



Application of the Cipp Evaluation Model in Analyzing the Implementation of School of Entrepreneurship Programs in Vocational Schools

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Abstract

Entrepreneurship Learning is expected to be one of the answers for education in Vocational Schools to overcome the problem of the number of unemployed graduates. The lack of entrepreneurs in Indonesia opens up great opportunities for vocational graduates to become entrepreneurs. In line with this, the Directorate of Vocational Education Development (PSMK) pays special attention to strengthening entrepreneurship learning at Vocational Schools by creating a School of Entrepreneurship program. The CIPP (Context Input Product Process) evaluation model is implemented to analyze the level of success of the School of Entrepreneurship program implementation in Vocational Schools that receive this assistance program. The purpose of this study is to analyze the implementation of the School of Entrepreneurship program from the evaluation aspects of context, input, process, and product. The results of the evaluation analysis show that the School of Entrepreneurship program based on the context aspect has a formal foundation, which is Government Regulation No.15 of 2018 (Article 9 B), the input aspect has human resources of students and teachers who have entrepreneurial backgrounds and have good infrastructure, aspect of process of activities is carried out in accordance with a manual that has been determined by the Directorate of Vocational Education Development (PSMK) and is well implemented, product aspects consist of : (1) The formation of the School of Entrepreneurship team; (2) Socialization of the School of Entrepreneurship program in the school environment; (3) Exhibition activities of products of School of Entrepreneurship program; (4) Fostering entrepreneurial activities; (5) Increase in student competence in digital marketing; (6) The creation of independent student entrepreneurial activities; and (7) Evaluation of the continuation of School of Entrepreneurship program.

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INTRODUCTION

Entrepreneurship learning is a process carried out by teachers to their students so that students have an entrepreneurial attitude and can create their own businesses. The purpose of entrepreneurial learning should be directed towards the formation of attitudes and behaviors that have creative, innovative and beneficial abilities for the wider community. Entrepreneurship is the result of a disciplined, systematic process of applying creativity and innovation in meeting the needs and opportunities in the market (Suryana, 2001). According to Kent, et al (1982) entrepreneurship is defined as the creation of new business by individuals or small groups. At the level of vocational education (Vocational High Schools) the family is an important element in entrepreneurship learning, Birul Walidaini, Arum and Winarno, Agung (2017) Therefore the condition of parents who already have a business supports their children to continue the business that has been initiated and run by them.

Entrepreneurship Learning is expected to be one of the answers for education in Vocational Schools to overcome the problem of the number of unemployed graduates. Bruyat & Julien (2001) explained that an entrepreneur is not just a machine that responds automatically to environmental stimuli but human who is able to create, study and influence the environment. According to Harlanu and Nugroho (2015) the lack of entrepreneurs in Indonesia opens up great opportunities for vocational graduates to become entrepreneurs so entrepreneurial learning within school environment is needed.

In line with this, the Directorate of Vocational Education Development (PSMK) pays special attention to strengthening entrepreneurship learning at Vocational Schools by creating School of Entrepreneurship program. School of Entrepreneurship program is a series of activities facilitated by the Directorate of Vocational Education Development to form and open the mindset of students to be more involved in the entrepreneurial world so that they not only think of being industrial workers, but also as creators of independent employment (Barliana, 2019). School of Entrepreneurship program is a synergy program between SEAMEO, SEAMOLEC, Directorate of Vocational Education Development and Directorate of High School Development with learning development models in accordance with business practices based on marketing turnover. This program is carried out with an integrated assistance method with a long distance pattern using ICT with assistance from SEAMOLEC. The existence of School of Entrepreneurship has a dual function (dual system), which are as a means of school production units and as a place (laboratory) for students to carry out entrepreneurial practices. Through School of Entrepreneurship program, it can improve the quality and motivation of students in exploring their potential through skills in developing entrepreneurship (Munawaroh, 2019).

