

EFFECTIVENESS OF ENTREPRENEURSHIP PRACTICE PROGRAM: USING CIPP PROGRAM EVALUATION

Henry Eryanto, Universitas Negeri Jakarta
Darma Rika Swaramarinda, Universitas Negeri Jakarta
Dewi Nurmalasari, Universitas Negeri Jakarta

ABSTRACT

The purpose of this study are to evaluate entrepreneurship practice program and determine the extent of successful of the program and analyze responses and feedback as well as constraints in the implementation of policies regarding the holding of entrepreneurship practice program in Vocational High School in West Java. The sample of this study is the evaluation research model used is the evaluation of the Context, Input, Process, Product (CIPP) program. This study uses mix methods. Data collection techniques in the study used observation and questionnaires to 100 entrepreneurship teachers in West Java, Indonesia and indeph interviews were conducted on key informants. Referring to the evaluation, it can be concluded that the implementation of the context program phase is high (100%), the program input is moderate (75%), the program process was moderate (50%), the program's products is high (100%). There are 3 strategic issues raised based on the results of the interview, namely: The need for infrastructure support, the need for financial support and the need for an orderly implementation schedule. Theoretical implications of Entrepreneurial practices are still needed to improve student competence and in the context of facing the ASEAN Economic Community and practical implication of this study are an input in policy development in order to enhance the development of this program organized and adding literature to the implementation of it.

Keywords: Education, Entrepreneurship Practices, Program Evaluation.

INTRODUCTION

In the era of the ASEAN Economic Community (AEC), the younger generation must be able to compete with young people from other countries who have competent competencies, the younger generation is prepared to be able to create their own jobs. Vocational High Schools in West Java have a significant opportunity to participate in the development of an economic system that is supported by innovative creative business people who have resistance to change (AEC). Therefore, schools need to make efforts that are able to foster a culture of creating opportunities and utilizing existing situations creatively.

Formal education graduates generally have a relatively good understanding of knowledge about entrepreneurship, but do not have the skills and mindset of entrepreneurship. Why is West Java? The majority of Vocational High School (SMK) graduates in West Java become unemployed. The government was asked to evaluate the concept of skill education for the level of education. At present, the number of unemployed people in West Java is around 1.9 million people. Of that amount, around 38.11% are high school/vocational high school graduates with an age range between 20-24 years. So far, vocational schools have always been heralded by

education that prints graduates ready for work. But the proof is that most SMK graduates contribute to the number of unemployed in West Java (www.sindonews.com).

In line with existing developments, students graduate at Vocational High School in the city of West Java is also expected to be the creator of his own job or become an entrepreneur. To be able to facilitate and encourage the intention of entrepreneurship in students, students are required to follow the practice of entrepreneurship at school. Students who follow this program are referred to as acting. The implementation of this entrepreneurial practice program was conducted for several months and so far it is not considered to interfere with academic activities. The activity is an annual routine activity held by the school, in order to teach students to be able to manage the business, or rather practice entrepreneurship. The purpose of this activity is that students can find out how to overcome problems. Because through this activity students practice directly how to solve problems. Students also learn how to test their ideas, learn to practice their ideas directly, and learn about the values they must uphold (www.pontianak.tribunnews.com). The practice program to entrepreneurship has been targeting that the practitioner must be placed in the production unit with assignments or jobs that are in accordance with the field of study or competence. But then the implementation of the practice program was felt to be necessary to be followed up and on data as well as the need for preparation in the competencies needed to prepare students to be ready in the entrepreneurship practice program, considering that the entrepreneurship practice program is a mandatory program that must be taken by students. Based on these matters, it is necessary to see how far this entrepreneurial practice program is effective in various aspects using CIPP program evaluation.

Research Purposes

In particular, the purpose of this study is to:

1. Evaluate the Entrepreneurship Practice Program and find out the extent of success of the program.
2. Knowing the responses and responses as well as obstacles in the implementation of policies regarding the holding of the Entrepreneurship Practice program.

