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# Evaluation of Thematic Academy (TA) Digital Talent Development Program Using the CIPP Model

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**ABSTRACT**

The Human Resource Development (HRD) program at the Ministry of Communication and Informatics through the Thematic Academy training program has a strategic goal of improving the competence and skills of national human resources in the ICT sector. This HR development policy is part of the government's efforts to support the acceleration of digital transformation. This study was conducted to evaluate the Thematic Academy program using the Context, Input, Process, and Product (CIPP) evaluation model. Data collection methods in this study involved surveys of 249 respondents. Descriptive analysis was conducted after data processing, validity testing, and reliability testing. The study results indicate that the performance achievement of the Thematic Academy program has exceeded the set target. However, based on the CIPP model evaluation, several aspects received a "sufficient" rating, namely context, process, and product. Meanwhile, only the input aspect received a "good" rating. Therefore, although this program has been running well, it is essential to pay attention to these aspects to further improve its quality. The novelty of this study lies in the application of the CIPP evaluation model in a comprehensive manner to assess the success of this training program, as well as providing specific recommendations for more targeted improvements, especially in the context of digital training programs in Indonesia. These findings offer valuable insights for policymakers in designing more effective HR development policies, with a focus on improving quality aspects that have not yet reached optimal levels..



## INTRODUCTIONS

Digital transformation is believed to be the main catalyst for changes across various sectors, particularly in the

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national economy. The digital economy is expected to be the primary driver of growth and progress for the nation in the future. This serves as a pathway for Indonesia to realize its Golden Indonesia 2045 vision by initiating a comprehensive digital transformation. To ensure smooth implementation, the Indonesian government has prepared the Indonesia Digital Vision 2045 to orchestrate digital transformation effectively across all sectors. All directions and policies promoting digital transformation are outlined in this document.

Digital infrastructure serves as the fundamental foundation upon which the digital ecosystem is built. Zhongxin et al. (2025) state in their study that digital infrastructure functions as a carrier of fundamental data elements, enabling China to balance economic growth. Therefore, a strong digital infrastructure will significantly influence the scale and robustness of the ecosystem that can be developed. One of the ecosystems created within the Indonesia Digital Vision 2045 is Digital Human Resources (SDM Digital), which is developed through learning programs, curriculum development, and schools that support the growth of a digital society.

To support the Digital HR ecosystem with skilled and competent professionals, the Indonesian Ministry of Communication and Information Technology (Kemkominfo) runs a digital HR development program. According to the 2022 Lakip Report from the HR Research and Development Agency, the HR Development Agency (BPSDM) offers several programs, including Digital Leadership Development, Basic Digital Skills (certification), and Basic Digital Skills (non-certification). Among these, the Basic Digital Skills (non-certification) program targets the largest number of participants. Where under it there are two academies that support namely Thematic Academy (TA) and Digital Entrepreneurship Academy (DEA).

The TA Academy set a target of 38,000 participants in 2022, organized by both the central work unit and the Technical Service Unit (UPT) based on the Technical Guidelines for the TA program. The target distribution included 14,000 participants managed by the central work unit and 24,000 participants by the UPT. The central work unit holds full authority over the program's strategic policies and management, while the UPT operates nationally to improve accessibility. However, the UPT still works under the coordination of the central work unit. This research will focus on the TA Academy organized by the central unit.

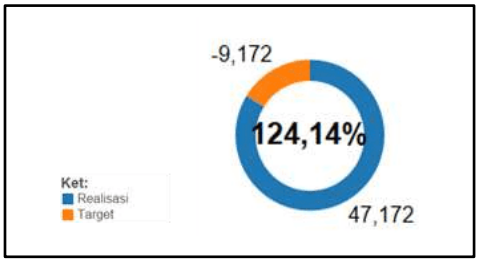


**Figure 1**. Realization of Total Thematic Academy Training 2022

The Thematic Academy training program in 2022 was attended by 47,172 participants, exceeding the set target with an achievement percentage of 124.14%. This indicates that the program successfully surpassed its initial goals. However, performance assessment indicators are often evaluated only based on numerical target achievements, without a deeper analysis of the quality of outcomes. As highlighted in the research by (Mardatillah et al., 2013), performance evaluation of an institution often focuses solely on quantity, neglecting qualitative aspects such as collaboration and communication among human resources.

