



Evaluation of the Entrepreneurial Printing School Program at SMKN 1 Tanjung Pinang Using CIPP Models

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Abstract

The purpose of this study was to analyze the implementation of the entrepreneurial school program from the aspect of evaluating context, input, process, and product (CIPP) with the existence of an entrepreneurial school program to support entrepreneurship subjects in vocational schools. The CIPP evaluation model is one type of model that can analyze the success rate of implementing the Entrepreneurial Printing School (SPW) program. The results of the evaluation analysis that have been carried out state that the SPW program at SMK Negeri 1 Tanjung Pinang based on the context aspect has a conducive environment to make the school a driving force for entrepreneurship, with the existence of creative products for students and teachers, has a business management department and a marketing department both retail and online. Input from this program students starting from class X in various majors have been prepared to have an entrepreneurial spirit by making captains and danru in each class to carry out entrepreneurship programs and to support entrepreneurship subjects, teachers who teach entrepreneurship subjects are teachers who on average have businesses and have an entrepreneurial background and have good infrastructure, the process aspects of the activities are carried out in accordance with the guidebook that has been determined by the Directorate of Vocational Development (PSMK) and is carried out well, the product aspects are (1) Formation of the SPW team; (2) Socialization of the SPW program in the school environment; (3) SPW program product exhibition activities; (4) Fostering entrepreneurial activities; (5) Increasing student competence in digital marketing; (6) The creation of student entrepreneurial activities independently; and (7) Evaluation of the SPW continuation program.

Keywords: Entrepreneurial Printing School, CIPP Evaluation Model, Entrepreneurship Program, SMK, SPW

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1. Introduction

The world of education is expected to prepare students to face the industrial revolution 4.0, while also preparing students who are active and creative. Education is something that is very influential in improving the quality of human resources. In education, every student must get values, knowledge, learning, and skills so that they can think more critically, logically, rationally, and systematically in dealing with a problem or problem. As stated in Law No. 20 of 2003 chapter II article 3 of the National Education System which emphasizes that National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

In relation to entrepreneurship subjects, it cannot be separated from the creation of entrepreneurship. The creation of entrepreneurs plays an important role in encouraging economic growth. However, the condition of the entrepreneurial world in Indonesia has not been

in line with expectations. In fact, there are still many SMK students who have not used the skills that have been acquired in school to be used in everyday life. In addition, there are still many vocational students who have not been able to create their own jobs. This is evidenced by the large number of unemployed who come from vocational school graduates. Reporting from CNBC, Head of BPS Margo Yuwono said the highest number of unemployed came from SMK graduates. Based on existing data, unemployment for SMK graduates was recorded at 10.38%. "The highest unemployment (graduates) is SMK," said Margo (9/5/2022) [1].

This situation is not an option not to work, but the result of getting a job is increasingly difficult. The problems above can actually be minimized by developing entrepreneurship and becoming an entrepreneur is the right alternative. Prospective SMK graduates must now have the initiative to open their own jobs so that they will no longer increase the unemployment rate in Indonesia. Schools are expected to be able to prepare graduates to be independent by opening businesses that can provide a livelihood for themselves and the surrounding community. One of the ways is by educating vocational school children to have a high entrepreneurial spirit. To produce

graduates who have a high entrepreneurial spirit, it is necessary to develop a learning model or a program that can foster an entrepreneurial spirit [2].

There are several programs developed in SMK such as Technopark, Teaching Factory, School Cooperatives, Entrepreneurial Printing School, and so on. One of the programs in SMK that is quite supportive is the Entrepreneurial Printing School or often abbreviated as SPW. This program is useful as a forum as well as a means to foster an entrepreneurial spirit. With the SPW program in schools, it is expected to improve students' skills in entrepreneurship.

Director of SEAMEO (The Southeast Asian Ministers of Education Organization) Gatot Hari Priowirajanto in the Ministry of Education and Culture said that SPW is part of the government's efforts to achieve the target of Vocational Revitalization in accordance with Presidential Instruction Number 9 of 2016 [3]. The purpose of the establishment of this SPW is to produce students with "blue cards", children who create jobs both for themselves and for others. In 2018 the Directorate of Vocational Development targets 150 Vocational Schools to participate in the Entrepreneurial Printing School program by providing assistance in the form of technical guidance in order to give birth to young entrepreneurs.