LITERATURE REVIEW

Program Evaluation Concept

In discussing evaluation often we find words related to the word evaluation, according Arikunto (2012), *"the always concerned with the evaluation words are: evaluation, measurement and assessment and evaluation is an activity to collect information about the workings of something, which then is used to determine the right alternative in making a decision"*. In line with this view Djaali and Pudji (2008) formulate that *"evaluation is a process of judging things based on criteria or goals that decided, and then followed decisions of the object being evaluated"*.

It was continued by Arikunto (2012), *"Program evaluation is a unit or unit of activity aimed at gathering information about realization or implementation of a policy, takes place in a continuous process, and occurs in an organization that involves a group of people for decision making"*. After we determine the object of evaluation, it must then determine the aspects of the object to be evaluated. Bridgman and Davis (Tayibnasis, 2000), *"namely program evaluation*

which generally refers to 4 dimensions, namely: a) Input indicator, b) Process indicator, c) Outputs indicator, d) Outcomes indicators”.

According to Fitzpatrick et al. (2004), it is not difficult to identify the objectives of program evaluation, so the following questions should be considered:

1. “What, which is what will be evaluated.”
2. “Who, that is who will carry out evaluation.”
3. “How, that is how carry it out.”

Based on these three questions, there are three elements that can be evaluated, including elements: objectives, implementers of activities, and procedures or implementation techniques. According to Stake (2004), the reasons and objectives of the program evaluation are:

1. Fulfillment of the provisions of the laws and regulations for their implementation.
2. Measure the effectiveness and efficiency of the program.
3. Measure influence, program side effects.
4. Accountability for program implementation.
5. Program accreditation.
6. Tools to control program implementation.
7. Communication tools with program stakeholders.
8. Decisions regarding the program:
 - a. Continued.
 - b. Implemented elsewhere.
 - c. Changed.
 - d. Stopped.

CIPP Evaluation Program Model (Context, Input, Process, Product)

- a) Context Evaluation is an evaluation of the needs, goals of fulfillment and characteristics of individuals who handle them. An evaluator must be able to determine priority needs and choose the goals that most support the success of the program.
- b) Input Evaluation is considered the initial capabilities or initial conditions owned by the institution to carry out a program.
- c) Process evaluation is directed at the extent to which the program is done and has been implemented according to plan.
- d) Results Evaluation is the final stage of evaluation and will be known about the achievement of objectives, the suitability of the process with the achievement of objectives, and the accuracy of the actions given, and the impact of the program.

Stake (2014), The CIPP models is grounded in general and operational definitions of evaluation, the main uses of evaluations and professional standards for guiding and judging evaluations. Generally, an evaluation is a systematic investigation of some object's value. Operationally, evaluation is the process of delineating, obtaining, reporting, and applying descriptive and judgmental information about an object's value, as defined by such criteria as quality, worth, probity, equity, feasibility, cost, efficiency, safety, and significance.

Researchers decided to use this CIPP models because it has uniqueness. The uniqueness of this model is for each type of evaluation related to the decision making device (decision)

which involves planning and operating a program. The superiority of the CIPP model provides a comprehensive evaluation format at each stage of the evaluation, namely the context, input, process and product stages. According to Arifin (2009), *“The advantage of the CIP model is that it has a holistic approach to evaluation, aiming to provide a very detailed and broad picture of a project, from its context to the time of the implementation process. CIPP has the potential to move in an evaluasiformative and summative area. So it is as good as helping to make improvements during the program, as well as providing final information”*.

Concept of Entrepreneurship and Entrepreneurship Practices

According to Frinces (2011), *“entrepreneur who comes from the French “entreprendre” who does (to undertake) or try (trying). Then the word entreprendre is also defined as ‘between the taker’ or ‘intermediate’ (go-between)”*. Tilaar (2012) stated that: *“discussing the relationship between curriculum and entrepreneurship implicitly recognizes that entrepreneurship can be incorporated into the curriculum of formal and non-formal education institutions.”*

Background to the Entrepreneurship Practice Program (Context): To measure and assess the completeness of the achievement of entrepreneurial learning outcomes carried out theoretically, there needs to be a follow-up to assess the level of success of entrepreneurial learning. The results of these measurements are in the form of an entrepreneurial mental attitude for the abilities in question. Assessment of the practice of entrepreneurship is the process of comparing the measurement results of the achievement of learning outcomes of students with competency standards, namely managing small/micro businesses.

