

## EVALUATION OF ENTREPRENEURSHIP LEARNING PROGRAM OF ELECTRONIC FACULTY OF ENGINEERING STATE UNIVERSITY OF PADANG

**\*Iffah Rojiyyah<sup>1</sup>, Indrati K<sup>2</sup>, Ambiyar<sup>3</sup>**

<sup>1</sup>Magister Student of Faculty of Engineering, Universitas Negeri Padang, Indonesia

<sup>2</sup>Civil Engineering Lecture, Faculty of Engineering, Universitas Negeri Padang,  
Indonesia

<sup>3</sup>Mechanical Engineering Lecture, Faculty of Engineering, Universitas Negeri Padang,  
Indonesia

E-mail: [Ojhy4395@gmail.com](mailto:Ojhy4395@gmail.com)

\*Corresponding Author, Received: November 12, 2019, Revised: December 10, 2019, Accepted: December 21, 2019

### ABSTRACT

This study aimed to evaluate entrepreneurial learning programs in electronics engineering department at Padang State University engineering faculty in terms of components of context, input, process and product. This study is an evaluation technique using a combination of data analysis (Mixed Method), starting with the use of quantitative methods followed by a qualitative method. Quantitative data was collected using a questionnaire, while that for qualitative data obtained from interviews between investigators and informants were selected. All data obtained will be analyzed by sequential explanatory design. These results indicate that the results of the evaluation in the context of components, inputs and processes that are in good enough category of products while the components are in good category.

***Keywords : Evaluation, CIPP, Entrepreneurship Learning***

### INTRODUCTION

Universal problem faced by almost all countries is the problem of unemployment, and it must immediately be taken seriously (Chandra, 2017), A State can be said to be advanced if 2% of the population are entrepreneurs (Kuswara, 2012), An entrepreneur has an important role for the country's economic progress one of the factors driving the growth of the entrepreneurial sector in the country lies in the role of the University through entrepreneurial learning. Universities are responsible for

educating and providing the ability and motivation to brave entrepreneurship to students as a career choice.

Higher education plays an active role in the improvement and development of the quality of human life and culture as well as the development of science that serves to prepare students to become human that have values, attitudes and norms in accordance with the prevailing system that embodies the totality intact and independent. College graduates today many who become job seekers than as makers of employment, it can be seen from the total number of TPT and the number of graduates majoring in Electronics Engineering are working and entrepreneurship.

Faculty of Engineering, Department of Electronics Engineering UNP record the number of graduates in 2016 as many as 93 people, from the data obtained by researchers as many as 52 people from the number of graduates working in industry, schools and private companies, while as many as only 10 people entrepreneurial activity. In 2017 as many as 44 people working and 8 people in entrepreneurship of graduates as many as 106 people. 2018, 83 people graduate and of those graduates are only three people in entrepreneurship and 37 people work.

Entrepreneurial learning is an educational program that picked up aspects of entrepreneurship as essential in equipping potential learners. Electronics engineering department is already running entrepreneurial learning program from 2009 until today. Executed self organized learning. Teaching materials are provided about the opportunity to entrepreneurship, business idea, business plan, branding and marketing plan using conventional. Teaching methods are used mainly in the form of lectures, literature reviews, focus group discussions, presentations and exams can not enable the student to the fullest, then based on that need to be furnished with an approach learning methods in order to attract more students to be active in the learning process.

Students are also constrained to apply knowledge and solve existing problems in the field. The limited time also become another obstacle in entrepreneurial learning. In the time available implementation is only 2 credits for theory without practice, so that students can not apply what they have learned. For the implementation of entrepreneurial practice itself UNP facilitate learning outside in the form of Student Entrepreneurial Program for those who want to follow.

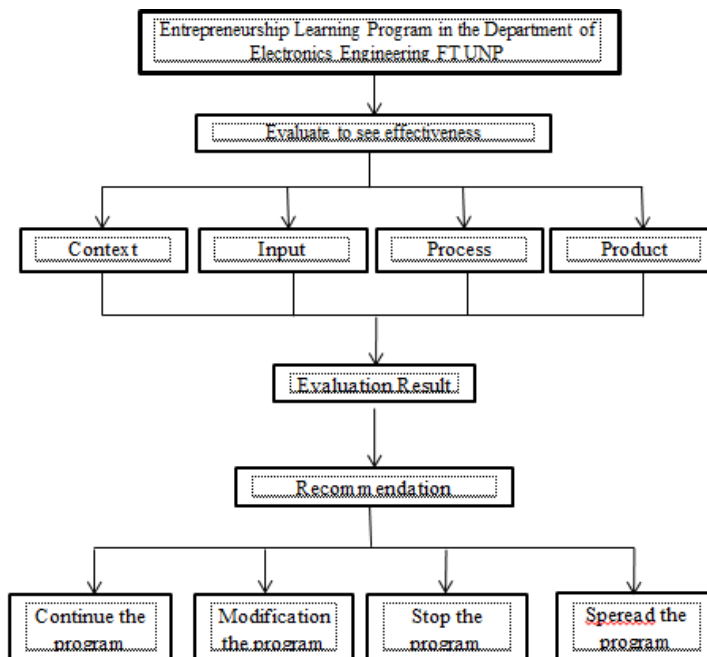
To determine the implementation or otherwise of the learning objectives of entrepreneurship needed to do the evaluation with the model CIPP (Contexts, Input, Process, Product) information obtained from the evaluation of the model CIPP is a feedback to the learning process teach that have been implemented and this feedback will be a yardstick for fixing and further enhance the teaching and learning process.

