

## Evaluation of Entrepreneurship Education Curriculum Implementation at SMK PGRI 1 Mejobo Kudus

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### Article Info

History Articles

Received:

October 2022

Accepted:

December 2022

Published:

June 2023

Keywords:

CIPP; evaluation;

entrepreneurship

### Abstract

Data on the open unemployment rate by level of education from the Central Bureau of Statistics shows that the number of unemployed among vocational school graduates is still very high, which means that investment in entrepreneurial mentality is still lacking. The purpose of this study was to analyze and evaluate the level of achievement and suitability between the programs that have been planned and the implementation and results achieved in the implementation of the entrepreneurship education curriculum. This research is evaluative research using a Mix Method (combination) approach. Based on the analysis of research results on the context aspect, it shows that the school's vision, mission, and goals are by the National Education Goals, and adapted to the needs of students. The input aspect shows students, educators, and infrastructure included in the very good category. The process aspect shows that the preparation of the Learning Implementation Plan and Learning Implementation Process documents complies with applicable government regulations and runs very well. The product aspect shows the achievement of entrepreneurial values and students' entrepreneurial interest in the good category. All aspects studied on average reached the good category, this shows that the implementation of the entrepreneurship education curriculum at SMK PGRI 1 Mejobo Kudus has been adjusted to the planning, both in context, input, process, and product aspects. It is hoped that this research can provide information about the implementation of the entrepreneurship education curriculum so that schools can improve the quality of learning, provide facilities and infrastructure, and increase the professionalism of supporting resources. The school needs to carry out regular follow-up evaluations of the curriculum applied.

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p-ISSN 2252-6404

e-ISSN 2502-4515

## INTRODUCTION

The entrepreneurship education curriculum in schools has the goal of forming human beings into people who have character, and have the understanding and skills as an entrepreneur. Vocational High School (SMK) is a formal educational institution that aims to prepare students to be ready to work and able to compete in the world of work.

**Table 1.** Open Unemployment Rate by Education Level for February 2021 and August 2021

Source	Level of education	February 2021 (%)	August 2021 (%)
Central Bureau of Statistics (BPS)	University	6.97	5.98
	Diploma I/II/III	6.61	5.87
	SMK	11.45	11.13
	SENIOR HIGH SCHOOL	8.55	9.09
	JUNIOR HIGH SCHOOL	5.87	6.45
	SD down	3.13	3.61

Based on data on the open unemployment rate by education level from the Central Statistics Agency (BPS), it shows that the number of unemployed among vocational school graduates is still very high. The unemployment rate for SMKs in February 2021 was 11.45% and in August 2021 it was 11.13%. The unemployment rate data for SMK graduates have the highest results compared to other education levels.

**Table 2.** Working Age 15 and Over According to Main Employment Status in Central Java Province 2020

Source	Job-status	Amount
Central Bureau of Statistics (BPS)	Try yourself	3.215.839
	Trying to be assisted by non-permanent workers	3.069.996
	Trying to be assisted by permanent workers	552.390
	Laborer/Employee/Employee	5.979.731
	Free worker	2.257.554
	Family worker	2.461.425

Meanwhile, based on data on the number of residents aged 15 years and over who work according to their main job status in 2020 in Central Java province sourced from the Central Statistics Agency, shows that the number of people who choose to work as laborers has the highest

yield compared to residents who choose to do entrepreneurship. This shows that the cultivation of entrepreneurial mentality and the level of independence in opening jobs is still lacking and the achievement of entrepreneurship education goals has not yet achieved maximum results.

Based on the results of research conducted by Nurhamida (2018), shows that the formation of attitudes, the inculcation of entrepreneurial values, and the ability to manage the business at SMK Salafiyah Syafi'iyah Randangan are still lacking. To become an entrepreneur, an attitude of entrepreneurship is needed so that students can develop their businesses properly. Based on the results of research conducted by Rosdamayanti (2022), shows that the available time allocation for entrepreneurship education at one of the Vocational Schools in Bandung in one week is only two hours of study. Of course, to form entrepreneurial behavior in students, just two hours will not be enough and is still very lacking. Purhantara (2013), in his research, found that there was no significant difference in the mastery of entrepreneurial values and entrepreneurial spirit possessed by high school and vocational high school graduates. Even though SMK is a vocational school whose curriculum is adapted to the needs of the business world and the industrial world. Schools as national educational institutions must increase the independence of the performance of institutional management systems and human resources who participate in learning to form students who are smart, virtuous, independent, and able to do better than before. Therefore, it is necessary to evaluate the curriculum that is applied.