Provisions needed for vocational school graduates to compete in the market are not enough just by practical skills. Willingness, enthusiasm, and an entrepreneurial spirit are needed so that vocational school graduates are willing to open their own employment and be able to maintain it in the market. Besides, it also requires skills in changing business ideas and practical skills possessed into a product or service that sells or appeals to customers (Prihastiwati, et al, 2018). According to Sudana, et al (2018) Business incubator program can help students to develop special skills in the field of entrepreneurship because business incubators provide the facilities needed by students in building a business, the facilities provided, and guidance about business management and finance. School of Entrepreneurship program has the same objectives as the business incubator program.

School of Entrepreneurship program is very suitable to be implemented on vocational students. This program helps schools in preparing vocational school graduates to be ready to become entrepreneurs and open their own business fields. According to Samsudi, et al (2016) the partnership between Vocational Schools and current stakeholders has not specifically developed entrepreneurship of graduates, it is more in the form of implementation of industrial work practices which can include learning activities, utilization of human resources, and evaluation of learning. The learning model applied in applying the School of Entrepreneurship program is by fostering students to have skills

through online-based business practices. This practice is considered more practical and does not require large capital compared to conventional marketing systems. (Riswanto, 2016).

The expected objectives of the School of Entrepreneurship program include: (1) Improving the ability to develop entrepreneurial learning of vocational students; (2) Strengthening learning based on the development of entrepreneurship learning in vocational schools; (3) Developing the potential of vocational students in the field of developing entrepreneurial learning; and (4) Prepare vocational graduates to become entrepreneurs. The School of Entrepreneurship program can be said to be successful if the designed objectives are achieved, and to find out about this, School of Entrepreneurship program evaluation is needed. Conducting program evaluation is the activity that is intended to find out how high the level of success of the planned activity is (Suharsimi Arikunto, 1993: 297). The purpose of evaluation research is to measure the impact of a program as a basis for decision making and to improve further programs. The implementation of the existing School of Entrepreneurship program will be evaluated using the CIPP evaluation model.

The CIPP model is an evaluation model that consists of Context, Input, Process and Product. The CIPP model was developed by Stufflebeam. According to Mahmudi, Ihwan (2011) The uniqueness of the CIPP model is that each type of evaluation is related to the decision making device (decision) which involves planning and operating a program. The advantages of the CIPP model provide a comprehensive evaluation format at each stage of the evaluation. The purpose of this study is to determine the level of success of School of Entrepreneurship program that is applied to Vocational Schools using the CIPP evaluation model.

The purpose of this study is to analyze the implementation of School of Entrepreneurship program in Central Java Vocational Schools that received this assistance program. Evaluation analysis emphasizes each aspect of context, input, process, and product.

METHODS

The study was conducted in five schools that have received grants from the Directorate of Vocational Education Development to implement the School of Entrepreneurship program in their school environment, they are (1) Ibu Kartini Vocational High School in Semarang; (2) Terang Bangsa Vocational High School Semarang; (3) PGRI Vocational High School Semarang; (4) Semarang Islamic Vocational Center; and (5) SMK Muhammadiyah 2 Muntilan. Objects of the study are the School Principal, School of Entrepreneurship supervisors and students who are members of the School of Entrepreneurship program. The method used is qualitative research with the CIPP Evaluation Model (Context, Input, Process, and Product). Data collection techniques are done by observation, interview and documentation. The observation tool used was in the form of field notes, interviews were carried out with the principal, School of Entrepreneurship supervisors and students who were members of the School of Entrepreneurship program.