From the description above problems can be formulated problems 1) How would you evaluate the context in entrepreneurial learning in the Faculty of Engineering UNP ?; 2) How would you evaluate entries on entrepreneurial learning in the Faculty of Engineering UNP ?; 3) How does the evaluation process in entrepreneurial learning in the Faculty of Engineering UNP ?; 4) How would you evaluate the results in entrepreneurial learning in the Faculty of Engineering UNP.

The purpose of this evaluation study were 1) to evaluate and describe the context in entrepreneurial learning in the Faculty of Engineering UNP; 2) To evaluate and describe input on entrepreneurial learning in the Faculty of Engineering UNP; 3) To evaluate and describe the process on entrepreneurial learning in the Faculty of Engineering UNP; and 4) To evaluate and describe the results on entrepreneurial learning in the Faculty of Engineering UNP.

## METHOD

This study is an evaluation study (Evaluation Research) to be performed on entrepreneurial learning in the Faculty of Engineering in the Department of Electronics Engineering UNP. In this evaluation study model used is the model CIPP (Context, Input, Process, Product). Sukmadinata (2009: 121) states "evaluative research is needed to design, refine and test the implementation of a program". Here is a frame of the study:



Evaluate context of the program entrepreneurial learning in the form of objectives and environmental programs entrepreneurial learning to develop entrepreneurial attitudes of learners among others evaluation feedback on program entrepreneurial learning in the form of facilities and supporting infrastructure, funding sources and the relevance of the program, the direction and guidance of universities and lecturers, as well as HR. Evaluation process on the implementation of entrepreneurial learning in the form of the preparation, implementation, monitoring and obstacles in the implementation of entrepreneurial learning programs. Evaluation of product in the form of results after implementation of entrepreneurial learning programs.

Analysis data techniques in this study using a combination of quantitative and qualitative methods (Mixed Method) with sequential explanatory design. Sugiyono (2011: 415) states "research method that combines quantitative and qualitative methods respectively, where in the early stages done using quantitative methods and phase two use qualitative methods". Quantitative methods serve to obtain measurable quantitative data that can be descriptive, comparative associative and qualitative methods serve to prove, deepen, broaden, and weaken abort quantitative data which have been obtained at an early stage. The instrument used in this study consisted of three types, namely; 1) observation, 2) questionnaires, and 3) an interview. Validitas instrument done by asking

the opinion of three experts. The experts involved are evaluasi experts and experts involved in the field of entrepreneurship.

## RESULTS AND DISCUSSION

Evaluation study using a model developed by Stufflebeam namely Context, Input, process, and the product, or commonly abbreviated CIPP. The fourth component is analyzed to obtain conclusions related to achievement in entrepreneurial learning program in the Faculty of Engineering in the Department of Electronic Engineering UNP.

### a. Aspects Of Context

From the data obtained based on the components in the context of entrepreneurship learning at the Faculty of Engineering Department of Electrical Engineering UNP in terms of policies and the benefits of entrepreneurial learning programs. Presentation of the level of achievement of the respondents for each item of context aspects can be seen in table 1 .:

**Table 1. Aspects of context**

Granules questionnaire	Reality	
	TCR	Category
Policy toward program	85.22	Well
benefit	82.51	Well
<b>Average</b>	<b>83.86</b>	<b>Well</b>

Based on analysis of questionnaire respondents capaian level researchers spread to 90 respondents consisting of 9 points earned question the level of achievement of 83.86 with both categories.

### b. Aspects Input

Component inputs in pembelajaran entrepreneurship program at the Faculty of Engineering Department of Electrical Engineering UNP in terms of facilities and supporting infrastructure, and the relevance of the programs, direction and guidance, as well as HR. Presentation of the level of achievement of the respondents for each item of context aspects can be seen in Table 2 :

**Table 2. Aspects input**

Granules questionnaire	Reality	
	TCR	Category
Supporting facilities	88.7	Well
relevance Program	86.55	Well

Referrals and guidance	81.55	Well
Human Resources	83.25	Well
<b>Average</b>	<b>85.01</b>	<b>Well</b>

Based on an analysis of respondents capaian level of a questionnaire distributed to 90 respondents consisting of 13 of the questions obtained the level of achievement of 85.01 with both categories.

