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Evaluation of Entrepreneurial Skills Education Programs through the CIPP Model: Upskilling and Sustainability Challenges

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ABSTRACT

Purpose of the study: The Entrepreneurial Skills Education Program serves as a strategic effort to reduce unemployment and foster community economic independence through the enhancement of practical, market-oriented skills. Despite its potential, comprehensive evaluations of such programs remain limited. This study aims to evaluate the effectiveness and sustainability of the Entrepreneurial Skills Education Program using the CIPP evaluation model to identify its strengths, weaknesses, and long-term challenges.

Methodology: This research employed a qualitative descriptive approach involving six participants: program managers, instructors, and participants selected through purposive sampling. Data were collected through in-depth interviews, field observations, and document analysis, and then analyzed using Miles and Huberman's interactive model, which includes data reduction, display, and conclusion drawing.

Main Findings: The results reveal that the program was designed to meet community needs and local potential, supported by a relevant and adaptable curriculum, qualified instructors, adequate facilities, and strategic business partnerships. The andragogical training process was systematically implemented, emphasizing practical learning, monitoring, and continuous evaluation. The program significantly improved participants' entrepreneurial skills, creativity, and self-reliance, with some participants successfully generating post-training income. However, challenges persist in marketing networks and business sustainability, underscoring the need for ongoing mentoring.

Novelty/Originality of this study: This study lies in the comprehensive application of the CIPP model to evaluate a community-based entrepreneurship program, an approach rarely explored in prior research. The study contributes theoretically by validating CIPP as a practical framework for non-formal education evaluation and practically by offering policy insights to strengthen entrepreneurship development and community empowerment initiatives.

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1. INTRODUCTION

In facing the global era and increasingly dynamic socio-economic challenges, the education sector is expected not only to produce graduates who excel academically but also to foster individuals who are adaptive, innovative, and economically independent. One of the persistent national challenges confronting Indonesia is the high unemployment rate, which remains a serious concern despite various governmental interventions. This

situation is further exacerbated by limited job availability and increasingly stringent qualification requirements for job seekers. In response to these issues, strengthening non-formal education programs that focus on developing entrepreneurial skills has emerged as a strategic and sustainable solution. Such efforts align with the government's broader agenda to reduce unemployment and enhance community welfare through the creation of self-reliant and skilled individuals.

To realize this vision, the Directorate General of Vocational Education through the Directorate of Courses and Training of the Ministry of Education, Culture, Research, and Technology has launched the Entrepreneurial Skills Education Program (*Program Pendidikan Kecakapan Wirausaha*). This initiative is designed to provide learners with knowledge, practical skills, and entrepreneurial mindsets that encourage creativity, innovation, and self-reliance in developing their personal and environmental potential [1]. The program's primary objective is to equip participants—particularly graduates of non-formal education with contextual and applicable entrepreneurial competencies based on the unique local potentials of each region. Furthermore, participants receive continuous mentoring and business assistance to ensure they can establish and sustain independent business ventures.

Non-formal education institutions, such as Learning Activity Studios (SKB), Educational Course Institutions (LKP), and Community Learning Activity Centers (PKBM), serve as the primary implementers of this program. Among them, the Non-Formal Education Unit–Learning Activity Studio (SPNF-SKB) of South Bengkulu Regency has been conducting the Entrepreneurial Skills Education Program for the past two years, offering different skill specializations annually to align with local community needs and market opportunities.

Although the implementation of this program has expanded across various non-formal institutions, previous research has primarily focused on descriptive analyses, emphasizing the implementation process and participants' skill acquisition [2]. These studies generally present contextual narratives on how the program is executed, the challenges faced, and the perceptions of participants and organizers. However, they often lack a comprehensive evaluation of program effectiveness and efficiency, leaving unanswered questions about how well the program aligns with community needs, utilizes available resources, or sustains entrepreneurial outcomes. In contrast, the present study aims to conduct an integrated and evaluative investigation of the Entrepreneurial Skills Education Program, offering both academic and practical significance as well as novelty in approach and context [2].

This research addresses a critical gap in the literature: while existing studies on entrepreneurship education in non-formal contexts typically highlight implementation or outcomes, few have systematically evaluated such programs using a holistic framework. Specifically, there is limited empirical evidence on the alignment between program design, resource readiness, implementation quality, and long-term business sustainability among participants. As a result, there remains a need for evaluation-based studies that assess both the processes and results of entrepreneurial training programs, thereby providing a more complete understanding of their overall effectiveness and impact on local economic empowerment.