This study uses the CIPP model to evaluate the implementation of the entrepreneurship education curriculum because the evaluation of the CIPP model is complex, not only looking at the results obtained but also the planning and process. The purpose of this study was to evaluate the components of the entrepreneurship education curriculum and to find out the continuation of the curriculum used, namely in the form of improvement, continuity, expansion, or termination of the curriculum. This research is expected to be useful for science developers, teachers, and schools related to entrepreneurship education curriculum policies so that it can be used as a reference in improving curriculum quality.

## METHOD

This research is an evaluative study using the CIPP evaluation model (Context, Input, Process, and Product) using the Mix Method approach. In the context aspect, analyzing the suitability of the objectives of the entrepreneurship education curriculum with the vision and mission of SMK PGRI 1 Mejubo Kudus that have been set. In the input aspect, researchers analyzed the supporting components needed to achieve the goals of the entrepreneurship education curriculum. In the Process aspect, the researcher analyzed the suitability of the implementation with the entrepreneurship education curriculum implementation plan. On the Product aspect, researchers analyzed the results of implementing the entrepreneurship education curriculum. The results of this evaluation are expected to provide input and improvements to educational institutions' programs.

The data were obtained by conducting interviews, observing, distributing questionnaires, and document studies. Interviews were conducted with the deputy head of the curriculum section and educators. Observations were made by analyzing the competence of educators, infrastructure, Learning Implementation Plan documents, and the process of implementing learning. The observation sheet uses the Rating Scale. Questionnaires on the achievement of entrepreneurial values and interest in entrepreneurship were distributed to students of class XI and XII majoring in Skin and Hair Beauty after the students had attended a series of entrepreneurship education learning activities. In this study, researchers used a type of closed questionnaire.

In this study, the process of analyzing the data that has been obtained through interviews, questionnaires, observation, and collection of documents is carried out using descriptive analysis for quantitative data and triangulation of sources for qualitative data. Qualitative data were obtained from interviews and document studies, while quantitative data were obtained from questionnaires and observation sheets. The steps for analyzing quantitative data are (1) adding up the scores for each variable, (2) determining the value for each variable, by comparing the total

score obtained with the maximum total score, and (3) finding the average value for each variable.

Quantitative data obtained were analyzed descriptively with the following criteria:

**Table 3.** Quantitative Descriptive Analysis

No.	Score	Category
1.	86 – 100	Very good
2.	71–85	Well
3.	56–70	Not enough
4.	≤ 55	Very less

Source: Ministry of Education and Culture (2013)

The next step is to consider the variables studied based on the applicable standards. Based on the results of these considerations, feedback is given to related parties.

## RESULTS AND DISCUSSION

### Context Evaluation

Context evaluation in this study analyzes the suitability of the objectives of the entrepreneurship education curriculum at SMK PGRI 1 Mejubo Kudus with the vision, mission, and goals of national education. The formulation of objectives is used as a reference in program implementation. The goal of the entrepreneurship education curriculum at SMK PGRI 1 Mejubo Kudus is the same as the school's goals because the curriculum for entrepreneurship education at SMK PGRI 1 Mejubo Kudus is not separate but is integrated with all learning activities at SMK PGRI 1 Mejubo Kudus. Based on the results of interviews with the vice principal of the curriculum section of SMK PGRI 1 Mejubo Kudus, he explained that every year SMK PGRI 1 Mejubo Kudus conducts a review of the curriculum to be used. This includes reviewing the vision, mission, and goals of the school according to current developments.

Based on document studies conducted by researchers, the school's vision, mission, and goals are by the National Education Goals in Law Number 20 of 2003 article 3 that national education functions to develop abilities and shape character and develop the potential of students so they can become human beings of faith, pious, noble, knowledgeable, capable, creative, independent and responsible. If the school's goals are by all the expected aspects, then it can facilitate

and be in line with the implementation of the entrepreneurship education curriculum.