Documentation data are in the form of photographs used as an attachment to strengthen the results of the study. Data were analyzed using the CIPP evaluation model analysis as follows:



Figure 1. School of Entrepreneurship Activities in Schools

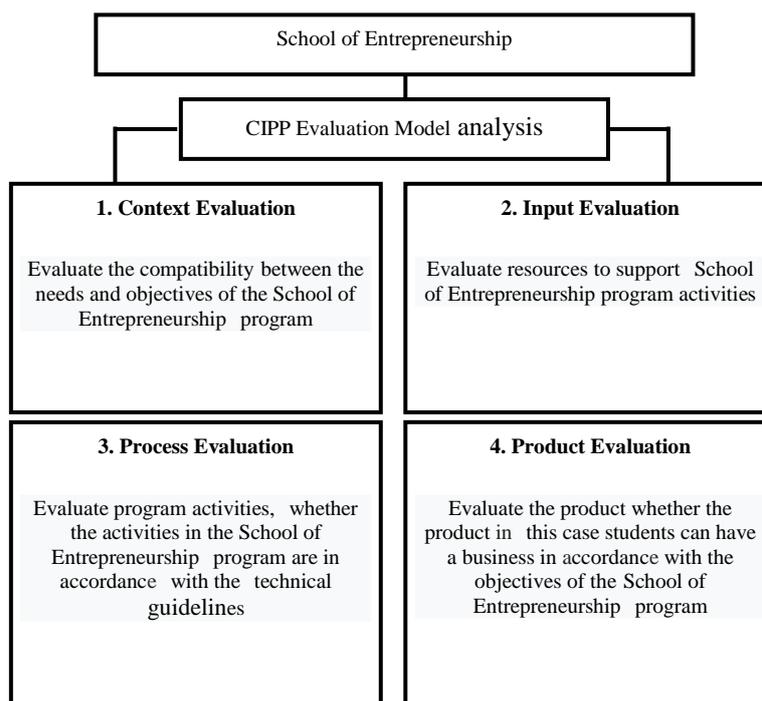


Figure 2. Chart of the CIPP Evaluation Model

RESULTS AND DISCUSSION

The School of Entrepreneurship program evaluation at Vocational Schools uses the CIPP evaluation model because it involves process evaluation so it is not only a single aspect. The evaluation of the CIPP model according to Arikunto and Jabar (2007) is an evaluation model that views the program being evaluated as a system. The target model includes five basic components of the process of an activity program. These components include the evaluation of context (context evaluation), evaluation of input (input evaluation), evaluation of the process (process evaluation) and evaluation of the results (product evaluation).

According to Badrujaman (2011) the main goal of evaluating context (context evaluation) is to examine the status of the object as a whole in order to provide a description of the characteristics of the environment so that it aims to determine the purpose of a program whether it is in accordance with service needs. Evaluation of input (input evaluation) is done by examining and assessing relevant approaches that can be used so that it aims to identify and examine system capabilities, alternative program strategies, design procedures where the strategies will be implemented.

Process evaluation is an evaluation that is oriented to the extent to which program activities are carried out according to plan. Product evaluation is an evaluation that aims to measure, interpret, and assess program achievements. In addition, it is also to assess the outcome and relate it objectively with context, input, and process. The outcome evaluation is used to measure the extent of the product achievement resulting from the evaluation of the program that has been carried out.

The results obtained from the evaluation using the CIPP model related to the implementation of the School of Entrepreneurship program in Vocational Schools based on observations and interviews with the School of Entrepreneurship managers, the following data are obtained:

1. Context Evaluation

The main purpose of the context evaluation is to find out whether the implementation of School of Entrepreneurship in Vocational Schools has a strong formal foundation and whether the program can examine the advantages and disadvantages of the implementation of the program in Vocational Schools. The strong formal foundation of the School of Entrepreneurship program at Vocational

Schools is Government Regulation No.15 of 2018 (Article 9 B) regarding the Workload of School Principals, wholly to carry out the tasks: (1) Managerial; (2) Entrepreneurship Development; and (3) Supervision of Teachers and Education Personnel.

2. Input Evaluation

Evaluation of inputs intended to help determine the program to make the changes needed (Mahmudi, 2011). Input evaluation aims to look for obstacles and potential resources available in an institution. The results of observations and interviews (22-24 January 2020) with five principals or teachers of Vocational Schools of Entrepreneurship are as follows:

a. Regarding Human Resources

Human resources in the School of Entrepreneurship program at Vocational Schools include supervisors and students as School of Entrepreneurship members. The supervising teacher has sufficiently fulfilled the criteria as an instructor who has experience in the business world and has an independent business outside teaching hours at school. There are still some students who do not meet the criteria as School of Entrepreneurship members because there are still some students who do not have any business when joining this program.