In the 2022 Government Agency Performance Report of the Research and Human Resources Development Agency (Badan Litbang SDM), it is stated that the 2022 performance agreement of the agency includes three program targets. One of these targets is to enhance the competency and capability of national human resources in the ICT sector. This program target is supported by several performance indicators:

1. Number of Digital Skills Training Participants: 200,000 participants

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2. Number of National Civil Servants (ASN) Receiving Technical ICT, Functional, and Managerial Training: 2,675 ASN participants
3. Percentage of Scholarship Program Participants (Master's and Doctoral in ICT/Digital Fields) Graduating on Time: 90% (out of 134 students)

However, these indicators do not include a measure that reflects quality targets as part of the performance indicators. Therefore, even though the realization of the Thematic Academy training program has exceeded its targets, it is necessary to pay attention to quality aspects in evaluating this program. Li & Hu (2022) state that to drive reform in education, efforts must be made to understand the situation and root causes of the issues. Therefore, it is important to study teaching evaluation methods that can reveal actual conditions. This study aims to evaluate the Thematic Academy training program using the CIPP evaluation model. Research Gap Although the Thematic Academy program has proven effective in achieving quantitative targets, there is a lack of comprehensive evaluation regarding the quality of this training. Previous studies have generally focused on numerical achievements or direct outputs without examining quality aspects such as contextual relevance, process effectiveness, and the impact of the training outcomes. Therefore, this study aims to address this gap by using the Context, Input, Process, and Product (CIPP) evaluation model to provide a more comprehensive assessment of the implementation and results of the Thematic Academy program. This research intends to fill this gap by offering a more in-depth and specific evaluation of the strengths and weaknesses of this program, as well as providing recommendations for future improvements.

## RESEARCH METHODS

This research employs a post-positivism approach, where the theory serves as a guidance to help researchers answer research questions. The CIPP evaluation model (Context, Input, Process, Product) is utilized in this study to evaluate the implementation of Thematic Academy (TA) training at the Research and Development Center for Human Resources, Devices, and Postal & Informatics Operations (Puslitbang SDPPPI) under the Ministry of Communication and Informatics (Kemkominfo). This model does not only focus on individual improvement but also serves as a reference for policymakers in educational institutions to evaluate programs (Gerayllo et al., 2025). The CIPP evaluation model is considered the most comprehensive model, as it can be applied in various decision-making contexts and provides information that promotes accountability (Aulya et al., 2022)(Aulya et al., 2022). Additionally, Munthe (2024) states in his evaluation study that the CIPP model is a comprehensive model for gaining perspectives from respondents. In the book by (Marujo & Neto, 2014), CIPP is described as an approach designed to provide valid descriptions and assessments of a program or other entities. This model is built upon four key variables: Context, Input, Process, and Product.

Context provides information that explains problems, needs, assets, opportunities, and relevant environmental dynamics. This aspect must be able to provide information about the types of needs that should be prioritized so that objectives can be formulated (Santiyadnya, 2021). In the context of program evaluation, this variable can offer program managers the necessary information to ensure that the program's objectives align with the needs of the target audience.

The Input variable is designed to outline the action plan, including resource allocation, program budget, and ensuring feasibility and cost-effectiveness. Information obtained from this variable includes staff involvement, budget allocation, technology used, and supporting physical or digital infrastructure (Munthe, 2024). Meanwhile, the Process variable aims to describe, document, and assess program implementation, providing feedback throughout the execution. Evaluation in this aspect relates to program monitoring, recording unexpected events, tracking the implementation process, and identifying issues for future improvements (Duan et al., 2023). Product is the variable that explains the outcomes of the program, whether expected or unexpected, in both the short-term and long-term. According to Zhu et al. (2023) product refers to the impact of the program, focusing on effectiveness and participant

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satisfaction.

Data in this study were collected through surveys. The survey was conducted from November 27, 2024, to December 5, 2024, among participants of the TA training program, successfully gathering 249 respondents. The research instrument used a questionnaire consisting of 21 question items based on the Context, Input, Process, and Product categories. Descriptive analysis was conducted after the data processing phase, including validity and reliability tests.