To fill this gap, the CIPP (Context, Input, Process, Product) evaluation model developed by Daniel L. Stufflebeam offers a comprehensive and structured framework suitable for assessing educational programs in a multidimensional manner [3]. The model enables evaluators to analyze not only the final outcomes (product) but also the contextual relevance, input adequacy, and process quality of program implementation. The CIPP model is particularly relevant for evaluating entrepreneurial training because it systematically identifies both successes and weaknesses at each stage of implementation [4]. By applying this model, researchers can examine how effectively the program identifies local needs and resources (Context), manages human and material inputs such as instructors, curricula, facilities, and funding (Input), conducts teaching and mentoring processes (Process), and achieves tangible results in terms of participants' skill enhancement, entrepreneurship readiness, and socio-economic impact (Product) [5].

Based on this rationale, the central problem of this study lies in the limited comprehensive evaluation of the Entrepreneurial Skills Education Program using the CIPP model. The urgency of this research stems from the need to provide empirical data and evaluative insights that can guide evidence-based policymaking and strategic program development in non-formal education. Consequently, the objectives of this study are threefold: (1) to evaluate the Entrepreneurial Skills Education Program using the CIPP framework; (2) to identify achievements and challenges faced by facilitators and participants; and (3) to formulate recommendations for improving program quality and supporting the sustainability of community-based entrepreneurship.

2. RESEARCH METHOD

This study uses a qualitative descriptive approach. This qualitative descriptive approach was chosen because this study aims to determine the effectiveness of the Entrepreneurial Skills Education program in the Non-Formal Education Unit-Learning Activity Studio of South Bengkulu Regency based on data obtained from various sources. Research subjects were selected using purposive sampling, which is a sampling technique that is carried out by selecting subjects based on certain objectives and characteristics that are relevant to the focus of

the research [6]. The research subjects consisted of 6 informants, including the person in charge of the program, secretaries, treasurers, instructors, and participants.

Table 1. Research Subject

No	Subject	Total
1	Person in Charge/Head of PNF-SKB Unit	1 Person
2	Program secretary	1 Person
3	Program treasurer	1 Person
4	Instructor	1 Person
5	Program Participants	2 People

The evaluation model used is CIPP which consists of four main components, namely the first Context, including the analysis of community needs, local potentials and resources and the relevance of the program. Second Input, discussing human resources, curriculum, facilities and infrastructure, and funds. Third Process, discussing the implementation of programs, teaching methods, monitoring and internal evaluation. Fourth Product, discuss skills improvement, entrepreneurial success rates and social and economic impacts [3].

