STUDY ON EVALUATION OF STARTUP BUSINESS TRAINING MODELS IN THE ENTREPRENEURSHIP SKILLS EDUCATION PROGRAM AT WEST JAVA COURSE AND TRAINING INSTITUTE, INDONESIA

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Abstract

The Entrepreneurship Skills Education Program (ESE) has been held since 2016 in Indonesia. The focus of this training is the change in knowledge, skills and attitudes of entrepreneurs with the main target of people who are weak in the economic and educational side. This program is an effort to expand access to education and employment opportunities through the creation of new entrepreneurs. The Course and Training Institute (CTI) has a role in organizing the ESE program. Considering its strategic position in community economic empowerment, this study aims to 1) describe the evaluation model used by CTI in the ESE Program and 2) describe the follow-up of the ESE program evaluation results. This research uses a descriptive qualitative approach. The sample was chosen based on purposive sampling, namely 1) CTI has conducted at least two years programs, 2) the type of bridal makeup training, 3) CTI is in West Java. From the determination of the sample, CTI were selected in Cimahi, Cianjur, and Bekasi. Data were collected through interviews with 3 managers from June to August 2019. Data were analysed using qualitative methods of the Milles and Huberman models. The results showed that: 1) the evaluation model of the Entrepreneurship Skills Education Program uses CIPP (Context, Input, Process, and Product). Context shows the goals of the program, the input shows the changes needed to improve the program, the process shows the suitability of the plan with the implementation of the program, and the product shows the measurement of program achievements. 2) the follow-up of the evaluation results carried out by CTI regarding the ESE Program has an effect on the improvement of the program in the following year. This is indicated by a change in the indicators of success in the 2019 ESE program. The implications of this study as material for developing an entrepreneurship education evaluation model in non-formal institutions and the basis for decision making.

Keywords: Entrepreneurial Education, CIPP, Evaluation Model, Course and Training Institution, Government Funded.

1. INTRODUCTION

The Entrepreneurship Skills Education Program is a government program launched by the Director General

of Early Childhood Education and Community Education, Ministry of Education and Culture of the Republic of Indonesia. The purpose of this program is to equalize access to education and employment opportunities by providing knowledge, skills and fostering an entrepreneurial mental attitude in managing self-potential and the environment as provisions for entrepreneurship.

The ESE program is part of a startup accelerator, a short-term program, between three to six months, which helps start-up groups through entrepreneurial processes and aspirations with a mentoring scheme that ends with a graduation event (Cohen, S., Fehder, DC, Hochberg, YV, & Murray, F., 2019, pp. 1781-1782). This program is given free to people who are weak in economics and education. The conditions are that participants are not working or attending school, productive age (16 - 40 years), and never participated in a similar program before. From 2016 to 2018, this program provided access to entrepreneurship education to 4,889 people in Indonesia with various types of skills.

Study in evaluation process is very important and interesting, especially with the large number of people involved in the ESE program. Program evaluation is a process of finding, finding, and determining information that is systematically presented regarding planning, values, goals, benefits, effectiveness, and conformity with a predetermined criteria and objectives (Munthe, A., 2015, p. 3). On the other hand, entrepreneurship education has major challenges in the form of training designs that are able to help participants build critical reflective practice from experience to bridge the gap between theory and practice, amid the conditions of uncertainty that it faces (Dood and Anderson, 2007 in Higgins, D., & Galloway, L., 2014).

Research in the field of evaluation is carried out by several researchers, such as regarding the understanding, benefits, and objectives of education program evaluation (Munthe, 2015). This study focuses on extracting the program evaluation model conducted and the follow-up of the evaluation results.

2. LITERATURE REVIEW

Training based on Presidential Instruction No. 15 of 1974 is the part of education that involves the learning process to acquire and improve skills outside the applicable education system, in a relatively short time, and with methods that prioritize practice rather than theory. This understanding shows that training is a preparation for someone to carry out or carry out a role. Individuals try to reduce the gap or the gap between the knowledge they have today and the abilities they have hoped to have.

Program evaluation is a systematic activity to collect, process, analyze, and present data as input for decision making (Sudjana, 2008). Typically, program evaluation is used by the organizing agency as a form of responsibility of the institution's management for the trust entrusted to it to manage the program (Uyun, 2016).

The purpose of program evaluation according to Sudjana (2008), is to 1) provide input for program planning, 2) provide input for sustainability, expansion, and termination of the program, 3) provide input for program modification, 4) obtain information about supporting factors and inhibiting programs, 5) provide input for motivation and guidance of program managers and implementers, and 6) provide input to understand the scientific foundation for program evaluation. Program evaluation is carried out to improve the quality of educational programs.