Definition of Entrepreneurship Practice Program (Context): Entrepreneurial practice is a business activity as a vehicle for learning and practicing entrepreneurship specifically for Vocational School students. Through entrepreneurial practices students are fostered specifically to pursue business fields. Thus, the business activity is a business activity real, planned, organized and executed entirely by the entrepreneurship teachers and students.

Program Objectives of Entrepreneurship Practice (Context): General Purpose, namely as an effort to encourage the preparation of mental attitude, independence and have a high entrepreneurial spirit and are able to face global competition. Special Purpose, namely for produce graduates who are able to create jobs, prepare graduates of Vocational School, who are able to work independently (entrepreneurship), create competitiveness in a professional manner; Instill discipline and work ethic; Develop students creativity and innovation and increase students' awareness of the added value gained from their skills.

The goal is that students will later have mastery of skills or skills that are carried out based on procedures and standards to work to produce products or services in accordance with the needs of society as consumers (<http://www.muhammadiyah.or.id>).

Target Program in Entrepreneurship Ractics (Context): The program targets the practice of Entrepreneurship is the entire class X and XI in shifts, with each class divided into groups-group.

Input Program Entrepreneurship Ractics (Input): At the input stage, researchers look at several aspects, namely participants, mentors and infrastructure to support the entrepreneurship practice program.

Implementation Patterns during Entrepreneurship Ractics (Process): The pattern of implementing entrepreneurial practices includes: Division/schedule of tasks among members of student groups, Availability of modules for students and Availability of teacher time to conduct consultations, mentoring, mid test etc. especially for students who are forced to leave class hours.

Practice Organization (Process): The implementation of entrepreneurial practices for students involves various elements, including the following: The principal as the person in charge; Wakasek as supervisor; School Committee; Head of expertise program; School Business Unit; Entrepreneurial teachers; Teachers; Business partner; and vocational high school Students.

Product of Entrepreneurship Program (Product): The product of the entrepreneurship practice program is the outcome or expected outcome of participants in the entrepreneurship practice program, namely: Every student is able to create jobs; vocational high school graduates are able to work independently (entrepreneurship); students have the ability to control the decision making situation; productive competence in the field of entrepreneurship; professionally competitiveness; have the attitude of discipline and work ethic; have an attitude of creativity and innovation and students have awareness of the added value of the skills that have been got it.

RESEARCH METHODS

The evaluation research model used is the evaluation of the CIPP program. This study uses mix methods. Data collection techniques in the study will use the following techniques: observations, questionnaires and in depth interviews were carried out on key informants who were considered to have adequate knowledge about a problem or phenomenon of the implementation of the Entrepreneurship Practice Program at vocational school of middle school in West Java. Researchers used open questionnaire based on the evaluation criteria for interview and research. The Key Informant for in depth interview are Chairman of the West Java Entrepreneurship Teachers Committee, Head of vocational school in the city of west java, Chair of the School Business Unit, Entrepreneurship Teachers and Representatives of Students who have carried out entrepreneurial practices.

Evaluation Criteria

The evaluation criteria are important to be a reference/measure of the success of a program that is evaluated. The success or failure of a program or the effectiveness of a program will be known after the evaluation has been carried out and compared to the criteria that have been determined (Table 1).

No	Evaluation Components	Aspects Evaluated	Evaluation Criteria	Model
1	Program Background and Objectives.	Understanding	Understand the notion of entrepreneurial practice.	Context
		Background	Program Needs Universitas Negeri Jakarta.	
		Program Objectives	Encouraging the emergence of mental attitude, independence and entrepreneurial spirit.	
2	Program Preparation.	Participants	Participants who have fulfilled the requirements of both individuals and groups.	Input
		Guidelines	Provide practical direction to support entrepreneurial practice activities.	
		Mentor	Guidance by counselors supports the implementation of practice.	
		Infrastructure	Prepared infrastructure facilities that support entrepreneurial practice activities.	
3	Program Implementation	Implementation pattern	There is a mechanism for implementing entrepreneurial practices.	Process
			There are no obstacles in implementation.	
		Organization	There is an organization of practical activities planned, compiled and implemented by the parties concerned.	
There is a practice implementation schedule.				
4	Program Results	Competence of students who are already practicing entrepreneurship	There is an increase in student competence.	Product