Prior to data collection, instrument testing was conducted through validity and reliability tests. Validity testing is necessary to determine the accuracy and precision of the instrument used (Sudaryono et al., 2019). In research, validity indicates whether the research instrument can measure what it is supposed to measure (Ahmed & Ishtiaq, 2021). Once declared valid, reliability testing was performed. Reliability testing is used to determine the extent to which the instrument can serve as a measurement tool and yield consistent results if repeated two or more times (Ovan & Saputra, 2020).

## RESULT AND DISCUSSION

Barber et al. (2020) said that the number of respondents should be at least 5 - 10 times the number of items of the research instrument. So in this case, to carry out the validity test and reliability test, 100 samples of respondents were collected. The Validity Test was carried out using the SPSS application where the correlation coefficient value of each instrument item was calculated using the Pearson Correlation equation with a significance level of 0.05. Each instrument item is declared valid if the calculated r value is greater than the r table value or r count > r table. The r value in the table obtained where df = n-2 = 100-2 = 98 with significance = 0.05 is 0.194. The comparison between the calculated r value and the r table value is presented in table 1 for each item grouped by variable. In table 1, it can be observed that all items are declared valid because the calculated r value is greater than the r table value.

| Variables | Item | r Count | r Table, n=100 α=0.05 | Conclusion |
|---|---|---|---|---|
| Context | C1 | 0.758 | 0,194 | Valid |
| | C2 | 0.757 | 0,194 | Valid |
| | C3 | 0.823 | 0,194 | Valid |
| | C4 | 0.881 | 0,194 | Valid |
| | C5 | 0.799 | 0,194 | Valid |
| Input | I1 | 0.850 | 0,194 | Valid |
| | I2 | 0.809 | 0,194 | Valid |
| | I3 | 0.729 | 0,194 | Valid |
| | I4 | 0.793 | 0,194 | Valid |
| | I5 | 0.835 | 0,194 | Valid |
| | I6 | 0.764 | 0,194 | Valid |
| | P1 | 0.796 | 0,194 | Valid |

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| | | | | |
|---|---|---|---|---|
| Process | P2 | 0.821 | 0,194 | Valid |
| | P3 | 0.834 | 0,194 | Valid |
| | P4 | 0.701 | 0,194 | Valid |
| | P5 | 0.728 | 0,194 | Valid |
| Product | D1 | 0.767 | 0,194 | Valid |
| | D2 | 0.805 | 0,194 | Valid |
| | D3 | 0.859 | 0,194 | Valid |
| | D4 | 0.871 | 0,194 | Valid |
| | D5 | 0.821 | 0,194 | Valid |

Table 1. Comparison of Calculated R Value with r Table

The reliability test was conducted after concluding that all instrument items were declared valid. Harris et al. (2014) stated that there are several categories indicating that an instrument is considered reliable. A value of 0.90 or higher is categorized as excellent, 0.80 – 0.89 is considered good, 0.70 – 0.79 is deemed fairly adequate, and below 0.70 is considered inadequate. Therefore, in this case, the minimum Cronbach's Alpha value is set at 0.70. Using the SPSS application, the reliability test results can be presented in Table 2. In the table, the Cronbach's Alpha value for each variable is above 0.70, which means that the items of all variables are declared reliable.

| Variables | Cronbach'a Alpha Value | Minimum Value | Conclusion |
|---|---|---|---|
| Context | 0.860 | 0.7 | Reliable |
| Input | 0.877 | 0.7 | Reliable |
| Process | 0.811 | 0.7 | Reliable |
| Product | 0.857 | 0.7 | Reliable |

Table 2. Reliability TESTING

Respondents came from the Thematic Academy (TA) training participants in 2022 with various themes. The respondents' profiles are shown in Figure 1, where there are 10 training themes attended by the respondents. The TA training participants come from various backgrounds, such as teachers/educational staff, lecturers, healthcare workers, laborers, entrepreneurs, disability groups, and content creators. The majority of respondents came from the Video Content Creator theme, which had the highest number of participants among the other training themes.