In compiling school goals, SMK PGRI 1 Mejobo Kudus uses the vision and mission as a reference. In the School Profile document, the Vision of SMK PGRI 1 Mejobo Kudus is stated: "Producing graduates who have character and are competitive in the Global Era". Mission of PGRI 1 Mejobo Kudus Vocational School: (1) organize quality, effective and efficient Education and Training Activities, (2) improve the character of school members, (3) prepare students to become independent, professional individuals and able to compete in the global era. The goals of PGRI 1 Mejobo Kudus Vocational School: (1) the realization of the school as a center of excellence, (2) the formation of human resources who have religious, nationalist, independent, cooperation and integrity values, (3) the formation of professional quality on an ongoing basis and develop the strategies used, (4) the formation of school members who understand and have a vocational mindset, (5) the implementation of integrated thematic learning. The vision, mission, and goals of the school, are interrelated with each other. The goals of the school at SMK PGRI 1 Mejobo Kudus are also the implementation of the entrepreneurship education curriculum at SMK PGRI 1 Mejobo Kudus.

The formulation of school goals is used as a reference in the implementation of a program and a reference for the achievement of a program. Therefore, the formulation of school goals must be formulated carefully and pay attention to all kinds of aspects, namely referring to national education goals, based on the vision and mission that have been set, and adapted to the needs of students at present. National education goals are a reference for all education providers in Indonesia. Pasaribu (2017) in his research found that the achievement of school goals can be an indicator of success in achieving national education goals. Because school goals are the elaboration of national education goals. In compiling school goals for SMK PGRI 1 Mejobo Kudus, the drafting team used national education goals as the main reference. This can be seen from the link between the goals of the SMK PGRI 1 Mejobo Kudus school and the goals of national education which have the core goal of developing abilities and forming character and

developing the potential of students. This linkage is implemented in the activities or learning processes that exist at SMK PGRI 1 Mejobo Kudus.

Research conducted by Calam (2016) on Formulating the Vision and Mission of Educational Institutions, found that schools are educational institutions whose job is to realize national education goals. To realize national education, schools must be managed properly. School management can run well, namely by carrying out careful planning on the school's vision, mission, and goals. The school's vision is a picture, ideals, or hopes for the future of the school. A school mission is an action or effort to achieve the vision. While school goals are stages or steps to realize the school's vision. Between the vision, mission, and goals of the school, all three are related to one another.

The aim of SMK PGRI 1 Mejobo Kudus is to become a bridge to achieve the school's vision and mission. Achievement of goals can be used as an indicator to assess the performance of an educational institution. Therefore, in formulating school goals, they must be arranged systematically and by existing references. As an effort to maintain the quality of education, SMK PGRI 1 Mejobo Kudus is very concerned about quality for students. This is evidenced by the obtaining of accreditation A as a superior educational institution. The curriculum and learning process is designed to encourage students to be active, highly disciplined, creative, confident, tough, and independent by the school's vision, mission, and goals.

### **Input Evaluation**

Input evaluation in this study analyzes the supporting components to achieve the goal. Based on the results of observational analysis of educators as one of the supporting components, the average competence of educators who teach Creative Products and Skills subjects in class XI and XII TKKR majors reach 93%, which is included in the very good category because each educator is a bachelor's graduate who has been equipped with various kinds of training to improve the competence possessed. This shows that the performance and quality of educators are very good in supporting the achievement of entrepreneurship education curriculum objectives. According to the vice principal for the curriculum section, all

educators at SMK PGRI 1 Mejobo Kudus are bachelor graduates (S1) and some even have master graduates (S2) in the field of study taught. SMK PGRI 1 Mejobo Kudus has productive teaching staff who have skills and expertise according to industry standards. To increase the competence of educators, PGRI 1 Mejobo Kudus Vocational School provides separate training for the educators concerned by bringing in expert mentors in their fields and implementing peer tutoring with fellow educators regarding industrial development and learning programs. In addition, the school also routinely supervises and evaluates teacher performance to improve the quality and performance of educators at PGRI 1 Mejobo Kudus Vocational School.