Interviews and questionnaires based on evaluation criteria, then the data obtained from the questionnaire and interview were processed and next conclusions expressed in terms of rank, namely low, moderate and high. Based on the rating, an evaluation result is made. The descriptor and rating used in the study are presented in the following table (Table 2).

Scoring scale	Rating	Description of Evaluation Assessment
1	Low	All evaluation criteria are not met or partially met, under fifty percent of the total criteria.
2	Moderate	Evaluation criteria are partially met, fifty percent or more of the total criteria.
3	High	All evaluation criteria are met.

RESULTS AND DISCUSSION

Research Result

From the questionnaire and interview with respondents and key informants, researchers process respondents' answers and key informants to report the results of the study in accordance with the table below (Table 3).

Evaluation Components	Aspects evaluated	Evaluation Criteria	Achievement
Program Background and Objectives	Understanding	Understand the notion of entrepreneurial practice.	All respondents have understood well the understanding of entrepreneurial practices.
	Background	There is a need for the Entrepreneurship Practice Program.	There is a background in the need for programs.
	Program Objectives	Encouraging the emergence of mental attitude, independence and entrepreneurial spirit.	The mental attitude of the entrepreneurial spirit arises by students.
Program Preparation	Participants	Participants who have fulfilled the requirements of both individuals and groups.	Participants have met the requirements of both individuals and groups.
	Guidelines	There is a guidebook that provides practical direction to support entrepreneurial practice activities.	There is a program manual.
	Mentor	Guidance by mentors supports the implementation of practice.	There is guidance carried out by counselors.
	Infrastructure	Prepared facilities that support entrepreneurial practice activities.	There are infrastructure as a whole, but there are still many who do not support the program so that they are asked by students who bring their own.
Program Implementation	Implementation Pattern	There is a mechanism for implementing entrepreneurial practices.	There is a mechanism for implementing practices.
		There are no obstacles in implementation.	There are still obstacles to implementation including facilities and funds.
	Organization	There is an organization of practical activities planned, compiled and implemented by the parties concerned.	There is organization for the entrepreneurship practice program
		There is a practice implementation schedule.	There is an implementation schedule even though some are still in accordance with the learning process with Entrepreneurship teacher.
Program Results	Competence of students who are already practicing entrepreneurship	There is an increase in student competence.	There is an increase in the competence of students who have already practiced.

There are several strategic things that researchers can propose regarding the achievement of the Entrepreneurship Practice program in order to improve, based on the results of interviews and questionnaire data distributed, namely:

Issue 1: The need for Infrastructure Support

Based on the results of interviews with researchers with key informants, according to Ibu Anggun, who is a teacher, she argued that every entrepreneurial practice in schools of students/groups per group was asked to bring practical supporting tools and materials assisted by

Entrepreneurship Teachers. Similarly, according to researcher, he added that infrastructure in schools is not appropriate but children adjust by providing themselves.

Agreeing with some of the opinions above, researchers also assess the need for cooperation and coordination from various parties, especially schools that support entrepreneurial practice program activities to improve infrastructure facilities or minimize the use of infrastructure so that these activities can be carried out properly. It supported by Rimayanti (2013) *“school must have facilities and infrastructure for entrepreneurial activities”*.

Issue 2: Need for Funding Support

According to researcher, there needs to be financial support in advance so that the procurement of facilities and infrastructure can be carried out. It is very conceivable that there has not been much financial support for the entrepreneurship practice program, which has caused the implementation of activities to be hampered, even though the practice of entrepreneurship is a mandatory program followed by all students in teaching and learning activities at school. Agreeing with some of the opinions above, researchers also assess the need for financial support from schools for entrepreneurship practice programs so that practices can run smoothly. It supported by Rimayanti (2013), *“there is a procurement fund from Invest SBI funds and funds from the School Committee for entrepreneurial practice in school”* and supported by Sarjiyati (2012), *“Business Center funding has been independent so that it can finance its learning needs”*.