#### c. Aspects Of The Process

The third part is a component of the evaluation process dari questionnaire distributed to 90 respondents indicate the numbers 79.35, which is the lowest value. These results also showed some deficiencies in the program, the learners were reluctant to entrepreneurship, the material is given less can be understood by the participants and learners having difficulty finding passion in him for entrepreneurship. Presentation of the level of achievement of the respondents for each item of context aspects can be seen in Table 3:

**Table 3. Aspects process**

granules questionnaire	Reality	
	TCR	Category
Preparation	78.47	Enough
Implementation	80.23	Enough
<b>Average</b>	<b>79.35</b>	<b>Enough</b>

#### d. Aspect Product

Component products in this entrepreneurial learning program consists of indicator output by the 15-point question. Based on an analysis of respondents capaian level of a questionnaire distributed to 90 respondents obtained the percentage rate of 82.04 was good category. Presentation of the level of achievement of the respondents for each item of context aspects can be seen in Table 4 .:

**Table 4. Aspect products**

granules questionnaire	Reality	
	TCR	Category
Outuput	82.04	Well
<b>Average</b>	<b>82.04</b>	<b>Well</b>

## CONCLUSION

Based on the results of research and discussion that has been stated previously, the conclusions of this evaluation study in the context of the component is the implementation on entrepreneurial learning programs in electronics engineering majors

FT UNP accordance with the policies and the benefits of the program are in the good category as 83.86. Furthermore, the input component in terms of facilities and supporting infrastructure, and the relevance of the programs, direction and guidance, as well as the level of achievement of HR obtained at 85.01 with both categories.

The third part which is a component of the process shows the number 79.35, which is the lowest value, these results also showed some shortcomings in the program. Last seen on the evaluation of the product components capaian level respondents obtained 82, with both categories.

## REFERENCES

- Ade Irma S. 2014. *Evaluasi Program Pembelajaran Sistem Operasi di SMK Negeri 1 Sijunjung pada Tahun 2013*.
- Anas Sudijono. 2011. *Pengantar Evaluasi Pendidikan*. Jakarta: Rajawali Pers.
- Anton Sabiki. 2018. *Pendidikan Kewirausahaan Pada Siswa Sekolah Dasar Islam Terpadu Smart Cendekia Karanganyar Kabupaten Klaten Tahun 2018*. Thesis. IAIN Surakarta
- Arikunto, Suharsimi & Cepi Safrudin. 2014. *Evaluasi Program Pendidikan: Pedoman Teoritis Praktis Bagi Praktisi Pendidikan Edisi Kedua*. Jakarta: PT. Bumi Aksara.
- Creswell, John W. 2009. *Research Design Pendekatan Penelitian Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar. Penterjemah Achmad Fawaid
- Direktorat Jenderal Pembelajaran Dan Kemahasiswaan Ditjen Pendidikan Tinggi Kementerian Pendidikan Dan Kebudayaan. 2013. *Modul Pembelajaran Kewirausahaan*. Jakarta.
- Elvi Rahmi. 2015. *Re-Design Mata Kuliah Kewirausahaan Sebagai Upaya Melahirkan Entrepreneur Muda*. SNEMA. 229-236.
- Eman Suherman. 2010. *Business Entrepreneur*. Bandung: Alfabeta
- Kasmir. 2006. *Kewirausahaan*. Jakarta: Rajawali Pres.
- Miles, B. Mathew dan Michael Huberman. 1992. *Analisis Data Kualitatif Buku Sumber Tentang Metode-metode Baru*. Jakarta: UI-PRESS.
- Sekar N S. 2012. *Evaluasi Program Pembelajaran Kewirausahaan melalui Business Center di Sekolah Menengah Kejuruan Negeri 1 Bantul*. Skripsi. UNY
- Thomas W Zimmerer, Norman M Scarborough. 2012 *Kewirausahaan dan Manajemen Usaha Kecil*. Salemba Empat.
- Zainal Arifin. 2013. *Evaluasi Pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Zuriah, Nurul. 2006. *Metode Penelitian Sosial dan Pendidikan*. Jakarta: Bumi Aksara



**International Journal of Educational Dynamics**

Vol. 2 No. 1 (pp. 62-69) Desember 2019

p\_ISSN 2655-4852

e\_ISSN 2655-5093

<http://ijeds.pj.unp.ac.id/index.php/IJEDS>