

The Application of CIPPO Evaluation Model in Evaluating the Performance of School for Producing Entrepreneurs Programs in Vocational High School

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Abstract-The development of Entrepreneurship Learning is expected to be one of the answers for education in vocational schools to overcome the problem of high unemployment. In line with this, the Directorate of Vocational Education gives special attention to strengthening entrepreneurship learning in Vocational High Schools by creating an School for Producing Entrepreneurs program. The program is given to the Vocational High Schools which independently propose their schools as organizers of the SPW (School for Producing Entrepreneurs) program. The CIPPO evaluation model was applied to determine the level of success of the implementation of the SPW program in Vocational Schools that received this assistance program. The CIPPO evaluation model emphasizes aspects of evaluation in terms of context, input, process, product, and outcome. The evaluation results show that the program has been implemented well. In addition, 85% of the planned programs have been realized and have a good impact on the development of entrepreneurship education in school, namely one of the students who are members of the SPW program has an independent business.

Keywords: *program of producing entrepreneurs, Vocational High School, CIPPO evaluation model*

I. INTRODUCTION

The development of Entrepreneurship Learning is basically a learning about ethics, values, abilities and attitude in facing challenges in life to get opportunities with various risks faced. According to Birul Walidaini, Arum and Winarno, Agung (2017) state that at the level of vocational education (Vocational High School) the family is an important element in entrepreneurship learning. The condition of the parents who already have a business supports their children to continue the business that has been initiated and run by their parents. According to Kent, et al (1982) entrepreneurship as the creation of new

businesses by individuals or small groups, with entrepreneurs acting as the main agents of change in society, which initiates industrial progress and leads to a broader cultural shift. 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).

The development of Entrepreneurship Learning is expected to be one of the answers for education in vocational schools to overcome employment problems in Indonesia. That is because the provision of competencies in the Development of Entrepreneurship Learning is directed to prepare students in order to create jobs, alleviate the problem of unemployment, poverty, economic downturn and specifically to be able to raise the dignity of an independent nation. Bruyat & Julien (2001) explained that an entrepreneur is not just a machine that responds automatically to environmental stimuli. According to Harlanu and Nugroho (2015) the lack of entrepreneurs in Indonesia opens up great opportunities for vocational graduates to become entrepreneurs so that entrepreneurial learning is needed within the school environment.

In line with this, the Directorate of Vocational Education (PSMK) pays special attention to strengthening entrepreneurship learning at Vocational High Schools by creating an School for Producing Entrepreneurs (SPW) program. The SPW program is a series of activities facilitated by the Directorate of Vocational Education 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 being creators of independent employment (Barliana, 2019). SPW is a synergy program between SEAMEO, SEAMOLEC and PSMK with learning development models based on marketing turnover-based business practices. This program is carried out with an integrated assistance method with a long distance pattern using ICT with

assistance from SEAMOLEC. The existence of SPW has a dual function (dual system), namely as a means of school production units and as a place (laboratory) for students to carry out entrepreneurial practices. Through the SPW program, it can improve the quality and motivation of students in exploring their potential through skills in developing entrepreneurship (Munawaroh, 2019).

According to Sudana, et al (2018) the 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 SPW program has the same objectives as the business incubator program. It takes the will, enthusiasm, and entrepreneurial spirit so that vocational graduates are willing to open their own jobs and be able to maintain it in the market. (Prihastiwi, et al, 2018).

The SPW program is very appropriate when implemented on vocational students. This program helps schools in preparing vocational graduates to be ready to become entrepreneurs and open their own business. According to Samsudi, et al (2016) the partnership between Vocational High School and stakeholders has not specifically developed graduate entrepreneurship. The learning model applied in applying the SPW program is by fostering students to have skills through online-based business practices. (Riswanto, 2016).

The expected objectives of the SPW 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 High Schools; (3) Developing the potential of vocational students in the field of developing entrepreneurial learning; and (4) Preparing vocational graduates to become entrepreneurs. The SPW program is seen to be successful if the designed objectives are achieved, to

find out, an SPW program evaluation is needed. Conducting program evaluation is an activity that is intended to find out how high the level of success of the planned activity (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 preceding programs. The implementation of the existing SPW program will be evaluated using the CIPPO evaluation model.

The CIPPO model is a modified evaluation model of the CIPP model consisting of Context, Input, Process and Product. The difference in the CIPPO model is that there are additional stages, which is Outcome. According to Mahmudi, Ihwan (2011) The uniqueness of the CIPP model is that each type of evaluation is related to the decision making device which involves planning and operating a program. The purpose of this study is to determine the level of success of the SPW program applied to Vocational High Schools using the CIPPO evaluation model.