The evaluation model based on Preskill (2016) is as follows:Behavioral objectives approach

This approach focuses on increasing the achievement of objectives seen from programs, products, and processes. The type of question for this approach is, "Did the program, product, or process achieve its objectives?"

1) The four level model

This approach focuses on four levels of program outcomes, namely reactions, learning, habits, and results. The main question as an evaluation guide is, "What impact did the participants have on the training in terms of reaction, learning, attitudes, and organizational results?".

2) Responsive evaluation

This approach is the evaluator's response to the needs of various parties or policy makers. The main question in this program is, "What are the views of various parties regarding this program?"

3) Goal-free evaluation

This approach focuses on real activities and outcomes, not on the intended activities and outcomes of the program. The main question in this approach is, "What are the program impacts, including the side effects of

the program?".

4) Adversary/judicial approaches

This approach adapts the legal paradigm as the basis for the evaluation program. The type of questions in this evaluation are, "What opinions support and reject about a program?".

5) Consumer-oriented approaches

The emphasis on this type of approach is to help consumers choose between competing programs and products. The general question of this type of evaluation is "Will educated consumers choose this product or program?"

6) Context, Input, Process, Product (CIPP)

This model presents a system model that includes four types or four steps of an evaluation: evaluation context, evaluation input, evaluation process, and product evaluation. The question about this type of evaluation is "Which step of the program needs to be evaluated?".

7) Expertise/accreditation approaches

This model entrusts to the opinion of experts to determine the quality of a program. The question of this type of evaluation is "How do professionals rate this program?".

8) Utilization-focused evaluation

This evaluation assumes that stakeholders will be involved in many ways. The basic question in this type of evaluation is "What information needs do stakeholders need and how will they use their findings?".

9) Participatory collaborative evaluation

Involving stakeholders in the evaluation process, so it will be easier for them to better understand about the evaluation and the program to be evaluated and use the results of the evaluation as a goal in decision making. The question in this evaluation is "what information needs are needed related to the program?".

10) Empowerment evaluation

The use of evaluation concepts, techniques, and findings to accelerate the improvement and determination of self-determination. The characteristic question of this type of evaluation is "What information needs can accelerate improvement and self-determination?".

11) Organizational learning

This approach displays ongoing evaluations and is integrated with all aspects of implementation. The main question in this case is "What information and learning needs of individuals, teams and organizations in general?".

12) Theory-driven evaluation

This approach focuses more on theory than on methodological issues in evaluation. The question that focuses on this approach is "How should the program run? What assumptions are in program implementation and development?".

13) Success case method

This approach focuses on the practice of successful outcome definitions as well as some successful cases.

14) Developmental evaluation

This model "supports the development of innovation to direct adaptation to dynamic reality in complex environments".

3. MATERIALS & METHODS

Research uses a qualitative approach, which is an approach to construct knowledge statements based on constructive perspectives, for example with meanings that originate from individual experiences, social values and history, with the aim of building theories or specific knowledge patterns or based on participatory perspectives, such as orientation towards politics, issues, collaboration or change (Creswell, 2010: 260 in Rukajat, 2018). Sources of qualitative approach data can be obtained through interviews, observations, and documentation studies.

The research location is CTI located in the City of Cimahi, Cianjur, and Bekasi. Determination of the research

location is based on 1) CTI conducts at least two programs, so that researchers can collect data on ESE program evaluation activities in the first year and second year, 2) CTI selected organizes a type of bridal make-up training with consideration of the potential of training involving creative skills able to show strong entrepreneurial interest (Ubierna, F., Arranz, N., & de Arroyabe, JCF, 2014), 3) CTI's location is in West Java related to the ability of researchers to reach the research location.

The sampling technique uses purposive sampling, namely the determination of sample characteristics based on the interests of researchers (Johnson, Burke., 2008, p. 239). This technique was taken because the informants were considered the most knowledgeable about the evaluation of the ESE program carried out at each CTI. The advantage of this technique is that the sample is chosen so that it is relevant to the research design and relatively easy to do (Nasution, 2003 in Fitrah, 2017).

The data collection stage begins with observations and interviews conducted from 20 June to 8 August 2019. The process of observation begins by identifying the place to be investigated (Raco, 2010). Meanwhile, interviews were conducted with ESE program organizers.

The next stage is data processing by collecting and reducing data then analyzing, and concluding in accordance with qualitative data processing. Last is the stage of arranging research in the form of scientific articles.

