

EVALUATION OF THE ENTREPRENEURSHIP EDUCATION PROGRAM THROUGH EXTRACURRICULAR ACTIVITIES OF STUDENT COMPANY

Firmansyah^{1*}, Wardani Rahayu², Nurjannah³

¹Department of Primary School Teacher Education, Universitas Negeri Yogyakarta
Jl. Colombo No. 1, Karangmalang, Depok, Sleman, Yogyakarta 55281, Indonesia

²Department of Educational Research and Evaluation, Universitas Negeri Jakarta
Jl. Rawamangun Muka, Rawamangun, Pulo Gadung, Kota Jakarta Timur, Jakarta 13120, Indonesia

³Department of Economics Education, Universitas Negeri Jakarta
Jl. Rawamangun Muka, Rawamangun, Pulo Gadung, Kota Jakarta Timur, Jakarta 13120, Indonesia

*Corresponding Author. E-mail: firmansyah@uny.ac.id

ABSTRACT

The study aims to evaluate the entrepreneurship education program through extracurricular activities of *Student Company* at a school using a modified CIPP and Kirkpatrick evaluation model. The research found that (1) the context of the program has been very good to provide facilities to the students who want to develop their entrepreneurial potential at school. The vision, mission, and objectives of the entrepreneurship education program at the vocational high school are able to describe the future expectations for students, especially in the field of entrepreneurship. (2) The supporting program implementation factors are in the “high” category and able to support program implementation following the objectives. (3) The implementation of entrepreneurship education program through *Student Company* extracurricular activities is in the “middle” category, seen from some discrepancies found between the program plans and implementation. (4) The satisfaction level of students taking part in entrepreneurial education program activities is in the “middle” category, seen from their several complaints about the activities of Student Company that are not following the program plans. (5) The level of knowledge of students taking part in the *Student Company* extracurricular activities is in the “high” category. (6) The application of entrepreneurial values in the daily activities of students taking part in the *Student Company* extracurricular activities is in the “middle” category. (7) The level of self-efficacy of students towards entrepreneurship is in the “low” category. The program of entrepreneurship education through extracurricular activities of *Student Company* is not fully able to increase students' interest in entrepreneurship.

Keywords: *program evaluation, modified CIPP, Kirkpatrick evaluation model, entrepreneurship education, Student Company at vocational high school*

How to cite: Firmansyah, F., Rahayu, W., & Nurjannah, N. (2020). Evaluation of the entrepreneurship education program through extracurricular activities of Student Company. *Jurnal Penelitian dan Evaluasi Pendidikan*, 24(1), 51-61. doi:<https://doi.org/10.21831/pep.v24i1.19783>



INTRODUCTION

Entrepreneurship education is a process of instilling entrepreneurial values in honing students' skills to be able to develop their personal qualities (Fayolle et al., 2006). Entrepreneurship education does not have to focus on creating new business opportunities. However, it is better if entrepreneurship education taught in stages, starting from the introduction of the meaning of the word business. Preferably, entrepreneurship education contains content, methods, and other supporting activities in creating knowledge, competencies, and experiences that

enable students to start and participate in the process of entrepreneurial activities (Lackéus, 2015). Based on these two concepts, it is clear that in educating students to be able to understand entrepreneurship, an effort is needed to develop their self-quality. The quality of self can be done through activities that hone skills and instill entrepreneurial values early on.

Entrepreneurship education greatly contributes to new businesses or other small businesses. New companies can grow five times faster than companies that are supported by those who have never received entrepreneurship education (Channay, 2016). Based on that, the importance of entrepreneurship education in anticipating limited job opportunities should be a particular concern from the government and educators in Indonesia at the time. The latest data from the Central Bureau of Statistics in August 2017 has recorded as many as 7.04 million people in Indonesia in unemployment (Central Bureau of Statistics, 2017). When compared to the previous year, the number of unemployed people in Indonesia increased by 10 thousand people. The highest unemployment rate skill occurs in vocational high school graduates, which is 11.41%.

Maximum effort is needed to support one of the vocational high school revitalization programs through teaching factory activities that emphasize entrepreneurship education. In comparison, the entrepreneurship program in Indonesia is only able to grow by only 2% in 2017 compared to Japan and the United States, which continues to grow by 11% and 12% each year.

Thus, the researchers tried to make observations about how entrepreneurship education is taught in vocational high school. The result shows that the application of entrepreneurship education in vocational high schools is quite challenging for educators. That is caused by the existence of several different vocational competencies in vocational high schools. Thus, students are more likely to be directed to master the expertise program under the department they are taking. Several entrepreneurship teachers at vocational high schools stated that “it is strange that students who take technical vocational competencies must learn how to market Indonesian handicraft products following with the applicable curriculum in Indonesia.” To overcome these limitations, some schools eventually established the *Business Centers* or the *Student Company* in honing their entrepreneurial skills outside of school hours.