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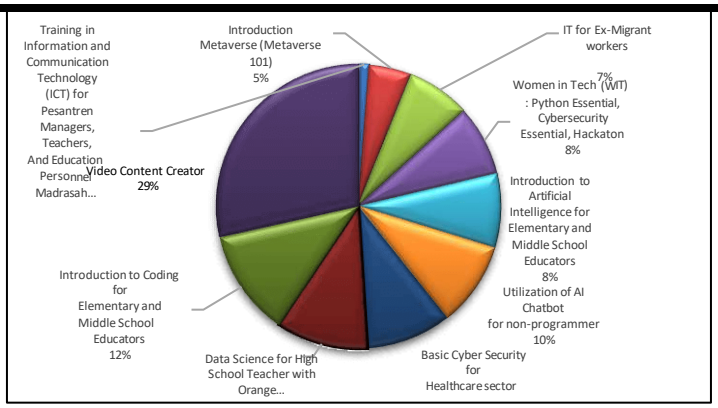


**Figure 2**. Respondent Profile by Training Theme

Respondents who participated in the training with the online scheme were significantly higher compared to those with the offline scheme. As shown in Figure 2, the number of respondents who participated in the online scheme reached 88%, while the remaining 12% attended offline sessions. In 2022, the transition period of COVID-19 from pandemic to endemic was ongoing, which resulted in the continued enforcement of several health protocols. Therefore, several training themes conducted offline could not accommodate many participants. To balance the target number of participants, training with an online scheme was introduced.

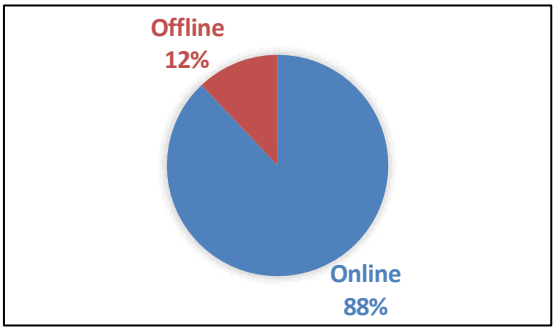


**Figure 3**. Profile of Respondents by Training Scheme Model

The implementation of the TA training based on the survey results in the Context aspect is presented in Table 3. In general, training participants have a sufficient understanding of the TA training program. This is evidenced by positive scores with an aggregate value of more than 90% (agree and strongly agree) for each indicator. This value represents the efforts made by the team to increase community participation through socialization and publication of the DTS program.

| Indicator | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|
| 1. I was clear about the objectives of the training | 0,40% | 2,41% | 26,51% | 70,68% |
| 2. I have understood benefits I will get from this training | 0,80% | 1,20% | 30,12% | 67,87% |
| 3. I am already aware of the challenges I will encounter in this training. | 1,20% | 5,22% | 34,54% | 59,04% |
| 4. I already know what needs will support this training. | 0,40% | 4,42% | 36,55% | 58,63% |

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| | | | | | |
|---|---|---|---|---|---|
| 5. | I believe the training is relevant to my background. | 1,20% | 8,84% | 32,93% | 57,03% |

Table 3. Training Evaluation Result : Context

Based on the 2022 Government Agency Performance Report by the Human Resource Research and Development Agency of the Ministry of Communication and Information Technology, it was recorded that for 2022 activities, work units within the BLSDM environment proposed additional budgets, including for DTS program publications amounting to Rp. 34,596,492,000. This publication budget is intended for the overall DTS program, including the TA academy. The publication aims to disseminate information related to the implementation of the DTS program, including the TA training program. This publication can take the form of socialization, talk shows, and the distribution of digital content on various digital platforms.

Based on a documentary study of the Thematic Academy (TA) activities in 2022, it was recorded that approximately 11 socialization activities were carried out by the Thematic Academy team. These activities aimed to disseminate information about the TA training program, its objectives, and its benefits. Additionally, these sessions provided details regarding the registration process, participant selection, training mechanisms, and other technical aspects. A study by Ristiani & Lusianingrum (2022) identified factors influencing youth participation in skills training programs. One of the recommendations was to enhance information dissemination by advertising all available services to schools and the public. Therefore, publicity and socialization efforts play a crucial role in increasing public awareness and understanding of the TA program.