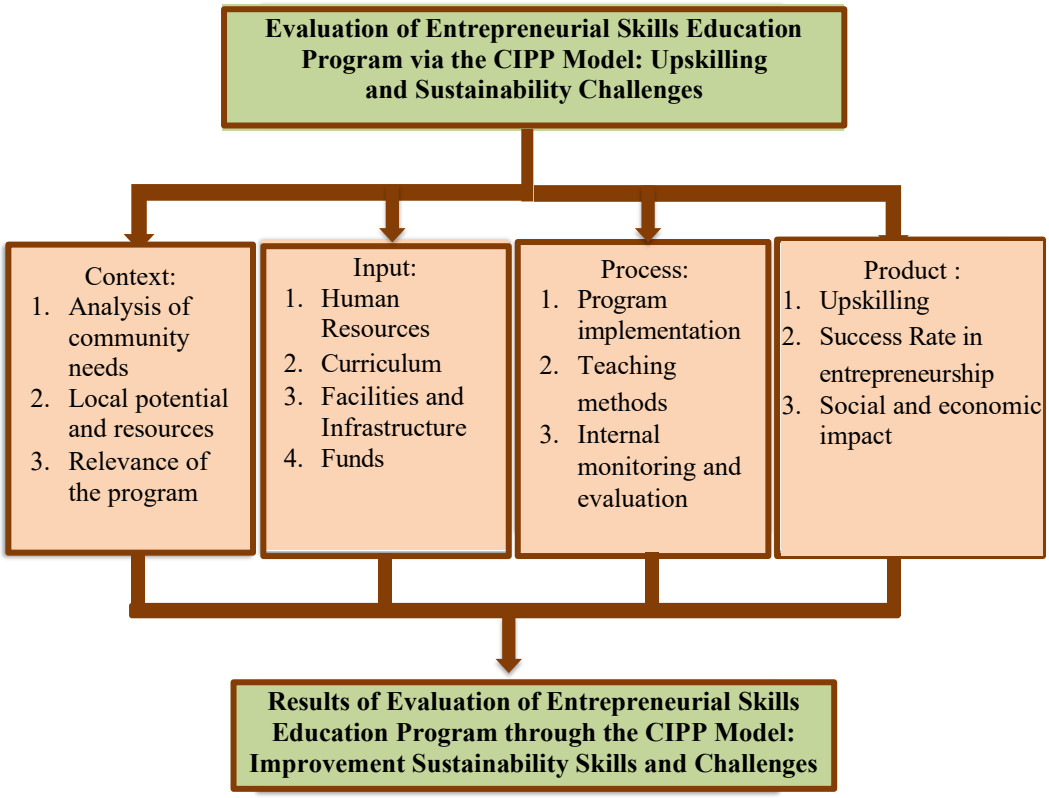

Figure 1.Research Paradigm

In this study, data will be collected through in-depth interviews, direct observation and documentation studies. This is in accordance with the statement that qualitative research collects data from participants through in-depth interviews (individual/group), focus groups, and participant observations; Participant selection and data collection methods are key steps in the research process [7]. In-depth interviews in this study will be conducted with people or informants who have information about the implementation of the Entrepreneurial Skills Education program at the Non-Formal Education Unit-Learning Activity Studio of South Bengkulu Regency such as the person in charge/Head of the Non-Formal Education Unit-Learning Activity Studio, program secretary, program treasurer, instructor and program participants.

Table 2. Instrument Grid

Components CIPP	Focus Indicator	Data Collection Instruments	Source
Context	Analysis of community needs	Interview guide (Items 1–3)	Person in Charge (Head of PNF-SKB Unit) and Program Participant
	Potential and resources	Interview guide	Person in Charge (Head of PNF-

Components CIPP	Focus Indicator	Data Collection Instruments	Source
	Local Power	(Items 4–6)	SKB Unit), Secretary and Program Participant
	Relevance of the program	Interview guide (Items 7–9)	Person in Charge (Head of PNF-SKB Unit), Secretary and Program Participant
Input	Human Resources	Interview guide (Items 10–12) Documentation	Person in Charge (Head of PNF-SKB Unit) Secretary and program participants
	Curriculum	Interview guide (Items 13–15) Documentation	Person in Charge (Head of PNF-SKB Unit), Secretary, Instructor, and Program Participant
	Facilities and Infrastructure	Interview guide (Items 16–18) Documentation	Person in Charge (Head of PNF-SKB Unit, Instructor and Program Participant
	Funds	Interview guide (Items 19–21) Documentation	Person in Charge (Head of PNF-SKB Unit), Treasurer and Program Participants
Process	Program implementation	Interview guide (Items 22–23) Documentation	Person in Charge (Head of PNF-SKB Unit), Secretary, Instructor and Program Participant
	Teaching methods	Interview guide (Items 24–26) Documentation	Person in Charge (Head of PNF-SKB Unit), Instructor and Program Participant
	Internal monitoring and evaluation	Interview guide (Items 27–30) Documentation	Person in Charge (Head of PNF-SKB Unit), Instructor and Peserta Program
Product	Upskilling	Interview guide (Items 31–33) Observation	Person in Charge (Head of PNF-SKB Unit), Instructor and Program Participant
	Success rate in entrepreneurship	Interview guide (Items 33–35) Observation	Person in Charge (Head of PNF-SKB Unit), Secretary and Peserta Program
	Social and economic impact	Interview guide (Items 37–38) Observation	Person in Charge (Head of PNF-SKB Unit) and Program Participant

In addition, the researcher also made direct observations in the field, and what was observed was the improvement of skills, the level of success in entrepreneurship and the social and economic impact. Meanwhile, the documentation study in this study aims to complement the data from interviews and observations. The data was collected from April-June 2025. Data analysis was carried out using an interactive qualitative analysis model proposed by Miles and Huberman accompanied by triangulation of sources to maintain the validity of the findings. It consists of three main stages, namely data reduction, data presentation, and drawing conclusions [8]. Data reduction is carried out by selecting, simplifying, and organizing data obtained from interviews, observations, and documentation. This process aims to eliminate irrelevant information and preserve data that is closely related to the research focus [9].

The data that has been reduced is then categorized based on the main aspects of managing facilities and infrastructure, such as planning, utilization, and maintenance of school facilities. After data reduction, the next stage is the presentation of data in the form of a descriptive narrative that makes it easier for researchers to understand the relationship between variables. The systematic presentation of data allows researchers to identify trends and problems related to the effectiveness of the management of facilities and infrastructure in schools. The final step in data analysis is the drawing of conclusions and verification.