Ilahi (2020) in his research found that the characteristics of a professional teacher are that the teacher must fulfill the competence and expertise of an educator. Teachers must be able to prepare students to have critical thinking skills, communication, creativity, and innovation. According to the Law of the Republic of Indonesia Number 14 of 2005 article 8, the competencies that must be owned by teachers are pedagogical competence, personality competence, social competence, and professional competence. Mastering the four teacher competencies can help educators' performance in carrying out teacher assignments and improve the quality of learning given to students.

Novitasari (2017) in his research found that most students who carry out Field Work Practices experience difficulties in preparing lesson plans, teaching materials, and how to evaluate students' grades. Therefore, before plunging directly into teaching, they should be given or take part in training that can increase the competence of graduates to become teachers. Increasing teacher competence can be done by continuing their education to a higher level, being active in teacher community forums, conducting observations and evaluations, and participating in supporting training. Khuanwang (2016) in his research found that evaluations that had been developed by the required criteria had a contribution and were useful for teachers in developing quality professional learning. Therefore, the role of evaluation is very important for stakeholders involved in learning.

In addition to educators, students are also one of the components supporting the achievement of the objectives of the entrepreneurship education curriculum. Based on the results of interviews with the class XI teacher majoring in TKKR in the PKK subject, he explained that to identify students' initial abilities, he asked his students to share their experiences in the field of entrepreneurship. From the identification results obtained, some students carried out entrepreneurial activities independently. But some students are still unfamiliar with entrepreneurship. From this identification, it can make it easier for teachers to make decisions related to the methods or strategies used in the learning process later.

Astuti (2015) in his research revealed that students' initial abilities are abilities possessed by students at the beginning of learning which describes the readiness of students in accepting learning. Students' initial abilities that are relevant to learning will affect student learning outcomes. From the identification results obtained, some students carried out entrepreneurial activities independently. But some students are still unfamiliar with entrepreneurship. From this identification, it can make it easier for teachers to make decisions related to the methods or strategies used in the learning process later. The initial abilities of new students still do not understand entrepreneurship. Many students are surprised by the system at SMK which requires students to be able to create a project independently. However, educators continue to provide full assistance and direction so that students can follow it well. Infrastructure facilities are also a supporting component of achieving the objectives of the entrepreneurship education curriculum.

Infrastructure facilities are also a supporting component of achieving the objectives of the entrepreneurship education curriculum. Based on the results of observations on the analysis of infrastructure, the average available infrastructure reached 96%, which is included in the very good category because SMK PGRI 1 Mejobo Kudus is one of the SMKs under the Djarum Foundation so several infrastructure facilities are facilitated by industry standards. This shows that the existing infrastructure at SMK PGRI 1 Mejobo Kudus can support the entrepreneurship education curriculum very well. SMK PGRI 1 Mejobo Kudus has many

classrooms with study groups, which are 24 classes. SMK PGRI 1 Mejobo Kudus is also equipped with other supporting rooms, such as a library, computer laboratory, art and culture room, craft and entrepreneurship, play room, sports or ceremonies, as well as leadership and administration rooms. For practical learning, students of class XI and XII majoring in TKKR do it in the skin and hairstyling practicum room which has facilities that comply with industry standards. There are seven beauty laboratories at SMK PGRI 1 Mejobo Kudus, each of which is a SPA laboratory, hand, and foot care laboratory, hair care laboratory, facial care laboratory, body care laboratory, modeling laboratory, and photo studio (to document students' work).

In the interview, the vice principal for the curriculum section explained that the provision of infrastructure at SMK PGRI 1 Mejobo Kudus was funded by the government. Apart from that, SMK PGRI 1 Mejobo Kudus also received assistance from the Djarum Foundation. In addition, PGRI 1 Mejobo Kudus Vocational School is collaborating with the Beauty Brand Mustika Ratu so that they receive assistance with beauty equipment and materials. The infrastructure at SMK PGRI 1 Mejobo Kudus is very complete and by industry standards. According to Mr. Kunadi's explanation as the head of the infrastructure section, the preparation and procurement of infrastructure facilities is carried out once a year at the beginning of the semester. The maintenance of infrastructure facilities is carried out periodically every 3-4 months. However, if there are damaged infrastructure facilities, they will be repaired immediately by bringing in expert technicians. Jannah (2018) in his research found that infrastructure is an important factor in the learning process. Because the infrastructure can encourage students' desire to learn more comfortably and fun and can help students understand learning more easily. The existing infrastructure in schools must be properly managed so that the learning process can be used optimally.