Figure 3. Workshops for HR Enhancement of the School of Entrepreneurship Team

b. The parties involved in organizing the School of Entrepreneurship program

Based on Government Regulation No. 15 of 2018 (Article 9 B) explained that the parties involved in the implementation of the School of Entrepreneurship program in Vocational Schools are principals, supervisors by synchronizing between the Directorate of Vocational Education Development and SEAMEO SEAMOLEC. The organization of the School of Entrepreneurship program is carried out together by the school principal and supervisor and then the results will be reported to the Directorate of Vocational Education Development. SEAMEO SEAMOLEC has the duty to provide remote monitoring services related to the implementation of the School of Entrepreneurship program that is already running at the Vocational Schools.

The results of the document review, observation and HR interview at the Vocational School that runs the School of Entrepreneurship program show that the management of the School of Entrepreneurship supervisors has met the criteria, but there are still School of Entrepreneurship members who have not had a business yet. Basic business is needed for students who will become School of Entrepreneurship members to make it easier to join this program. The factors that influence the learning system process activities according to Wina Sanjaya (2009 in (Lastuti & Jaedun, 2014) are: teacher, student, infrastructure and environmental factors. All of those HR components become a pillar of the progress of a program in Vocational Schools.

c. Operational Costs of School of Entrepreneurship Program

The implementation of the School of Entrepreneurship program in Vocational Schools is based on the Regulation of the User Budget Authorization Unit for the Work Unit of the Directorate of

Vocational Education Development Number: 4319 / D5.2 / Ku / 2019 Regarding the Guidelines for Implementing Government Assistance, Assistance in Developing Entrepreneurship Learning in Vocational Schools in 2019 using operational costs originating from the Directorate of Vocational Education Development. The operational costs are used to realize the programs that have been prepared by the supervising teachers and school principals which are guided by the School of Entrepreneurship program implementation guidelines.

The results of document review, observation and interviews conducted by researchers show that the operational costs of the School of Entrepreneurship program at Vocational Schools came from the assistance of the Directorate of Vocational Education Development, but due to limited assistance it causes this program to be not optimum in terms of infrastructure for future development of the School of Entrepreneurship program.

d. Facilities and Infrastructures of School of Entrepreneurship Program

Infrastructure of School of Entrepreneurship program in Vocational School does not meet the category yet. The infrastructure is referred to in article 31 paragraph 3 concerning Government's Efforts in Managing and Organizing an Educational System that is clean, safe, comfortable, beautiful, in accordance with the level of development and utilizing the potential of the environment. Whereas Vocational Schools still have weaknesses such as incomplete infrastructure to run School of Entrepreneurship programs. Vocational Schools still do not have a special space in running and developing School of Entrepreneurship programs such as School of Entrepreneurship outlets, one of which is for students to sell products at school.

The results of the study of documents, observations and interviews conducted by researchers show that the facilities and infrastructure of the School of Entrepreneurship program in vocational schools are incomplete. Vocational Schools that carry out this program have inadequate infrastructure, starting from the School of Entrepreneurship implementation room, the School of Entrepreneurship selling place, School of Entrepreneurship exhibition equipment, teleconference room and so on. A solution is needed from the Directorate of Vocational Education Development so that its assistance can improve the condition of the existing infrastructure.