4. RESULT AND DISCUSSION

4.1 Aspects Evaluated in the ESE Program

The evaluation activities carried out on the ESE Program are carried out as follows:

1) Evaluation of learning is done through supervision of learning which aims to ensure that the implementation of the ESE program runs according to a predetermined schedule, including:

a. Examination of attendees, participants, educators, and education personnel,

b. Examination of students' learning progress, and

c. Checking the use of funds that have come out and the rest

2) Evaluate the implementation of the program by filling in the questionnaire by participants regarding:

a. Material suitability with participants' needs.

b. The facilitator, including the appearance of the facilitator, the way the facilitator was conveyed, the learning method used, and students' understanding of the material provided by the facilitator.

c. Training facilities, including classes, learning media, and training environments.

3) Evaluation of training results, regarding:

a. Final evaluation, used to assess knowledge, skills, and attitudes through theory and practice tests.

b. Assistance activities. After being declared graduated, participants will enter a mentoring program for 3 months. The general activity is to provide direction and guidance so that participants take advantage of the results of the training to the business they are in.

c. Evaluation of activity reports, including preliminary reports and final reports. The initial report contains a description of the receipt of funds and data of students who will be trained. Delivery is a maximum of 7 (seven) days from the date of receipt of funds through the sending of package documents. While the second report is the final report that contains the process of planning, implementing, and evaluating ESE Program training. The final report also contains details of the use of funds and refunds, if any. All reports are written in a predetermined format. The final report is sent a maximum of 14 (fourteen) days from the date the final evaluation was carried out.

d. Student quotation test by telephone or visit, aims to find out the truth of the information conveyed in the report with the suitability of the training received by students. Usually questions are asked about the learning schedule, the handover of equipment and business capital, and the condition of the startup business run by students.

4.2 Evaluation Model of ESE Program

From the above description, the researcher concludes that the evaluation used for the Entrepreneurship Skills Education Program is CIPP. This model was initiated by Stufflebeam in 1983. CIPP provides a comprehensive picture of each element from various points of view of the objects being evaluated, including

context, input, process, and outcome. To further sharpen the analysis, the following presentation of evaluation activities based on the CIPP framework (Aziz, S., Mahmood, M., Rehman, Z., 2018, 192-194).

1) Evaluation of context helps to assess the needs and opportunities in an environment by defining, identifying and addressing the needs of program objectives, assessing program objectives to the needs of program targets. Tools used for context evaluation include surveys, documentation studies, and interviews. Some questions related to context are:

a. Does the program's objectives match the needs of the participants?

b. Is learning relevant to program objectives?

c. Does the program meet social needs?

Based on the results of interviews shows that in general the purpose of the ESE program is to provide knowledge, skills and attitudes through the mastery of a skill that becomes the basis for entrepreneurship. CTI I explained that basically bridal makeup training was given so that participants could improve their economy by doing business as a makeup artist. The ultimate goal is the results of the training can become fields for a decent economic livelihood. CTI II added that the ESE Program aims to enable women to have households to help the family economy through the utilization of training results with entrepreneurship, while women who are not married can reduce open unemployment. In line with this, CTI III revealed that the ESE program aims to enable participants to have empowerment in their economy and profession.

Evaluation functions to ensure that the implementation of a program in accordance with the direction of its objectives. The target of this program is people who have not or are not currently working and attending school. This means that this community group has the potential to be empowered, especially in the economic side. On the participant side, this program provides access to knowledge and skills so that he has various choices to determine his profession and career as a form of economic improvement efforts.

Therefore, learning is done by exploring the potential and goals of each participant. For participants who are already married, it will be easier to be directed to become an entrepreneur. Based on Latif's research, A., Begum, S., Lubna, R (2015) found that unmarried women are considered the most suitable for being entrepreneurs because they are able to make decisions independently, but empirical evidence shows that married women are more interested in becoming entrepreneurs. Married women get support and assistance from their husbands or partners, while unmarried women have free time to develop a startup.

2) Input evaluation, aims to provide information to determine the resources used in meeting program objectives, including human resources, facilities, infrastructure, curriculum, and content. Questions related to input are:

a. What skills will participants get?

b. How is the division between practice and theory?

c. What resources must be provided to be able to obtain effective teaching and learning?

d. How do instructors use their teaching skills?

e. Does the instructor have the right knowledge, skills and attitudes to teach?