3. RESULTS AND DISCUSSION

The researcher described the research data based on the results of interviews, observations and documentation with four research focuses, namely the context of the Entrepreneurial Skills Education program at the Non-Formal Education Unit-Learning Activity Studio of South Bengkulu Regency, the input of the Entrepreneurial Skills Education program at the Non-Formal Education Unit-Learning Activity Studio of South

Bengkulu Regency, the process the Entrepreneurial Skills Education program at the PNF-SKB Unit of South Bengkulu Regency and the product of the Entrepreneurial Skills Education program at the Non-Formal Education Unit-Learning Activity Studio of South Bengkulu Regency.

Context of Entrepreneurial Skills Education Program

Context aspects in the evaluation of the Entrepreneurial Skills Education program include indicators of community needs, local potentials and resources, and program relevance. The following are the results/findings in the Table 3.

Table 3. Interview Answer Recapitulation Matrix (Context)

Components CIPP	Focus Indicator	Results/Findings	Data Collection Instruments	Source
Context	Analysis of community needs	This program is prepared based on the analysis of community needs. This is driven by the increasing demand for makeup services in various social, cultural, and religious events that are part of the lifestyle of modern society.	Interview guide (Items 1–3)	Person in Charge (Head of PNF-SKB Unit) and Program Participant
	Potential and resources Local Power	The program is designed based on local economic potential. Judging from the needs of local communities who routinely hold ceremonial events, supported by the availability of raw materials, as well as the availability of competent human resources (HR).	Interview guide (Items 4–6)	Person in Charge (Head of PNF-SKB Unit), Secretary and Program Participant
	Relevance of the program	This program is designed with the needs and conditions of participants in mind. It is arranged applicatively so that it can be directly applied in the world of work. So that graduates have skills that are in accordance with the demands of the business world.	Interview guide (Items 7–9)	Person in Charge (Head of PNF-SKB Unit), Secretary and Program Participant

From the table, it can be seen that the Entrepreneurial Skills Education program at the Non-Formal Education Unit-Learning Activity Studio of South Bengkulu Regency was prepared based on the results of the analysis of the real needs of the community. This is driven by the increasing demand for makeup services in social, cultural, and religious events. This skill has the potential to become an independent business opportunity, especially for vulnerable groups such as teenagers who have dropped out of school and housewives who do not have a permanent job. In addition to providing technical provisions, this program also has an impact on social and economic empowerment.

This is in line with the view that the Entrepreneurial Skills Education Program designed based on the needs of participants tends to be more effective in improving skills and creating independent employment opportunities [10]. They emphasized that community involvement in the planning stage will result in a more adaptive program [11]. Non-Formal Education must depart from the needs of the community to produce meaningful learning [12]. Need-based programs will increase learning motivation and the usefulness of training results [13]. Training programs that are relevant to local social, cultural, and economic conditions will be more effective in improving participants' competencies and facilitating the process of adaptation to the world of work or independent business [14].

The Entrepreneurial Skills Education Program is also developed by considering the economic potential and local resources [15]. The South Bengkulu region is known to have a strong ceremonial culture, such as weddings and circumcision, so the demand for makeup services tends to be stable throughout the year. In addition, tools and materials are easy to find at local cosmetics stores, as well as the availability of experienced instructors, are a distinct advantage. This finding is strengthened by the existence of local potential-based skills training that can increase participants' income, expand business opportunities, and strengthen economic networks at the community level [16]. It is also mentioned that the linkage between skills training and local potential increases the sustainability of participants' businesses. They emphasized the importance of integrating local wisdom and local markets as a foothold in arranging entrepreneurship training [17]. In addition, training associated with the environmental conditions around the participants will increase the sense of ownership, involvement, and strengthen the applicative value of the skills taught [18].

In the program relevance indicator, the material has been adjusted to the needs of the participants so that program graduates will have skills that are in accordance with the business world and of course participants who take part in the program have a high interest in participating in this Entrepreneurial Skills Education program. It is shown by the number of registrants who exceed the quota. This reflects the high public trust in the usefulness of the program and shows that the program is relevant and responsive to the socio-economic needs of the community. This is in accordance with the entrepreneurship education model in vocational schools and states that programs based on the local business world will be easier to absorb by participants, because the material is in accordance with the work reality they are facing [19]. 21st century skills should be instilled in skills education programs, including adaptability, innovation, and orientation to the job market. An applicative and contextual program will accelerate participants to enter the world of work [20]. Similar findings were revealed in the research on the effectiveness of local potential-based entrepreneurship training programs in non-formal educational institutions. The results showed that adjusting the training materials to local business opportunities not only improved the technical competence of the participants, but also motivated them to start a post-training independent business [21].