In line with entrepreneurship learning in schools, the Directorate of Vocational Development (PSMK) pays special attention to strengthening entrepreneurial learning in vocational schools by creating the Entrepreneurial Printing School (SPW) program. The SPW program is a series of activities facilitated by PSMK to form and open the mindset of students to be more involved in the entrepreneurial world so that they do not only think of becoming industrial workers but as independent job creators [4]. SPW is a synergy program between SEAMEO, SEAMOLEC, PSMK, and PSMA with a learning development model based on business practices based on marketing turnover. The existence of the Entrepreneurial Printing School has a dual function (dual system) namely as a means of school production units and as a place (laboratory) for students to carry out entrepreneurship practices. Through the SPW program, it can improve the quality and motivation of students in exploring potential through skills in developing entrepreneurship [5].

The SPW program is very appropriate when implemented for vocational students. This program helps schools in preparing SMK graduates to be ready to become entrepreneurs and open their own business fields. According to Samsudi the partnership between Vocational Schools and stakeholders currently has not specifically developed graduate entrepreneurship, but is more in the form of implementing industrial work practices (*prakerin*) which can include learning activities, utilization of human resources, and evaluation of learning [6]. The learning model applied

in applying the SPW program is to foster 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 [7]. The application of Project Based Learning (PBL) in entrepreneurship learning activities in the classroom can foster students' entrepreneurial attitudes [8].

One of the recipients of the SPW program is SMK Negeri 1 Tanjung Pinang which will receive assistance in 2021 from the Directorate of Vocational Development (PSMK). The advantages of SMKN 1 Tanjung Pinang are that they get the program because (a) the learning curriculum has implemented an entrepreneurship-based learning system; (b) have facilities and infrastructure to support the entrepreneurial process in the school environment; (c) Teachers have experience and independent business in accordance with their field of expertise; and (d) Have cooperation with the business world in developing entrepreneurship programs in the school environment.

The expected objectives of this SPW program include: (a) Improving the ability to develop student entrepreneurship learning at SMKN 1 Tanjung Pinang; (b) Strengthening learning based on the development of entrepreneurship learning at SMKN 1 Tanjung Pinang; (c) Developing the potential of SMKN 1 Tanjung Pinang students in the field of developing entrepreneurship learning; and (d) Preparing graduates of SMKN 1 Tanjung Pinang to become entrepreneurs. The SPW program can be said to be successful if the designed goals are achieved, to find out it is necessary to evaluate the SPW program, especially those already running at SMKN 1 Tanjung Pinang.

Conducting program evaluation is an activity that is intended to determine how high the level of success of the planned activities [9]. The CIPP evaluation model is the model most widely used and applied by evaluators. Therefore, the description given is relatively long compared to other models. The CIPP model was developed by Stufflebeam at Ohio State University. CIPP is an abbreviation of the initial letters of four words, namely: Context evaluation: evaluation of context, Input evaluation: evaluation of input, Process evaluation: evaluation of the process, and Product evaluation: evaluation of results.

The advantage of the CIPP model is that it provides a comprehensive evaluation format at each evaluation stage so it is very effective as an evaluation model [10][11][12][13]. The purpose of this study was to evaluate the implementation of the SPW program at SMKN 1 Tanjung Pinang which received the assistance program. Evaluation analysis emphasizes each aspect of context, input, process, and product.

2. Method

This research was conducted at SMK Negeri 1 Tanjung Pinang a vocational school that received grants for the implementation of the SPW program. The object of the research is the principal, the SPW supervising teacher, and students who are members of the SPW program. The method used is qualitative research with the type of evaluation research model Context, Input, Process, and Product the four words abbreviated to CIPP are the evaluation target, which is nothing but a component of the process of an activity program. In other words, the CIPP model is an evaluation model that views the program being evaluated as a system. Thus, if the evaluator team has determined the CIPP model as the model that will be used to evaluate the assigned program, an analysis of the program is carried out based on its components [14]. Data collection techniques were carried out through observation, interviews, and documentation. Observation tools were used in the form of field notes and interviews. Documentation data in the form of reports on the implementation of SPW program activities as well as photos of activities as attachments to strengthen research results. The data were analyzed using the CIPP evaluation model analysis as follows:



Figure 1. CIPP Evaluation Model Diagram

The evaluation of the SPW program at SMKN 1 Tanjung Pinang uses the CIPP evaluation model because the evaluation process is not only a single aspect. The evaluation of the CIPP model according to is an evaluation model that views the program as a system [15]. The target model includes four components, context evaluation, input evaluation, process evaluation, and product evaluation.

Context evaluation begins by conducting a conceptual analysis in identifying and formulating the domain to be assessed, then followed by an empirical analysis of the assessed aspects, through surveys, and tests. In the next section, it involves both methods (conceptual analysis and empirical analysis) in order to find the

main problem in the assessed aspect [16]. The main goal of context evaluation is to examine the overall status of the object so that it can provide a description of the environmental characteristics that it aims to determine whether the objectives of a program are in accordance with service needs [17].