One of the vocational high schools that have a *Business Center* or a *Student Company* in Indonesia is state vocational secondary school (*Sekolah Menengah Kejuruan Negeri* or SMKN) 26 Jakarta. The *Business Center* at SMKN 26 Jakarta is managed by involving several partners or companies in Indonesia in supporting the Business Sector/Industrial Sector program. Meanwhile, *Student Company* is a form of selected extracurricular activities as a form of developing entrepreneurial potential in schools. *Student Company* at SMKN 26 Jakarta is guided by one entrepreneurial teacher who is also responsible for the extracurricular activities.

The growth of the *Student Company* in Indonesia is a form of adoption of the *Junior Achievement Worldwide* program. This program’s mission is to inspire and prepare young people to face the global economy. Besides, this program also aims to educate young people to understand the form of entrepreneurship and provide a comprehensive understanding of financial management in the business world. Meanwhile, the purpose of extracurricular activities when researchers research SMKN 26 Jakarta, among others, (1) the process of growing an entrepreneurial attitude that can survive and adapt to all the challenges of the times, (2) reduce unemployment in Indonesia, (3) provide opportunities for alumni of SMKN 26 Jakarta to share knowledge about entrepreneurship through one form of extracurricular activities, namely Bionic. *Student Company* is one of the right steps taken by schools in balancing vocational revitalization policies that emphasize forms of cooperation between schools and companies (either business sector (BS) or industrial sector (IS)) while still providing facilities to students in developing entrepreneurial potential. With the *Student Company* extracurricular activities, it is expected to be able to prepare graduates who do not want to continue their education to college or do not get suitable jobs, to be able to open their business opportunities independently.

What needs to be a concern for the school towards *Student Company* extracurricular activities is that its performance has declined in the past seven years. If seen from the achievements, *Student Company* at SMKN 26 Jakarta was only able to get an award in the category of the best promotional video in 2011 with its development product "LIFES." SMKN 26 Jakarta is one of the favorite vocational schools in Jakarta and is a benchmark for the quality of several vocational schools in Indonesia. Based on this, an evaluation of one of their flagship programs, namely entrepreneurship education through *Student Company* extracurricular activities, needs to be evaluated both internally and externally. The evaluation was also based on the Regulation of the Minister of Education and Culture No. 81A of 2013 concerning the implementation of extracurricular activities in schools. So that in the future, SMKN 26 Jakarta will become one of the excellent role models in carrying out entrepreneurial education activities through *Student Company* extracurricular activities.

RESEARCH METHOD

Program evaluation was conducted at SMKN 26 Jakarta, by using quantitative and qualitative descriptive methods. Data collection techniques in evaluating entrepreneurship education programs in *Student Company* extracurricular activities are through observation, interviews, and documentation. The evaluation model used is a modification between the CIPP and Kirkpatrick models. Modifications of the two models are based on the strengths and weaknesses of the two models. Data were obtained by involving one principal, one person in charge of *Student Company* extracurricular activities, one person in charge of student activities, and 123 students consisting of class X and XI SMKN 26 Jakarta both participating in *Student Company* extracurricular activities or those who only get entrepreneurial learning in class.

Context evaluation aims to find out the basic needs of a program (Stufflebeam et al., 2002). In the context stage, some data collection techniques can be used to capture information, including through a system of analysis, surveys, observations, interviews, and conducting diagnostic tests (Zhang et al., 2011). Based on that, interview, documentation, and observation techniques are used to evaluate the policy direction, vision-mission, goals, partnerships involved, and regulations that apply to the entrepreneurship education program through *Student Company* extracurricular activities. Input evaluation aims to determine the quality of supporting program implementation (Ahmad, 2018). According to William, input evaluation is used to identify needs by finding alternative solutions and obstacles and resources that might affect program implementation (Dworaczyk, 1998). Interview, documentation, and observation techniques are used to evaluate program plans, human resources involved, facilities and infrastructure, and financing standards in supporting the implementation of entrepreneurship education programs through *Student Company* extracurricular activities. Process evaluation aims to determine the quality of implementation of a program (Yogawati & Widiastuti, 2019). Interview, observation, and documentation techniques are used to evaluate entrepreneurship education programs' implementation through *Student Company* extracurricular activities. Reaction evaluation aims to measure service satisfaction with the programs provided and not to measure the quality of participants (Baskin, 2001). Training programs considered effective if the training process was felt to be fun and satisfying the trainees so they are interested in being motivated to study and practice (Badu, 2012). In other words, the trainees will be motivated if the training process runs satisfactorily for participants who will eventually bring up reactions from participants who a lot of fun. Observation and interview techniques were carried out to measure the level of student satisfaction in participating in *Student Company* extracurricular activities. Product evaluation in evaluating entrepreneurship education programs through *Student Company* extracurricular activities involves stages in the Kirkpatrick evaluation, namely learning evaluation, behavior evaluation, and outcome evaluation. Evaluation of learning can be done by observing changes in attitude, improvement of knowledge, and increase in participant skills

after completing the program (Widoyoko, 2009). Behavioral evaluation can be done by (1) comparing participant behavior before and after participating in the HRM program, (2) observation from participants' supervisors, subordinates, and coworkers, (3) statistical comparisons, (4) long-term follow-up or follow-up (Wirawan, 2012). Outcome evaluation serves to measure the achievement of program implementation objectives (Kirkpatrick & Kirkpatrick, 2009). Considering these three concepts, the researchers limit the scope of the three evaluations by looking at the level of students' understanding of entrepreneurship in learning evaluation, the level of students' self-efficacy towards entrepreneurship in behavioral evaluation, and the impact on graduates who have participated in *Student Company* extracurricular activities in evaluating results. Fiona Wilson has developed an instrument to measure entrepreneurial self-efficacy as a result of entrepreneurship education. Measured aspects include; (1) ability to solve a problem, (2) processing finances, (3) being creative, (4) ability to influence other people's trust in themselves, (5) being a leader, and (6) making decisions (Wilson et al., 2007).

