in providing the most crucial input: a fair and transparent welfare and human resource management system. The salary aspect recorded the lowest score and is the primary source of dissatisfaction, exacerbated by disproportionate workloads. Meanwhile, the evaluation of *process* indicates that the school's internal management faces a negative cycle between workload and salary satisfaction, as well as communication fragmentation that weakens inter-divisional coordination and collaboration. Supervision that is not yet optimal has also not been able to function maximally as a means for teachers' professional development.

The primary implication of these findings is that SMK Maharati's current success relies more on the personal dedication (goodwill) of its educators and the strength of personal relationships with IDUKA, rather than on a sustainable support system. This condition is vulnerable and poses a risk to the continuity of educational quality in the long term. Therefore, the strategic agenda moving forward must simultaneously accomplish two major tasks: first, to conduct internal transformation and consolidation through human resource policy reform and enhanced management process effectiveness; and second, to maintain and institutionalize external success by deepening data- and feedback-based partnerships. Only by strengthening all four CIPP pillars in a balanced manner—from context, input, process, to product—can SMK Maharati transform from a school that is "productive despite being fragile" into a superior, resilient, and sustainable vocational education institution, one that not only produces competent graduates but also becomes a satisfying and empowering work environment for all its members.

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