These three supporting components will complement each other to maximize the achievement of the objectives of the entrepreneurship education curriculum. Therefore, all aspects must be considered in depth so that they can complement the needs of other aspects.

### **Process Evaluation**

Research on process evaluation in this study analyzes the suitability of the implementation of the entrepreneurship education curriculum with the plans that have been set. First, the researcher made observations on the Learning Implementation Plan (RPP) document used by the teacher. RPP is analyzed according to the suitability of its preparation with regulatory standards from the applicable government. Based on the results of observations, the average suitability of the lesson plan documents prepared by the teacher reached 87% which was included in the very good category because the teacher used process standards and applicable content standards in their preparation. In the final stage of preparing the RPP, before it is used for learning, the RPP is submitted to the academic section at SMK PGRI 1 Mejobo Kudus to be checked and re-evaluated. This shows that the teacher in preparing lesson plans pays attention to all aspects of preparing lesson plans such as process standards, content standards, syllabus, and student needs. Based on the results of an interview with a class XI PKK teacher majoring in TKKR, he said that in preparing the lesson plans, he paid attention to the lesson plans provided by the center which were then developed by themselves and adapted to the characteristics, needs of students and school conditions.

Makhrus (2018) in his research found that qualified teachers will develop or carry out lesson plans so that the implementation and evaluation of learning can be carried out systematically and obtain the expected results. The learning implementation plan is in the form of a plan that gives an overview of the learning steps and the grouping of material according to the indicators to be achieved. The entrepreneurship education curriculum at SMK PGRI 1 Mejobo Kudus is realized in the subjects of Creative Products and Entrepreneurship (PKK). At SMK PGRI 1 Mejobo Kudus, the PKK subject is a compulsory subject that must be followed by all students in every department and level of education. PKK subjects are subjects that instill entrepreneurship education in students in the form of direct theory and practice in their learning. In one week PKK subjects get 7 hours of lessons. Teachers who teach PKK subjects are special teachers according to the department. In the PKK subject in the TKKR department, the

teaching teacher is a bachelor's degree majoring in cosmetology education.

Analysis of the implementation of the entrepreneurship education curriculum, namely by observing the learning process in class XI and XII of the TKKR major in the PKK subject. The observation results show that the suitability of the implementation of learning with a predetermined plan reaches an average of 87% which is included in the very good category. This shows that the learning process carried out is by what has been planned and is also by the applicable process standards. The observation results show that the suitability of the implementation of learning with the plans that have been set in the preliminary activities reaches 75% which is included in the good category. The core activities, it is divided into several aspects of assessment, namely mastery of the material reaches an average of 75% which is included in the good category, the average learning strategy reaches 86% which is included in the very good category, the scientific approach averages 93% which is included in the very category good, integrated thematic learning averages 90% included in the very good category, the use of learning resources or media averages 72% is included in the good category, the average student involvement reaches 98% is included in the very good category, the use of language right and proper in learning on average reaches 100% included in the very good category. In closing activities, the average reached 93% included in the very good category.

Anton (2020) in his research reveals that improving the quality of education can be achieved by implementing an effective classroom learning process and being able to achieve the expected knowledge, attitudes, and skills. Core activities in the aspect of using learning resources or media have the lowest average compared to the others. This is because educators still do not maximize the learning media used to convey learning material and do not invite students to actively participate in the use of learning media. Moto (2019) in his research found that learning media can facilitate the learning process. Students can have concrete experiences, and the messages conveyed can reach the target with the help of learning media.