Issue 3: The Need for an Orderly Implementation Schedule

Based on the results of interviews with researchers with Mr. Satori regarding the mechanism of entrepreneurial practice, it has not been able to run simultaneously due to the competency test schedule and so forth, so that the implementation is not sequential according to schedule, but the practice of entrepreneurship continues. The guidance schedule also needs to be maximized, there is at least debriefing from the supervisor before the activity is carried out.

Agreeing with some of the opinions above, the researcher also considered that there should be debriefing in advance which was facilitated by the school, namely from the school business unit so that students could be more prepared in implementing entrepreneurial practices and A schedule is needed for classes and outside of special classes to practice entrepreneurship by students. Amalia (2016), *“entrepreneurship learning at school was carried out in two stages, namely First in-class learning and the second outside of class learning. Learning in the classroom as well as learning in other subjects, the teacher delivers the material then the students respond according to the current curriculum. Whereas, outside the classroom learning is the practice of the work done after going home from school. The works produced by school include batik products, masks, paintings and woven.”*

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

Conclusions

1. This research was conducted to evaluate the Entrepreneurship Practice Program in Vocational Schools in the city of West Java and find out the extent of success of the program, and formulate school policy recommendations to improve this activity in the future.

2. Referring to the evaluation carried out on aspects of the program context phase, it can be concluded that the implementation of the program context is high, based on the percentage of achievement from 3 aspects, namely 100%. It supported by this statement, *“the goal of this program is that students will later have mastery of skills or skills that are carried out based on procedures and standards to work to produce products or services in accordance with the needs of society as consumers”* (<http://www.muhammadiyah.or.id>).
3. Referring to the evaluation carried out on aspects of the program input stage, it can be concluded that the implementation of the program input is moderate, based on the percentage of achievement from 4 aspects, namely 75%.
4. Referring to the evaluation carried out on aspects of the program process stage, it can be concluded that the implementation of the program process was moderate, based on the percentage of achievement from 4 aspects, namely 50%.
5. Referring to the evaluation carried out on the aspects of the program product stage, looking at the aspects of competency of the participants, it can be concluded that the implementation of the program's products is high, based on the percentage of achievement from one aspect of 100%. This program developed competency and academic achievement of students. It supported by Kusumandari (2015), *“Entrepreneurship teaching and learning for the students of XII class majoring at technic of computer and software in SMKN 7 Semarang for the period of 2011/2012 has made good achievement. It shows that 39,44% students or 28 students' achievement is good enough, 27 students (38,03%) received good academic achievement, 10 students (14.08%) have less educational achievement, 5 students (7.04%) have very good learning achievement and only 1 student (1.41 %) has poor academic achievement. It can be concluded that the average academic achievement of class XII students majoring at computer and networks in SMK Negeri Semarang 7 is categorized as good”*.
6. There are 3 strategic issues raised based on the results of the interview, namely: The need for infrastructure support, the need for financial support and the need for an orderly implementation schedule.

Implications

Theoretical implications: Entrepreneurial practices are still needed to improve student competence and in the context of facing the ASEAN Economic Community.

Practical implications:

1. As input for the development of development policies in order to improve the Entrepreneurship Practice Program held.
2. As an adequate and valid information material about the Entrepreneurship Practice Program, especially the school.
3. Adding literature to the implementation of the Entrepreneurship Practice Program.

Suggestions or Recommendation

By paying attention to 3 strategic issues in the Program, we recommend:

1. That the entrepreneurship practice program has been good and can be continued because there is an optimism in running the program with a long-term impact on professionalism and improving the quality or quality of graduate students.
2. Coordination between entrepreneurship teachers and school business units is needed to be better prepared and well-coordinated in terms of scheduling practices so that students are well conditioned.
3. Need support both in terms of funds and infrastructure to support the sustainability of the entrepreneurship practice program so that not many students bring their own equipment to support their practice which means students spend personal operational funds.

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