The context aspect of the Entrepreneurial Skills Education Program at the Non-Formal Education Unit-Learning Activity Studio of South Bengkulu Regency can be concluded to be designed based on an analysis of community needs, in addition, this program makes optimal use of local potential, such as the ceremonial culture of the community and the availability of instructors and cosmetic materials that are easily accessible. The training curriculum is prepared in an applicative and relevant manner in accordance with the business world.

Input of the Entrepreneurial Skills Education Program

Input aspects in the evaluation of the Entrepreneurial Skills Education program include indicators of human resources, curriculum, facilities and infrastructure, and funds. The following are the results/findings in the Table 4.

Table 4. Interview Answer Recapitulation Matrix (Input)

Components CIPP	Focus Indicator	Results/Findings	Data Collection Instruments	Source
Input	Human Resources	Human resources in the Entrepreneurial Skills Education program at the PNF-SKB Unit of South Bengkulu Regency have met the criteria needed to support the success of the program, such as the existence of management and instructor certificate documents and decree documents for the implementation of the Entrepreneurial Skills Education program.	Interview guide (Items 10–12) Documentation	Person in Charge (Head of PNF-SKB Unit) Secretary and program participants
	Curriculum	The curriculum used in the Entrepreneurial Skills Education program at the PNF-SKB Unit of South Bengkulu Regency is designed systematically and contextually, based on the results of the analysis of the needs of participants and local potentials in the region.	Interview guide (Items 13–15) Documentation	Person in Charge (Head of PNF-SKB Unit), Secretary, Instructor, and Program Participant
	Facilities and Infrastructure	Facilities and infrastructure in the Entrepreneurial Skills Education program at the PNF-SKB Unit of South Bengkulu Regency are available and support the training process.	Interview guide (Items 16–18) Documentation	Person in Charge (Head of PNF-SKB Unit, Instructor and Program Participant
	Funds	The management of funds in the Entrepreneurial Skills Education program at the PNF-SKB Unit of South Bengkulu Regency has been sufficient, transparent, and accountable.	Interview guide (Items 19–21) Documentation	Person in Charge (Head of PNF-SKB Unit), Treasurer and Program Participants

Based on the table, it is known that the human resource indicators in this program are supported by competent instructors, both academically and practically. They not only have certifications in the field of cosmetology, but are also active business actors in the field. It provides participants with a hands-on learning experience from practitioners who understand the needs of the industry. The number of instructors proportional to the number of participants also ensures that the learning process runs optimally and conducively [22]. Program managers also have managerial competence, as evidenced by their ability to develop programs, schedule activities, manage budgets, and collaborate with external partners. The success of the skills education program is greatly influenced by the quality of instructors who not only master the material, but are also able to guide participants practically and motivationally [5]. In addition, teaching staff in non-formal education must have technical skills as well as a humanistic approach to effectively guide adult participants [23].

Meanwhile, the curriculum used in the Entrepreneurial Skills Education program at the Non-Formal Education Unit-Learning Activity Studio of South Bengkulu Regency has been designed systematically and contextually, based on the results of the analysis of the needs of participants and local potentials in the region. The training curriculum is focused on a skill area that has high relevance to local business opportunities, namely bridal makeup, which is in high demand in various customary, social, and cultural activities. The training materials include entrepreneurship character education, strengthening business management, developing technical skills, and planning and developing business start-ups, which shows that the curriculum is not only technical, but also equips participants with entrepreneurial knowledge and attitude.

In addition, the curriculum integrates theoretical and practical aspects proportionally, where participants are first given theoretical briefings as a basis, then directed to practical activities that allow them to apply knowledge directly. This is in line with the andragogy approach that is in accordance with the characteristics of adult students. A skills education curriculum designed based on local potential will be more contextually relevant, as it takes advantage of the resources, culture, and business opportunities that exist in the local area. This will make it easier for participants to apply their skills to the real business world [24]. In addition, the application of the principle of andragogy in the skills training curriculum makes the learning process more effective for adult learners, because they are actively involved, given the freedom to choose learning strategies, and are directed to learn from real experiences [25]. An entrepreneurship training curriculum that integrates theory and practice in a balanced manner will produce graduates who not only understand concepts, but also have technical skills and problem-solving skills needed in running a business [26].