### **Product Evaluation**

Product evaluation research in this study analyzed the results of implementing the entrepreneurship education curriculum. Researchers distributed questionnaires about the achievement of entrepreneurial values and entrepreneurial interest to find out how successful the implementation of the entrepreneurship education curriculum was in class XI and XII TKKR majors. The results of distributing questionnaires to class XI TKKR with a total of 24 students responding to an average of 78% were included in the good category. Meanwhile, in class XII TKKR with a total of 26 students, an average of 78% is included in the good category. This shows that the achievement of entrepreneurial values in class XI and class XII TKKR students in the implementation of entrepreneurship education is good. As a result, students become independent, and creative, dare to take risks, are action-oriented, have a leadership spirit, work hard, and have good skills.

The results of the distribution of interest in entrepreneurship questionnaires in class XI TKKR with a total of 24 students responding to an average of 83% are included in the good category. While the results of the distribution of interest in entrepreneurship questionnaires in class XII TKKR with a total of 26 student respondents an average of 83% were included in the good category. This shows that students' interest in entrepreneurship is good. From the results of this evaluation, it can be used by a teacher to improve the quality of the learning process and instill entrepreneurial traits so that the achievement of entrepreneurial values and students' interest in entrepreneurship can be very good. Achievement in learning is an expectation that is known and understood and can be done by students after completing learning. Afrida (2016) in his research revealed that learning outcomes can be used to evaluate a lesson to improve and plan further learning to be even better and of better quality.

Achievement in learning is an expectation that is known and understood and can be done by students after completing learning. Achievements in learning show the learning progress obtained by students. Achievements in learning can be achieved in form of various levels, and various ways and the results can be measured in various ways too. Afrida

(2016) in his research on the Development of Authentic Assessment Models to Measure Student Learning Outcomes, found results that learning outcomes can be used to evaluate learning to improve and plan further learning to be even better and of better quality. Salabi (2020) in his research on Effectiveness in Implementing the School Curriculum, found that comprehensive and integrative steps and strategies for strengthening implementation are needed to achieve successful implementation of a curriculum.

In the study, researchers distributed questionnaires about the achievement of entrepreneurial values and entrepreneurial interest in class XI and XII TKKR majors. The results of distributing questionnaires to class XI and class XII showed that the achievement of entrepreneurial values and interest in entrepreneurship was included in the good category. Students understand entrepreneurial values and can apply them well in everyday life.

The research conducted by Jayadi (2020) concerning the Effectiveness of Entrepreneurship Learning. Jayadi found that entrepreneurship learning provided significant changes to students' attitudes and motivation before and after participating in entrepreneurship lessons. According to Dwijayanti, in his research on the Influence of Entrepreneurship Education, Locus of Control, and Need for Achievement on the Formation of Entrepreneurial Attitudes, he found that entrepreneurship education had a significant positive effect on students' entrepreneurial attitudes. This shows that the existence of entrepreneurship education can foster entrepreneurial attitudes and traits, and one has a good interest in entrepreneurship. Henceforth it depends on the student's desire to develop their character, soul, and interest in entrepreneurship in which direction. It is hoped that students will be able to open businesses independently and become job creators.

## CONCLUSION

Based on the results of the research and discussion on evaluating the implementation of the entrepreneurship education curriculum at SMK PGRI 1 Mejubo Kudus, several conclusions can be put forward. First, in formulating school goals,

SMK PGRI 1 Mejubo Kudus uses the vision and mission as a reference, because the vision, mission, and goals of the school are related to one another. Apart from that, the formulation of school goals also refers to the goals of national education in Law Number 20 of 2003 Article 3, as well as taking into account the needs of students at present. Second, the supporting components in achieving the objectives of implementing the entrepreneurship education curriculum are included in the very good category. Third, the suitability of the preparation of the Learning Implementation Plan with applicable government regulatory standards reaches an average of 93%, which is included in the very good category. For the suitability of the implementation of learning with a predetermined learning plan, it reaches an average of 87% included in the very good category. Fourth, the results of the implementation of the curriculum related to the achievement of entrepreneurial values and students' interest in entrepreneurship are included in the good category. The school must always carry out advanced evaluations of all curriculum components starting from the formulation of objectives, supporting components, lesson plans, and implementation of learning and learning outcomes so that they can be used to improve the quality and quality of learning and schools.

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