Evaluation of the input (input evaluation) is carried out by reviewing and assessing the relevant approaches that can be used so that it aims to identify and examine system capabilities, alternative program strategies, design procedures where the strategy will be implemented. Process evaluation is an evaluation that is oriented to how far program activities are carried out according to the plan. Product evaluation is an evaluation that aims to measure, interpret, and assess program achievements.

3. Results and Discussion

The results obtained from the evaluation using the CIPP model related to the implementation of the SPW program at SMKN 1 Tanjung Pinang based on observations and interviews with the SPW manager, the following data were obtained:

3.1. Context Evaluation

Context evaluation is an attempt to describe and detail the environment, the needs being met, the population and sample served, and the objectives of the entrepreneurial school program. Having a conducive environment to make the school a driving force for entrepreneurship, with creative products for students and teachers, majoring in business management and majoring in marketing, both retail and online. It is also supported starting from the X class environment in various majors that have been prepared to have an entrepreneurial spirit by making captains and danru in each class to carry out entrepreneurship programs and to support entrepreneurship subjects, teachers who teach entrepreneurship subjects are teachers who on average have a business and have a background entrepreneurs and have good infrastructure.



Figure 2. SPW activities at SMKN 1 Tanjung Pinang

3.2. Input Evaluation

Input evaluation is intended to help determine the program to make the changes needed [18]. Input evaluation aims to find obstacles and potential resources available in an institution. The results of observations and interviews with school principals or teachers of Entrepreneurial Printing Vocational Schools are as follows:

a) Related to Human Resources (HR)

Human resources in the SPW program in SMK include supervising teachers and students as SPW members. The supervising teacher is sufficient to meet the criteria of the requirements as an SPW mentor teacher, namely having experience in the business world and having an independent business outside teaching hours at school. There are still some students who do not meet the criteria as SPW members, namely there are still some students who do not have any business when participating in this program.



Figure 3. Socialization of the SPW Program

b) Parties involved in the implementation of the SPW program

The parties involved in the implementation of the SPW program at SMKN 1 Tanjung Pinang are the principals who provide guidance to teachers by synergizing the Directorate of Vocational Development and SEAMEO SEAMOLEC. The preparation of the SPW program is carried out jointly by the principal and the supervising teacher then the results will be reported to the Directorate of Vocational Development. SEAMEO SEAMOLEC is tasked with providing remote monitoring services related to the implementation of the SPW program that is already running in SMK.

The results of document review, observation and HR interviews at SMKN 1 Tanjung Pinang which organizes the SPW program can be seen that the management of the SPW supervisor has met the

criteria, but from the SPW member students, there are still those who do not have a business. The need for a basic effort for students who will become SPW members to make it easier to join this program. The factors that influence the activities of the learning system process are: teachers, students, infrastructure, and environmental factors [19]. All of these HR components are pillars of the progress of a program in SMK.

c) SPW Program Implementation Fee

The implementation of the SPW program in Vocational Schools is based on the Regulation of the Budget User Authority of the Work Unit of the Directorate of Vocational High School Development No.: 4319/D5.2/Ku/2019 concerning Instructions for Implementing Government Aid, Vocational Entrepreneurship Learning Development Assistance in 2019 using operational costs originating from the Directorate of Development. SMK. The operational funds are used to realize programs that have been prepared by supervising teachers and school principals guided by the instructions for implementing the SPW program assistance.

The results of the study of documents, observations, and interviews conducted by researchers revealed that the operational costs of the SPW program in SMK came from the assistance of the Directorate of Vocational Development, but due to limited assistance, this program was not yet optimal in terms of infrastructure for the development of the SPW program in the future. For this reason, it is hoped that further cooperation and support from the Directorate of Vocational Development in the effort to develop this program is expected.

d) SPW Program Infrastructure Facilities

There are no facilities and infrastructure for the SPW program at SMKN 1 Tanjung Pinang that meet the category. The facilities and infrastructure referred to in Article 31 paragraph 3 concerning Government Efforts in Managing and Organizing an Education System are clean, safe, comfortable, beautiful, according to the level of development and utilizing the potential of the environment. While in SMK still has weaknesses such as incomplete infrastructure to run the SPW program.