Figure 4. School of Entrepreneurship Conference Room

3. Process Evaluation

Process evaluation is the implementation of the program. Process evaluation can review the organization's plans and previous evaluations to identify important aspects of the organization that must be monitored (Mahmudi, 2011). Linnan & Steckler (2002) revealed that the process of evaluation effort can produce a relationship between theoretical ideas that are considered important for the success of the intervention and the final outcome of the study. Understand the mechanism of how and why an

idea can produce a change or fail to produce a change. The process evaluation effort also helps us understand the relationship between interventions or components of the selected program. The process evaluation aspect aims to ensure the implementation process of the School of Entrepreneurship program in Vocational Schools. Program implementation is based on the terms of reference of School of Entrepreneurship program planning. In addition, there is a schedule of agenda activities from the School of Entrepreneurship program. The School of Entrepreneurship program planning is contained in the School of Entrepreneurship guidebook obtained from the Directorate of Vocational Education Development.

The implementation of the School of Entrepreneurship program in Vocational Schools is carried out in the following order: (1) Formation of School of Entrepreneurship teams and facilitators; (2) Provision of School of Entrepreneurship program facilities and infrastructure; (3) Socialization of School of Entrepreneurship Program to Teachers and Staffs; (4) Socialization of School of Entrepreneurship Program to Students; (5) Entrepreneurship Exhibition; (6) Student Business Incubator; (7) Digital Marketing (E-Commerce) Workshop; (8) Comparative Study to the schools with best School of Entrepreneurship Program; and (9) School of Entrepreneurship Program Evaluation.

Evaluation of the School of Entrepreneurship program is an activity carried out in a planned and systematic manner in collecting and processing data and presenting information that will be used as material for decision makers to determine the value of all aspects related to the implementation of the School of Entrepreneurship program. The evaluation results are presented in the form of an exposure vlog. Supervision from the Directorate of Vocational Education Development for the implementation of the School of Entrepreneurship program is carried out by conducting a monthly teleconference using the application and video teleconference assisted by SEAMEO SEAMOLEC.

Further evaluation for the School of Entrepreneurship program is conducted by compiling the initial report of the program which includes the implementation report information sheet, entrepreneurship development program, type of business, background, goals, expected results, implementation and results of activities. The implementation of the preparation of the initial report of the School of Entrepreneurship program at the Vocational High School has been carried out well in accordance with the schedule of reporting agenda determined by the Directorate of Vocational Education Development. The results of the study of documents, observations and interviews conducted by researchers note that planning and implementation of the initial report of the School of Entrepreneurship program can be seen that planning has been carried out at the beginning of the program.



Figure 5. Entrepreneurship Activity of The Member of School of Entrepreneurship

4. Product Evaluation

Product evaluation is an evaluation that aims to measure, interpret, and assess program achievements (Muyana, 2017). The product or outcome component is an assessment carried out to measure success in achieving the stated objectives. The product components of the School of Entrepreneurship program at Vocational Schools that have been implemented are as follow:

- a. Formation of School of Entrepreneurship in Vocational High School team consisting of teachers and students;
- b. Dissemination of information regarding School of Entrepreneurship program within teachers and staffs and students.
- c. Promote or display student business products to the general public through exhibition activities outside of school.
- d. The realization of entrepreneurship development activities for students
- e. Improve student competence in the field of Digital Marketing
- f. Evaluate School of Entrepreneurship activities programs that have been implemented
- g. Increase the insight of the School of Entrepreneurship team in Vocational Schools in starting their business and development models



Figure 6. Exhibition of School of Entrepreneurship Products



Figure 7. Socialization of School of Entrepreneurship Program

CONCLUSION

The results of the evaluation analysis using the CIPP model for the implementation of the School of Entrepreneurship program in Vocational Schools showed that based on the context aspect it has a formal foundation, which is Government Regulation No.15 of 2018 (Article 9 B), input aspects have human resources of students and teachers who have entrepreneur background and have good infrastructure, aspects of the process of activities are carried out in accordance with the manuals that have been determined by the Directorate of Vocational Education Development (PSMK) and are well implemented, product aspects, which are: the formation of the School of Entrepreneurship team; School of Entrepreneurship program socialization; School of Entrepreneurship program product exhibition activities; Fostering entrepreneurial activities; Increased student competence in digital marketing; The creation of student entrepreneurial activities independently; and Evaluation of the School of Entrepreneurship continuation program.

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