Indicators of facilities and infrastructure in the Entrepreneurial Skills Education Program at the Non-Formal Education Unit-Learning Activity Studio of South Bengkulu Regency show that facilities are available and support the smooth training process, both in theoretical and practical learning aspects. The facilities provided include clean, spacious, and comfortable training rooms, as well as practical equipment such as make-up kits, hairdryers, chairs, large mirrors, and good lighting, all of which are in good working order. The arrangement of the space and equipment allows participants to feel comfortable and focused in following the learning process.

In addition, the implementation of practical activities is carried out on a scheduled basis and in a fair turn, so that each participant has an equal opportunity to access and use the equipment. Supervision from the instructor also ensures that the training process runs smoothly and that all participants can practice the skills directly. The completeness of facilities and infrastructure has a direct effect on the effectiveness of skills learning, especially in practice-based training, where the quality and availability of tools are the determining factors for the success of participants' competencies [27]. A well-organized study room and adequate facilities not only support the learning process, but also increase the motivation and comfort of participants, so that they are more focused on participating in activities [28]. In addition, the existence of adequate practice facilities allows participants to apply knowledge directly, minimize technical errors, and accelerate skill mastery [29].

The fund indicators show that the Entrepreneurial Skills Education Program at the Non-Formal Education Unit-Learning Activity Studio of South Bengkulu Regency is managed transparently, accountably, and in accordance with the budget planning that has been set. This is evidenced through documents such as the Cost Budget Plan, financial statements, and well-documented proof of expenses. Based on the results of interviews and document reviews, the funds allocated have met all training needs, ranging from the procurement of practical tools and materials, payment of instructor honorariums, operational costs of activities, to supporting the process of pioneering participants' businesses. Fund management is carried out openly with detailed recording, reporting that can be accessed by the public through the Banper Binsusdiklat website, and supervision from related parties.

Financial management of training programs must prioritize the principles of transparency, accountability, and stakeholder involvement to maintain public trust [30]. The success of the management of training funds is also determined by realistic budget planning and periodic evaluations so that funds are used on target [31]. In addition, the disclosure of publicly accessible financial statements is an important factor in encouraging the sustainability of the program and attracting support from external parties [32]. This program also receives real support from the local government through the Education and Culture Office, as well as collaboration with business partners such as Bungsu Jijut Pelaminan and Salon Mitra, which not only strengthens

the sustainability of training but also opens up opportunities for cooperation in helping participants start businesses.

Overall, the input of the Entrepreneurial Skills Education Program at the Non-Formal Education Unit-Learning Activity Studio of South Bengkulu Regency has met four main aspects. Human resources in this program are supported by competent instructors, both academically and practically. The curriculum is prepared based on the analysis of participants' needs and local potential, covering theory and practice in a balanced manner, with materials relevant to the business world. Adequate facilities and infrastructure, ranging from comfortable training rooms to practice equipment that can be accessed equally by participants. Training funds are sufficient, managed transparently and accountably, and supported by local governments and business partners, so as to support the implementation of training up to the business start-up stage.

Entrepreneurial Skills Education Program Process

The process aspects in the evaluation of the Entrepreneurial Skills Education program include indicators of program implementation, teaching methods, and monitoring and evaluation in Table 5.

Table 5. Interview Answer Recapitulation Matrix (Process)

Components CIPP	Focus Indicator	Results/Findings	Data Collection Instruments	Source
Process	Program implementation	The implementation of the Entrepreneurial Skills Education Program at the PNF-SKB Unit of South Bengkulu Regency has been running according to the schedule and plan that has been set from the beginning. The preparation of the schedule is carried out in a structured and detailed manner from the beginning of the program, and the implementation of activities is supervised regularly to ensure that the entire process runs in accordance with the curriculum.	Interview guide (Items 22–23) Documentation	Person in Charge (Head of PNF-SKB Unit), Secretary, Instructor and Program Participant
	Teaching methods	Teaching methods are varied (lectures, questions and answers, group discussions, demonstrations, and hands-on practice) and in accordance with the principles of adult learning (valuing previous experiences, relating the material to their real needs, and providing space for interaction and active participation).	Interview guide (Items 24–26) Documentation	Person in Charge (Head of PNF-SKB Unit), Instructor and Program Participant
	Internal monitoring and evaluation	Process monitoring and internal evaluation in the implementation of the Entrepreneurial Skills Education Program in the PNF-SKB Unit of South Bengkulu Regency has been carried out routinely, systematically, and continuously. Monitoring is carried out not only to ensure the attendance of participants and the implementation of the training schedule, but also to observe the development of participants' skills during the learning process.	Interview guide (Items 27–30) Documentation	Person in Charge (Head of PNF-SKB Unit), Instructor and Peserta Program

Judging from the table, the implementation of the program has been carried out on time and according to the stages that have been set from the beginning, starting from participant admission, theoretical learning, skill practice, to evaluation. All stages are carried out in a orderly, organized, and supervised manner by managers and instructors, so that the consistency of program implementation is maintained.