The research findings show that the ESE curriculum has a greater portion of practice compared to theory (70:30). Practice emphasizes mastery of skills because students must be prepared to work when they finish training. Each meeting consists of 5-6 hours of study; the practice portion is around 4 hours. In practice, participants must also display attitudes as professional makeup artists, as seen from how to communicate with consumers, organize work areas, and carry out work. Theories study the concept of entrepreneurship through discussion, simulation, and roleplay and bridal makeup knowledge. As such, learning includes theoretical and practical aspects that are relevant to the objectives and training needs.

The ratio between instructors and participants is 1:10. This is the ideal ratio so that all participants get adequate attention and supervision from the instructor. The ratio between participants and practice equipment is 1: 1. This ratio is ideal and conducive for participants. Although in three research sites, the reading angle is not used by students, but the institution has facilitated it. It's just that the stimulus and desire of the participants to study the books provided are still very low.

3) Process evaluation focuses on the learning and teaching process. Implementation is the input phase used in an effective way to achieve the desired goals and objectives. The evaluator assesses the process to understand how the program works and which process is most effectively carried out to maintain the quality of training. The process includes a systematic approach, teaching and learning activities, annual events,

community, and formative and summative assessments. The aim is to provide a description related to all activities in the program.

Questions related to the process are:

a. Do the instructors and participants actively participate in different activities?

b. Is there effective two-way communication between administration, instructors and other staff?

c. Can formative evaluation of teaching and learning process be carried out?

d. What types of activities are carried out at CTI?

Research findings show various processes that help in teaching and learning. CTI generally uses to focus learning on students and encourage student participation in learning. Therefore, the discussion method is very popular in the classroom. To improve speaking skills, participants were divided into 3 to 4 small groups to carry out pilot projects. in the group, they formulated a start-up business that would be built, including the name of the business, business location, products, marketing techniques, and so on. The things presented are what will be done after the training. Then, each student alternately presents the results of the group discussion. Responses and questions from other groups or from the instructor provide excellent feedback for the planned start-up plans.

The lecture method is used on basic materials, such as position ethics, personality, and motivation. While the demonstration method is used when practicing bridal make-up, with the aim that students can work exactly according to the directions. The important thing in this finding is that communication that occurs between instructors, participants, and other education personnel takes place both ways and is effective. There are no specific restrictions, so students do not feel awkward or feel reluctant to ask questions about learning and start-ups.

Learning assessment is done through summative and formative tests. Summative tests are done every two weeks. This test can diagnose students' academic deficiencies, as well as encourage them to study hard and foster regular work habits. While the formative test at the end of the training is followed by the closing of the program.

Activities with the community, during mentoring, encourage students to expand the network. In addition, they get motivation from alumni who join the alumni community. CTI also encouraged participants to take part in the Regency-level Bridal Makeup Competition to improve their competitiveness and confidence.

4) Product evaluation is the result of the program, namely the skills, attitudes, knowledge, learning, and abilities that participants will use in life and benefit the community. The ultimate goal is for participants to be able to productively empower themselves in society. Some important questions regarding the product are:

a. How will participants practically apply what they have learned?

b. Is there a list to record various participant activities?

c. How can the instructor's quality and CTI's reputation be improved?

Research findings indicate that the learning environment, adequate facilities and infrastructure, materials relevant to the needs, appropriate learning, effective, and friendly, have a major impact on students' skills, attitudes, behaviours, values and results. The more environmentally friendly, the more effective learning.

From the search results of students, ESE Program alumni from 2016-2018, 75% used the results of their training to make a living. 25% of them are categorized as successful with an indicator of the number of workers 1-2 people and monthly income above the MSE. Based on the documentation study, it was also found that the ESE program alumni participated in and won several district bridal makeup competitions.

In addition, this finding has some negative things. For example, business capital goods given to participants in groups are ineffective because the groups disband after the assistance period is over. Business capital is largely sold to other interested members and the proceeds of the sale are shared equally among group members learners. Because venture capital is linked to mentoring, researchers find that mentoring has not been carried out optimally as the learning process is carried out. The assistance has not facilitated the students in depth, either from the aspect of group membership, or technical aspects such as promotion and negotiation. This is because of the limited time available and the lack of focus of CTI and students to develop a startup.

In addition, it was found that the results of the ESE program had not yet reached the indicators of program success that were set, as in Table 1.

Table 1.