II. METHODS

The study was conducted in five schools that had received grant funds from the Directorate of Vocational Education to implement the SPW program within their school, they are (1) Ibu Kartini Vocational High School Semarang; (2) Terang Bangsa Vocational High School Semarang; (3) PGRI Vocational High School Semarang; (4) Semarang Islamic Vocational Center; and (5) Vocational High School Muhammadiyah 2 Muntilan. The objects of study are the principal, SPW supervisors and students who are members of the SPW program. The method used is qualitative research with the CIPPO Evaluation Model. Data collection techniques are done by observation, interviews and documentation. The observation tool used was in the form of field notes, interviews were carried out on the principal, SPW supervisors and students who were members of the SPW program. Data were analyzed using CIPPO

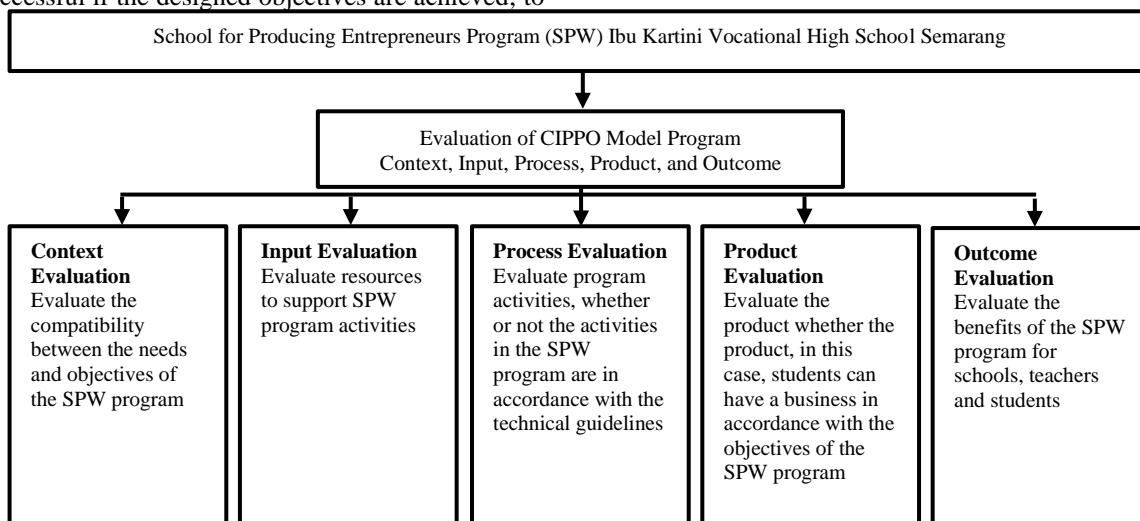


Figure 1 Thinking Framework for the CIPPO Evaluation Model

evaluation model analysis in accordance with Figure 1 below.

III. RESULTS AND DISCUSSION

The SPW program evaluation at Vocational High Schools uses the CIPPO evaluation model because it involves process evaluation so that it is not just a single aspect. The evaluation of the CIPPO model according to Arikunto and West Java (2007) is an evaluation model that includes five basic components of the process of an activity program. These components include context evaluation, input evaluation, process evaluation, product evaluation, outcome evaluation.

According to Badrujaman (2011) the main goal of context evaluation is to examine the status of the object as a whole so that it can 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. 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, to assess the outcome and relate it objectively to the context, input, and process. Outcome evaluation is used to measure the extent of the impact of the evaluation program that has been carried out.

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

A. Context Evaluation

The main purpose of the context evaluation is to find out whether the implementation of SPW in Vocational High Schools has a strong formal foundation and whether the program can examine the advantages and disadvantages of the implementation of the program in Vocational High Schools. The strong formal foundation of the SPW program at Vocational High Schools is Government Regulation No.15 Year 2018 (Article 9 B) regarding the Workload of the Principal, wholly to carry out the tasks: (1) Managerial; (2) Entrepreneurship Development; and (3) Supervision of Teachers and Education Personnel.

B. 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 school principals or teachers of School for Producing Entrepreneurs are as follows:

1. Related to Human Resources

Human resources in the SPW program at Vocational High Schools include supervisors and students as SPW members. The supervising teacher has sufficiently fulfilled the criteria of the SPW guidance which is a teacher 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 SPW members, namely there are still some students who do not have any business when joining this program.