The achievement of the training program is greatly influenced by the consistency of implementation of the initial plan and strict supervision of the schedule [33]. The implementation of the program in an orderly and disciplined manner reflects effective and professional education management [34]. Accordingly, regularity in the training process not only improves the skills of the participants, but also strengthens their confidence in the program they are participating in [35].

In addition, teaching methods are varied and participatory, including lectures, questions and answers, group discussions, demonstrations, and hands-on practice. This approach is in accordance with the principles of andragogy, which emphasizes the importance of participant experience, real problem-solving, as well as active participation in the learning process. The application of hands-on practice as the main part of training is an effective strategy in improving the mastery of participants'skills [36]. The communicative delivery style creates a conducive and fun learning atmosphere. This is in line with the andragogy theory which states that adult learners learn more effectively if the material is related to their real experiences and needs [37]. In addition, the hands-on learning method significantly improves participants' technical abilities in vocational skills training [38].

Figure 2. Program implementation

For internal monitoring and evaluation indicators, the implementation of monitoring is carried out in a structured and systematic manner to monitor the implementation of activities, participant involvement, and skill development during the learning process. The evaluation was carried out formatively and summatively, and the results were used as material for reflection and improvement of the program. Continuous monitoring and evaluation provides important feedback for improving the quality of training [39]. In addition, documentation of evaluation results and their use in decision-making is one of the indicators of a successful vocational education program [40]. Further monitoring Coupled with standardized reporting, it speeds up the follow-up process and prevents the recurrence of the same problem in the future [41].

Aspects Process In the Entrepreneurial Skills Education Program at the Non-Formal Education Unit-Learning Activity Studio of South Bengkulu Regency, it can be concluded that it is carried out in a structured, timely manner, and in accordance with the plan that has been prepared from the beginning. The learning methods used are varied and andragogy-based, so that they are able to adapt to the characteristics of adult participants and encourage active involvement in the learning process. In addition, monitoring and evaluation are carried out on a routine, formative, and summative basis, and are optimally utilized to improve the quality and effectiveness of the program. Alignment between planning, implementation, and oversight reflects professional, results-oriented training management [42].

Entrepreneurial Skills Education Program Product

Product aspects in the evaluation of the Entrepreneurial Skills Education program include indicators of skill improvement, success rates in entrepreneurship and social and economic impacts in Table 6.

Table 6. Interview Answer Recapitulation Matrix (Product)

Components CIPP	Focus Indicator	Results/Findings	Data Collection Instruments	Source
Product	Upskilling	The Entrepreneurial Skills Education Program has an influence on improving the skills of participants. Participants who previously did not have knowledge and skills in the field of cosmetology, have now mastered various basic to advanced techniques, including makeup, styling hair, combining bridal clothes and accessories, to	Interview guide (Items 31–33) Observation	Person in Charge (Head of PNF-SKB Unit), Instructor and Program Participant

Components CIPP	Focus Indicator	Results/Findings	Data Collection Instruments	Source
		ethics in service delivery.		
	Success rate in entrepreneurship	The success rate of participants in starting an entrepreneur after participating in the Entrepreneurial Skills Education program at the PNF-SKB Unit of South Bengkulu Regency has been running, but still faces several significant challenges. Such as the problem of group cooperation, the distribution of tools and materials in groups, and marketing.	Interview guide (Items 33–35) Observation	Person in Charge (Head of PNF-SKB Unit), Secretary and Peserta Program
	Social and economic impact	The Entrepreneurial Skills Education Program organized by the PNF-SKB Unit of South Bengkulu Regency has had a social and economic impact for the participants	Interview guide (Items 37–38) Observation	Person in Charge (Head of PNF-SKB Unit) and Program Participant

Based on the table, it is known that the indicator of skill improvement, the Entrepreneurial Skills Education Program at the Non-Formal Education Unit-Learning Activity Studio of South Bengkulu Regency has proven to make a real contribution to improving technical competence and entrepreneurial spirit, although there are still several challenges in its implementation in a sustainable manner.