| **Indicator** | | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
|---|---|---|---|---|---|
| 6. | The training organizer has prepared the training facilities and infrastructure well | 0,40% | 4,42% | 35,74% | 59,44% |
| 7. | The training committee provides assistance to participants who experience difficulties | 1,20% | 6,83% | 36,55% | 55,42% |
| 8. | I can use the equipment or applications needed during the training | 2,01% | 4,02% | 35,34% | 58,63% |
| 9. | The instructor provides opportunities for participants to ask questions | 0,80% | 2,01% | 26,91% | 70,28% |
| 10. | The instructor has good competence in delivering the material | 0,00% | 2,41% | 27,71% | 69,88% |
| 11. | I received learning materials or training materials | 4,02% | 4,42% | 28,51% | 63,05% |

Table 4. Training Evaluation Result : Input

The input evaluation is presented in Table 4, which shows that all indicators yielded positive aggregation results of more than 90% (agree and strongly agree). The input aspect illustrates how the available resources can optimally support the implementation of the program. These resources come from various entities, including facilities and infrastructure, committees, participants, and instructors.

During the training implementation, the committee prepares all necessary requirements, starting from facilities and infrastructure both online and offline, such as event venues, conference platforms, digital communication platforms, stationery, learning materials, access to the Learning Management System (LMS), specific tools, or

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applications. Additionally, the committee arranges instructors before the training begins.

The competence of instructors can also influence the quality of learning in the classroom. Harris et al. (2014) confirmed that trainee satisfaction can be achieved if instructors are competent. Therefore, there is a Training of Trainer (ToT) phase that all prospective instructors must undergo (Alhassan & Alghofaily, 2024). This phase serves as a preparation and selection process for prospective instructors. According to a literature review conducted by Nexø et al. (2024), 11 out of 13 studies showed positive effects on train-the-trainer programs. They stated that the train-the-trainer program significantly increases trainees' knowledge. Consequently, this process is expected to produce instructors with good competencies according to their background and experience.

The training themes organized certainly require the use of ICT as a learning tool. The intensity and level of use of these facilities vary according to the target of the training themes. Hu et al. (2022) mentioned that basic knowledge plays an important role in the success of training programs. Therefore, ICT skills will greatly assist in learning in this program.

Training participants receive facilities in the form of access to learning materials both physically and digitally. This allows participants to review materials previously taught. Kannan (2024)stated that the use of learning applications through mobile devices will enable access to microlearning modules and can encourage continuous learning. By providing such learning content, the aspect of accessibility will increase, allowing participants to learn anywhere with internet connectivity.

| Indicator | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|
| 12. The learning was delivered in a very interesting and enjoyable way during the training | 0,00% | 3,61% | 36,55% | 59,84% |
| 13. Many participants participated in discussion activities during the training | 0,40% | 8,43% | 40,16% | 51,00% |
| 14. Many participants participated in practical activities during the training | 0,80% | 8,03% | 35,74% | 55,42% |
| 15. Many participants experienced obstacles during the training | 13,65% | 34,94% | 30,92% | 20,48% |
| 16. I feel that I was able to follow the entire training process well | 0,80% | 7,23% | 32,53% | 59,44% |

Tabel 5. Training Evaluation Result : Process

In the process evaluation, there are 4 indicators that received positive perceptions with scores above 90%. However, 1 indicator shows that during the learning process, many participants faced obstacles. As shown in Table 5 with the column marked in red, 51.4% of participants experienced obstacles during the training. This can serve as a note for the organizers to identify the challenges faced by participants.

There are several obstacles encountered, including the training time. In this context, time can be interpreted as the training schedule, training duration, and time allocated for activities such as assignment submission, pre-test, and post-test. Figure 1 shows the obstacles faced by participants based on the survey results.

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**Figure 4**. Traning constraints
Source : Thematic Academy Training Survey in 2022 processed by the author

There are several obstacles encountered, including training time. In this context, time can be interpreted as the training schedule, training duration, and activity time in training such as task submission, pre-test, and post-test. Figure 1 shows the obstacles faced by participants based on survey results.