2. Parties Involved in Implementing the SPW Program

Based on Government Regulation No. 15 Year 2018 (Article 9 B) explained that the parties involved in the implementation of the SPW program in Vocational High Schools are principals, supervisors by synchronizing between the Directorate of Vocational Education and SEAMEO SEAMOLEC.

Preparation of the SPW program is carried out jointly by the school principal and supervisor and then the results will be reported to the Directorate of Vocational Education. SEAMEO SEAMOLEC has the duty to provide remote monitoring services related to the implementation of the SPW program that is already running at the Vocational High Schools.

3. Cost of Running SPW Program

The implementation of the SPW program in Vocational High Schools is based on the Regulation of the Authorized Budget User for the Work Unit of the Directorate of Vocational Education Number: 4319 / D5.2 / Ku / 2019 Concerning Instructions for Implementing Government Assistance, Vocational Entrepreneurship Learning Development Assistance in 2019 uses operational costs from the Directorate of Vocational Education. The operational funds are used to realize the programs that have been prepared by the supervising teachers and school principals guided by the SPW program implementation guidelines.

4. Facilities of SPW Program

There are no SPW Program and Infrastructure in Vocational High Schools

that meet the category. The infrastructure referred to in article 31 paragraph 3 concerning Government Enterprises 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 in Vocational High Schools still have weaknesses such as incomplete infrastructure to run SPW programs. Vocational High Schools still do not have a special space in running and developing SPW programs such as SPW outlets, one of which is for students to sell products at school.

C. 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). Process evaluation can produce a relationship between theoretical ideas that are considered important for the success of the intervention and the final outcome of the study. Process evaluation efforts also help to understand the relationship between interventions or program components chosen by Linnan & Steckler (2002). The process evaluation aspect aims to ensure the implementation process of the SPW program in Vocational High Schools. The program is implemented based on the SPW program reference framework. In addition, there is a schedule of agenda activities from the SPW program. The SPW program planning is contained in the SPW guidebook obtained from the Directorate of Vocational Education.

The implementation of the SPW program in Vocational High Schools is carried out in the following order: (1) Formation of SPW teams and facilitators; (2) Provision of SPW program facilities; (3) SPW Program Socialization to Teachers and Employees; (4) SPW Program Socialization to Students; (5) Entrepreneurship Exhibition; (6) Student Business Incubator; (7) Digital Marketing (E-Commerce) Workshop; (8) Comparative Study to the Best SPW Schools; and (9) 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 relating to the implementation of the SPW program. The evaluation results are presented in the form of a exposure vlog. Supervision from the Directorate of Vocational Education for the implementation of the SPW program is carried out by conducting a monthly teleconference using the application and video teleconference assisted by SEAMEO SEAMOLEC.

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

D. Product Evaluation

Product evaluation is an evaluation that aims to measure, interpret, and assess program achievements (Muyana, 2017). In addition, to assess the outcome and relate it objectively to the context, input, and process. The product or outcome component is an assessment carried out to measure success in achieving the stated objectives. The product components of the SPW program in Vocational High Schools that have been implemented are: (1) The formation of the Vocational High Schools SPW team consisting of teachers and students; (2) Socialization of SPW Program for teachers and employees and students; (3) Promote or display student business products to the general public through exhibition in activities outside of school; (4) The realization of entrepreneurship development activities for students; (5) Improving student competencies in the field of Digital Marketing; (6) Evaluating SPW activities programs that have been implemented; (7) Increase the insight of the SPW team in Vocational High Schools in pioneering their business and development models.

E. Outcome Evaluation

Outcome evaluation is used to measure the extent of the impact of the evaluation program that has been carried out (Arikunto, 2012). The impact of the implementation of the SPW program of Vocational High Schools that run this program has resulted in students who are already professionally engaged in entrepreneurship. Students who are members of the SPW program have a business and are managed independently while the SPW tutor focuses on the target that must be achieved in accordance with the rules that have been fixed.

IV. CONCLUSION

The results of the evaluation of the CIPPO model on the implementation of the SPW program in Vocational High Schools showed that the program had been implemented but was not optimum,

especially in the program infrastructure section. Vocational High Schools as program organizers try to improve weaknesses by providing infrastructure. In addition, 85% of the planned programs have been realized and have a good impact on the development of entrepreneurship education in the school environment, namely one of them students who are members of the SPW program have an independent business.

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