Achievement of the ESE Program

	CTI I	CTI II	CTI III
City	Cimahi	Cianjur	Bekasi
Year of Program	2017	2018	2018
Amount of Participants	20	20	20
Achievement of Program Success Indicators			
Indicator I Complete training (90%)	100%	100%	100%
Indicator II Start a business (75%)	65%	65%	70%
Indicator III start-up businesses have a minimum income of the minimum provincial / district / city minimum wage achieved within 6 (six) months (30%).	30%	15%	15%

Table 1 shows that indicator II and indicator III have obstacles in achieving program indicators. The achievement of indicators II and III is related to students' decision to become entrepreneurs or business startups. Aspects of self, including such as attitudes, past experiences, and personality greatly affect one's decision making (Konakli, 2015 and Ubierna, F., Arranz, N., & de Arroyabe, J.C.F., 2014). In addition, barriers to the business environment allow for a gap between theoretical understanding of the practice of exploring opportunities and exploring market conditions (McVicar and Polidano, 2010). As a result, CTI is difficult to determine preventive ways so that students are able to face many unexpected challenges (Heslin, 1999).

4.3 Follow up on Program Evaluation Results ESE

The evaluation conducted on the ESE Program was reported in the form of a final report to the Cimahi City Education Office, Provincial PAUD PP, and to the Director General of Early Childhood Education and Community Education Ministry of Cultural Education. Original report documents are kept at the institution. The evaluation was also carried out by the Inspector General of Childhood Education and Community Education at the Ministry of Cultural Education in the form of monitoring and filling out a number of instruments. This was done to obtain input on sustainability, expansion and termination of the program, provide information on supporting factors and obstacles to the program, and provide recommendations for the management and implementation of the Sudjana program (2008).

The results of this evaluation are useful as an input to whether the ESE program at CTI is worthy of continued, improved, or maybe stopped. Second, describe which procedures need to be improved, including strategies or techniques that need to be removed / replaced. Furthermore, the evaluation of the ESE Program is useful to find out whether the theory or approach of the program can be rejected or accepted (Roswati, 2008 in Munthe, A.P., 2015).

At the micro scale, evaluation results can be used to improve the implementation of training in terms of facilities and infrastructure, training schedules, and technical training. These improvements were made and applied to the next generation because the type of repairs can be intervened by CTI itself. While evaluation on a macro scale, regarding the program, is still limited to reports and submissions to the Provincial PAUD PP, and to the Director General of Early Childhood Education and Community Education Ministry of Cultural Education. This is because the ESE program is a top-down program, so the determination of objectives, types of needs, and other fundamental matters must be adjusted to the existing regulations. CTI in this case cannot influence the policy regarding the ESE program.

Nevertheless, the 2019 ESE program shows that input from the field is accommodated and responded to by the government. This is indicated by the change in indicator III which initially was a minimum of 30% of startups with a minimum income of the minimum provincial / district / city minimum wage achieved within 6 (six) months, to 20% of startups with a minimum income of provincial / minimum wage local district / city. A striking change is the absence of a timetable in achieving the minimum wage and second is the decrease in the percentage of achievement. This change is considered more relevant to existing phenomena, as illustrated in Table 1.

5. CONCLUSION

This study aims to determine the evaluation model used in startup business training, the Entrepreneurship Skills Education Program. Program evaluation is a process to monitor the progress of an activity towards the desired target. This research shows that the ESE program is evaluated based on CIPP (context of input, process, product). The advantage of the CIPP Model evaluation is that it can be used to improve and assess quality from every angle. Context shows that the goal of the ESE Program is to empower communities through increasing entrepreneurial knowledge, skills and attitudes. Input shows that the ratio between instructors and students, the ratio of equipment to students is ideal. However, the existing facilities have not been maximized by students, such as the use of reading angles which are still low among students. On the process side, it shows that the learning process is based on student orientation. It's just that the assessment has not been comprehensive. Assessment is based on written results and practice on summative and formative tests. Daily assessment is not carried out to determine the development of each student. Finally, the product found that the achievement of indicators II and III still encountered problems. The pain between achievement of indicators II and III is related to students' decision to become a business startup and the existing business environment. So we need a model of entrepreneurship education that modifies the basic behaviour of students.

Evaluation results are reported to stakeholders. Evaluations that are internal and micro can be made directly by CTI, while those that are external and macro are dependent on stakeholders. Changes to the indicators for achieving the success of the ESE program in 2019 show that stakeholders are paying attention to the input and suggestions submitted in the ESE Program report. In addition, consider the results of evaluations conducted by stakeholders through monitoring.

The implications of this research as material for developing an entrepreneurship education evaluation model. In addition, as a material for decision making, especially for programs launched by the government.

6. ACKNOWLEDGEMENT

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