Sometimes the preparation of the training schedule does not match the predetermined plan. This causes the training schedule to be postponed. Several factors cause this, including budget revisions, insufficient number of participants, and the absence of selected training partners. In terms of training duration, some participants complained that the training duration was insufficient or too short. Table 6 shows that each training theme has different training durations. These differences are adjusted according to the training scheme to be implemented, whether online or offline. Additionally, the syllabus to be provided in the training also affects the training duration. Therefore, the training duration is tailored to the needs of each training theme.

| No. | Training Theme | Duration (days/ sessions) | JP |
|---|---|---|---|
| 1. | IT for Ex-Migrant workers | Offline : 4 days | 32 |
| 2. | Utilization of AI Chatbot for non-programmer | Online : 4 days | 12 |
| 3. | Basic Cyber Security for Healthcare sector | Online : 5 sessions/ Offline : 3 hari | 20 |
| 4. | Introduction to Artificial Intelligence for Elementary and Middle School Educators | Online : 5 hari/ Offline : 3 hari | 40 |
| 5. | Introduction to Coding for Elementary and Middle School Educators | Online : 5 hari/ Offline : 3 hari | 32 |
| 6. | Training in Information and Communication Technology (ICT) for Pesantren Managers, Teachers, And Education Personnel Madrasah | Online : 10 hari/ Offline : 5 hari | 42 |
| 7. | Video Content Creator | Online : 6 sessions/ Offline : 3 hari | Online : 50 Offline : 24 |
| 8. | Women in Tech: Python Essential, Cybersecurity Essential, Hackaton | Online : 16 | 48 |
| 9. | Introduction Metaverse (Metaverse 101) | Offline : 1 hari | 7 |
| 10. | Data Science for High School Teacher with Orange | Online : 8 sessions | 34 |

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Table 6. Comparison Of Thematic Academy Training Duration
Source: Technical guidelines for Thematic Academy Digital Talent Scholarship Program 2022

Based on the training duration comparison table, the training with the highest number of meetings is Women in Tech: Python Essential, Cybersecurity Essential, and Hackathon, each lasting 16 days online. When viewed by the total learning hours (JP), the Video Content Creator training has the highest number with a total of 50 JP online. Apart from these two training themes, the average training duration is less than 7 days.

Cole (2008) explains that when designing a training program, the duration must be carefully considered, especially if the program's goal is behavior change. The study also mentions that training with too short a duration may not be sufficient to achieve the desired behavior change. Several rules of thumb regarding training duration from various references, as compiled by Cole (2008), are shown in Table 7.

| Training Component | **"Rules-of-Thumb" Training** (2 Half-Days, 7,5 hours) | **"Extended" Training** (5 Half days, 14.5 Hours) |
|---|---|---|
| Lecture | 1,5 hours | 3 hours |
| Role-Playing | 3 hours | 6,5 hours |
| Group Discussion | 2 hours | 5 hours |
| Total | 7,5 hours | 14,5 hours |

Table 7. Duration Comparison

Source : Cole, 2008

When referring to Table 7, the training programs conducted under the Thematic Academy program on average exceed the total duration of the rules-of-thumb, which is 7.5 hours. As seen in Table 6, the shortest training duration is the Introduction to Metaverse (Metaverse 101) with 7 JP or 5 hours and 15 minutes. Meanwhile, other training themes have longer durations.

In the product evaluation, the training participants who had completed the training showed a positive perception of their confidence in the skills and abilities they acquired. Ristiani & Lusianingrum (2022) mentioned that confidence contributes 24.4% to support job readiness. The perception indicating an increase in knowledge and skills, the influence on work, training effectiveness, and confidence in daily application is above 88%. However, participants' perception of the training's impact on their income is 65.8%. Meanwhile, 34.1% of participants were not confident that the training would have an impact on their income.

| **Indicator** | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
|---|---|---|---|---|
| 17. I feel that this training can increase my knowledge and skills. | 0,40% | 2,81% | 25,30% | 71,49% |
| 18. I feel that this training can improve the quality of my work or profession. | 1,20% | 7,23% | 34,14% | 57,43% |
| 19. I feel that this training was conducted effectively. | 0,40% | 3,61% | 34,94% | 61,04% |