Figure 3. Business Pioneering

This program has succeeded in improving the skills of participants, especially in the field of bridal makeup. Participants who previously had no expertise were now able to master basic and advanced techniques such as makeup, hair styling, and customer service ethics. The skills provided are applicable and can be directly used to start a business.

Vocational training programs that target service-based skills, such as cosmetology, are highly effective in rapidly improving participants' technical skills [43]. The practical skills provided in life skills training are able to encourage participants to immediately utilize these competencies in real business opportunities [44]. In addition, the success of upskilling is not only measured by mastery of techniques, but also by the ability of participants to integrate those skills with simple marketing strategies to support business sustainability [45]. For indicators of success in entrepreneurship, although participants showed the courage to start a post-training business, especially in the form of home makeup services, there were obstacles in group cooperation, access to tools, and marketing strategies. The model of distributing aid in the form of groups turned out to be less flexible, causing internal conflicts and coordination difficulties, especially for participants who lived far away.

Logistical and location factors greatly influence the effectiveness of group efforts in community-based entrepreneurship training [46]. In addition, post-training success is determined not only by technical skills, but also by advanced mentoring support, marketing strategies, and flexible venture capital [47]. For social and economic impact indicators, this program has made a significant contribution. Participants began to earn income from the makeup services they ran after the training, even though the income was not large. However, this income has helped ease the family's economic burden. More than that, this program also has an impact on the attitude and mentality of the participants. They become more confident, independent, and have the awareness and motivation to be entrepreneurial. This change in character shows that the program not only provides technical skills, but also forms a strong entrepreneurial mentality. Vocational training based on local needs can

improve *social capital* participants, making it easier for them to build business networks [48]. The social impact of job skills programs often extends to the surrounding environment, as participants become agents of change and inspiration for the community [49]. In addition, entrepreneurship training that integrates post-training mentoring aspects can increase business resilience (*business resilience*) in the first year, thus strengthening the economic contribution in a sustainable manner [50].

Based on this description, it can be concluded that the *product aspect* in the evaluation of the Entrepreneurial Skills Education Program at the Non-Formal Education Unit-Learning Activity Studio of South Bengkulu Regency shows that there are still several challenges that need to be addressed. This program is proven to improve the technical skills of participants, especially in the field of bridal makeup, which is applicable and can be directly used to start a business. The level of entrepreneurial success of the participants can be seen from their courage to open services, even though they are constrained by limited tools, marketing strategies, and less flexible group work patterns. The resulting social and economic impacts include increased income, independence, self-confidence, and the formation of a stronger entrepreneurial mentality. With advanced mentoring support, the right marketing strategy, and a more adaptive assistance model, the program has the potential to make a greater contribution to improving the welfare of participants and the sustainability of the business in the future.

4. CONCLUSION

Based on the research findings, it can be concluded that the Entrepreneurial Skills Education Program at the Non-Formal Education Unit Learning Activity Studio of South Bengkulu Regency has been implemented effectively, as evidenced by the comprehensive evaluation using the CIPP (Context, Input, Process, Product) model. In the context aspect, the program was designed based on a clear analysis of community needs and local economic potential, particularly addressing the growing market demand for bridal makeup services as a viable entrepreneurship opportunity. From the input aspect, the program is supported by qualified instructors, a relevant and practice-oriented curriculum aligned with regional potentials, sufficient facilities and infrastructure, and transparent financial management that ensures accountability. In terms of the process aspect, the implementation follows a well-structured schedule, applies an andragogical approach suitable for adult learners, and incorporates regular monitoring and evaluation to maintain program quality. Meanwhile, in the product aspect, the program has successfully enhanced participants' technical competencies, independence, and entrepreneurial mindset, even though challenges persist in fostering group collaboration and developing effective marketing strategies. Theoretically, this study reinforces the validity of the CIPP evaluation model as an effective framework for assessing entrepreneurship-oriented non-formal education programs. It demonstrates that the model provides a holistic understanding of program performance, capturing both implementation processes and outcome quality. Practically, the results highlight the importance of aligning non-formal education initiatives with local economic opportunities to ensure relevance and sustainability. The findings imply that local governments and educational institutions should strengthen partnerships with industry stakeholders, integrate digital marketing and business management components, and provide post-training mentoring to enhance entrepreneurial success. Furthermore, replicating this evaluation model across other community empowerment programs could help establish a continuous improvement mechanism for non-formal education, thereby contributing to local economic growth and sustainable community development.

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