SMKN 1 Tanjung Pinang still doesn't have a special room to process creative products, it still uses unused classroom space to make or produce entrepreneurial creative products. However, SMKN 1 Tanjung Pinang already has an SPW outlet to display and sell student entrepreneurship products and has a gallery space to display entrepreneurial creations. The results of the study of documents, observations and interviews conducted by researchers revealed that the facilities

and infrastructure of the SPW program at SMKN 1 Taanjungpinang were still incomplete, namely the production room or kitchen used to produce entrepreneurial products. A solution is needed from the Directorate of Vocational Development so that assistance can improve the condition of existing infrastructure.



Figure 4. SPW Gallery Room for displaying entrepreneurship products

3.3. Process Evaluation

Process evaluation in the CIPP model refers to "what" the activities carried out in the program, "who" the person appointed as the person in charge of the program, "when" the activities will be completed. In the CIPP model, process evaluation is directed at how far the activities carried out in the program have been carried out according to the plan. Questions for the process include:

1. Is the program implementation according to schedule?
2. Will the staff involved in implementing the program be able to handle activities during the program and if it is possible to continue?
3. Are the facilities and infrastructure provided optimally utilized?
4. What are the obstacles encountered during the implementation of the program and the possibility of the program being continued? [20].

The implementation of the SPW program in SMK is carried out in the following order: (1) Scheduling of the SPW Program implementation time starting in October – December 2021 (2) Formation of the SPW program team and companion; (3) Provision of facilities and infrastructure for the SPW program; (4) Socialization of the SPW Program to Teachers and School Administration Staff; (5) Socialization of SPW Program to Students; (6) Entrepreneurship Exhibition; (7) Student Business Incubator; (8) Digital Marketing (E-Commerce) Workshops; (9) Comparative Study to

the Best SPW Schools; and (10) SPW Program Evaluation.

Evaluation of the SPW 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 SPW program. The results of the evaluation are presented in the form of a report on 100% of the implementation and use of the budget. Supervision from the Directorate of Vocational Development for the implementation of the SPW program is carried out by conducting teleconferences once a month using applications and video teleconferences assisted by SEAMEO SEAMOLEC.

Implementation of further evaluation for this SPW program with the preparation of an initial report of the program which includes information sheets on the implementation report, entrepreneurship development program, type of business, background, objectives, expected results, implementation, and results of activities. The implementation the preparation of the initial report for the SPW program in Vocational Schools has been carried out properly in accordance with the reporting agenda schedule determined by the Directorate of Vocational Development. The results of the study of documents, observations, and interviews conducted by researchers showed that the planning for the implementation and preparation of the initial report for the SPW program could be seen that the planning had been carried out at the beginning of the program.



Figure 5. Entrepreneurial Activities of SPW Members

3.4 Product Evaluation

Product evaluation is an evaluation that aims to measure, interpret, and assess program achievements [21]. The product component or result is an assessment carried out to measure success in achieving the goals that have been set. The product components in the SPW program in SMK that have been implemented are:

- a) The formation of an SMK SPW team consisting of teachers and students;
- b) The dissemination of information on the SPW Program among teachers and employees and students;
- c) Promoting or exhibiting students' business products to the general public through work title activities in out-of-school activities;
- d) The realization of entrepreneurship development activities for students;
- e) Improving student competence in the field of Digital Marketing;
- f) Evaluating SPW activity programs that have been implemented;
- g) Increase the insight of the SPW team in SMK in starting a business and its development model.



Figure 6. SPW Product Exhibition Activities



Figure 7. Workshop and Mentoring for HR Improvement of SPW TEAM

4. Conclusion

The results of the evaluation analysis using the CIPP model on the implementation of the SPW program at SMKN 1 Tanjung Pinang show that based on the context aspect, it has a conducive environment to make the school a driving force for entrepreneurship, with creative products for students and teachers, has a business management department and a marketing department, both retail and online. It is also supported starting from the X class environment in various majors that have been prepared to have an entrepreneurial spirit by making captains and danru in each class to carry out entrepreneurship programs and to support entrepreneurship subjects. The input aspect has human resources for students and teachers who have entrepreneurial backgrounds and have good infrastructure. The process aspect of the activity was carried out in accordance with the guidebook that had been determined by the Directorate of Vocational Development (PSMK) and was carried out well.

The product aspects are the formation of the SPW team; the socialization of the SPW program; SPW program product exhibition activities; fostering entrepreneurial activities; Increase student competence in digital marketing; the creation of student entrepreneurial activities independently; and the Evaluation of the SPW continuation program. This research can be continued to evaluate the implementation of the SPW program in various vocational schools so that it will get broad results on how the implementation of the program is implemented and the impact of the program on entrepreneurial activities in the school environment.

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