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| | | | | |
|---|---|---|---|---|
| 20. I feel confident that after attending this training, I can apply it in my daily life. | 1,61% | 10,04% | 39,76% | 48,59% |
| 21. I feel confident that after attending this training, it can influence my income. | 11,24% | 22,89% | 31,33% | 34,54% |

Table 8. Traininig Evaluation Results : Product

After conducting an analysis based on the CIPP evaluation model, several indicators were identified that need improvement. When these indicators are categorized by training themes, two indicators stand out: the high number of obstacles during training and the lack of influence on participants' income. Overall, each training theme had its challenges, but the five training themes with the highest reported difficulties were: (1) Data Science for High School/Vocational School Teachers, (2) Office Applications and Graphic Design Training, (3) Women in Tech (WIT) Training, (4) AI Chatbot Utilization for Non-Programmers, and (5) Introduction to Coding for Elementary and Middle School Teachers.

These five themes fall under the STEM (Science, Technology, Engineering, and Mathematics) category. The subjects covered in these training themes tend to involve applied sciences. Therefore, participants must understand the necessary concepts and theories to follow the training effectively. Thematic Academy training often implements hands-on experience, which promotes participants' understanding through practical learning. Consequently, training that emphasizes practice-based learning prioritizes basic skills, especially in ICT. If participants do not master these basic skills, they are likely to experience difficulties, as reported by participants, in addition to external factors such as internet accessibility, participants' devices, and the learning system used.

| | Process | Product |
|---|---|---|
| Themes | 15. Many participants experienced obstacles during the training | 21. I feel confident that after attending this training, it can influence my income. |
| Video Content Creator | 49,3% | 80,3% |
| IT for Ex-Migrant workers | 50,0% | 77,8% |
| Data Science for High School Teacher with Orange | 69,2% | 65,4% |
| Utilization of AI Chatbot for non-programmer | 58,3% | 62,5% |
| Introduction to Artificial Intelligence for Elementary and Middle School Educators | 33,3% | 42,9% |

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| | | |
|---|---|---|
| Training in Information and Communication Technology (ICT) for Pesantren Managers, Teachers, And Education Personnel Madrasah | 66,7% | 100,0% |
| Introduction to Coding for Elementary and Middle School Educators | 56,7% | 60,0% |
| Introduction Metaverse (Metaverse 101) | 41,7% | 66,7% |
| Women in Tech (WIT) : Python Essential, Cybersecurity Essential, Hackaton | 60,0% | 60,0% |
| Basic Cyber Security for Healthcare sector | 37,5% | 45,8% |

Table 9. Comparison Of Indicator Evaluation Against Training Themes

The next indicator that requires attention is the influence of the training on participants' income. Although the primary objective of the Thematic Academy program is digital literacy rather than directly impacting participants' income, the results indicate that some training themes were perceived by participants to have an effect on their income. The three themes with the most positive perceptions regarding income impact are: (1) Office Applications and Graphic Design Training, (2) Video Content Creator, and (3) IT for Former Migrant Workers. These themes provide practical knowledge that is more frequently applied in everyday life.

As stated in the 2022 syllabus, the Office Applications and Graphic Design Training targets school and madrasa administrators, with subjects such as Basic Word Processing Software, Basic Spreadsheet Software, and Basic Presentation Software. The 2022 Video Content Creator Training syllabus outlines a competency unit titled "Understanding the Principles of Video Content Creation," which includes topics like career pathways, business processes, income sources, basic skills, and the mindset of a content creator. Meanwhile, the IT for Former Migrant Workers Training syllabus mentions that one of the participant requirements is prioritizing those who own businesses, are active in Indonesian Former Migrant Workers associations, or are recommended by the local labor office or village head.

Each training syllabus is designed with specific details, including participant targets, material content, and participant requirements. Therefore, the syllabus must be well-structured to ensure the training runs effectively. Soonpaa (2018) explains that an effective syllabus not only provides basic information but also serves as a learning guide and gives a comprehensive overview of how the course will be conducted.

By referring to the class range guidelines from (Cole, 2008), the average scores of each aspect can be categorized into five categories, as shown in Table 8. After calculating the mean and standard deviation, the mean (M) of the total CIPP aspects is 18.20, with a standard deviation (SD) of 3.34.

| | | |
|---|---|---|
| Very Good | $X \geq (M + 1.5 \times SD)$ | $X \geq 23,21$ |
| Good | $(M + 0.5 \times SD) \leq X \leq (M + 1.5 \times SD)$ | $19,87 \leq X \leq 23,20$ |

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| | | |
|---|---|---|
| Fair | (M – 0.5 x SD) ≤ X ≤ (M + 0.5 x SD) | 16,53 ≤ X ≤ 19,86 |
| Low | (M – 1.5 x SD) ≤ X ≤ (M – 0.5 x SD) | 13,19 ≤ X ≤ 16,52 |
| Very Low | X ≤ ( M -1.5 x SD ) | X ≤ 13,18 |

Table 10. Category Of Evaluation Score On Cipp Aspects

The categorization of each aspect is determined according to the score range category, as shown in Table 8. The Context, Process, and Product aspects fall into the "fair" category, while the Input aspect is classified as "good". This indicates that, in general, the implementation of the Thematic Academy program has been carried out well, but improvements are needed in several aspects.The areas that require improvement include Context, Process, and Product.

| Aspects | Mean | Category |
|---|---|---|
| Context | 17,86 | Fair |
| Input | 21,40 | Good |
| Process | 16,55 | Fair |
| Product | 16,99 | Fair |

Table 11. Categories Of Context, Input, Process, And Product Aspects

In the Context aspect, some training themes received negative assessments on certain indicators. Based on the survey results, the Introduction to Metaverse: Metaverse 101 training received 41.7%, and Women in Tech (WIT) training received 20% negative responses on the indicator stating that "this training is relevant to my background." This suggests that some participants did not clearly understand the content of the training materials. This can serve as an evaluation for the organizers at both the program design and socialization stages to better explain the training design and learning plans that will be provided in the training.

In the Process aspect, several training themes received agreement responses on the indicator that "many participants experienced obstacles during the training," as previously shown in Table 7. This indicates that many obstacles were still experienced by participants during the training. Figure 1 illustrates some obstacles found during the training, both internal and external. This situation needs further attention from the organizers to provide solutions and improvements in future training programs.

The next aspect to be considered is Product, which provides an overview of how the program's objectives and expectations are met. Several training themes received negative responses on the indicator regarding the impact of the training on income. The training themes that received negative responses include IT for Former Migrant Workers (22.2%), Data Science for Senior High School/Vocational School Teachers (34.6%), Utilization of AI Chatbot for Non-Programmers (37.5%), Introduction to Artificial Intelligence (AI) for Primary and Secondary School Educators (57.1%), Introduction to Coding for Primary and Secondary School Educators (40%), Introduction to Metaverse: Metaverse 101 (33.3%), Women in Tech (WIT) (40%), and Basic Cyber Security for the Health Sector (54.2%). According to (Alquraan et al., 2025), there is a direct relationship between Context, Input, and Process (CIP) aspects and the Product aspect. They suggest that respondents' perceptions of CIP can predict program outcomes. Therefore, aspects that still fall under the "adequate" category, such as Context and Process, should be prioritized for improvement to enhance the Product value (Marujo & Neto, 2014).

The main objectives of the thematic academy program, based on the Technical Guidelines for the Thematic Academy Digital Talent Scholarship Program 2022, are: (1) Improving digital skills of society at basic to intermediate levels, (2) Popularizing technology for specific community needs, (3) Introducing the latest technologies, and (4) Encouraging strategic sectors such as education, health, and tourism. Overall, the themes designed in the thematic

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academy program have addressed the objectives of the program. Although none of the program's objectives are directly related to changes in participants' income, this Product aspect can be used to further explore the positive potential that participants may experience from the thematic academy program.

## Conclusion

The implementation of the Thematic Academy program training in 2022 has been carried out in accordance with the achievement targets. Based on performance achievements, the realization of the Thematic Academy program reached 124.14% and exceeded the predetermined target. However, based on the evaluation results using the CIPP model, there are several aspects that need to be improved in the implementation of this training program. These aspects include context, process, and product. The assessment results of these three aspects fall into the "sufficient" category. Meanwhile, the input aspect received an assessment in the "good" category. By improving these aspects, it is expected to enhance the quality of the program alongside the already excellent quantity achievement.

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