In determining the achievement of each aspect at all stages of evaluation with pre-determined criteria, the calculation of the results of observations is made in the score category based on the ideal standard deviation and the average mean value. The score categories are determined based on the formula in Table 1 (Arikunto, 2012).

Table 1. Score Categories with Five Intervals

No.	Category	Intervals
1.	Very high	$x > M + 1.8 SD$
2.	High	$M + 0.6 SD < x \leq M + 1.8 SD$
3.	Middle	$M - 0.6 SD \leq x \leq M + 0.6 SD$
4.	Low	$M - 1.8 SD \leq x \leq M - 0.6 SD$
5.	Very Low	$x < M - 1.8 SD$

Annotation:

$$M = \frac{1}{2} (\text{probability of high score} + \text{low score})$$

$$SD = \frac{1}{6} (\text{probability of high score} - \text{low score})$$

FINDINGS AND DISCUSSION

Findings

Context Evaluation

Based on 19 points in the context evaluation containing statements regarding the policy direction, vision-mission, goals, partnerships involved, and regulations that apply to the entrepreneurship education program through *Student Company* extracurricular activities, the maximum and minimum score values obtained are 95 and 19. Then the average score value is 57, while the ideal standard deviation and the class interval obtained are 12.67 and 15.4. Thus, the score category to measuring achievement between the results of context evaluation with evaluation criteria can be seen in Table 2.

Table 2. Score Categories of Context Evaluation

No.	Category	Intervals	Frequency
1.	Very high	$x > 79.86$	13
2.	High	$64.46 < x \leq 79.86$	4
3.	Middle	$49.06 \leq x \leq 64.46$	2
4.	Low	$33.6 \leq x \leq 49.06$	0
5.	Very Low	$x < 33.6$	0

From the evaluation results of the program at the context evaluation stage, the score obtained is 87. It shows that the suitability of the policy direction, vision-mission, goals, partnerships that are involved, and the regulations that apply in the entrepreneurship education program through *Student Company* extracurricular activities with the evaluation criteria are included in the "very high" category.

Input Evaluation

Based on 39 items in the input evaluation containing statements regarding program plans, human resources, facilities/infrastructure, and funding for entrepreneurship education programs through *Student Company* extracurricular activities, the maximum and minimum score values obtained are 195 and 39. Then the average score value the ideal average obtained is 117. Meanwhile, the ideal standard deviation and the class interval obtained are 26 and 31.2. Thus, the score category in measuring achievement between the results of input evaluation and evaluation criteria can be seen in Table 3.

Table 3. Score Categories of Input Evaluation

No.	Category	Intervals	Frequency
1.	Very high	$x > 163.8$	15
2.	High	$132.6 < x \leq 163.8$	2
3.	Middle	$101.4 \leq x \leq 132.6$	9
4.	Low	$70.2 \leq x \leq 101.4$	5
5.	Very Low	$x < 70.2$	8

From the evaluation results of the program at the input evaluation stage, the score obtained is 140. It shows that the suitability of the program plan, human resources, facilities and infrastructure, and financing with the entrepreneurship education program's evaluation criteria through *Student Company* extracurricular activities included in the "high" category.

Process Evaluation

Based on 28 items in the process evaluation containing statements regarding the implementation of the program and evaluations carried out in the entrepreneurship education program through *Student Company* extracurricular activities, the maximum and minimum score values obtained are 140 and 28. Then, the ideal average score value obtained is 84, whereas the ideal standard deviation and class intervals obtained are 18.67 and 22.4. Thus, the score category in measuring achievement between the results of the process evaluation and evaluation criteria can be seen in Table 4.

Table 4. Score Categories of Process Evaluation

No.	Category	Intervals	Frequency
1.	Very high	$x > 117.6$	4
2.	High	$95.2 < x \leq 117.6$	8
3.	Middle	$72.8 \leq x \leq 95.2$	5
4.	Low	$50.4 \leq x \leq 72.8$	8
5.	Very Low	$x < 50.4$	3

From the results of the program evaluation at the process evaluation stage, the score obtained is 86. It shows that the suitability of the program plan, program implementation, and assessment carried out with the evaluation criteria of the entrepreneurship education program through *Student Company* extracurricular activities are included in the "middle" category.

Reaction Evaluation

Based on 30 points in evaluating reactions containing statements about student satisfaction with entrepreneurship education programs through *Student Company* extracurricular activities, the maximum and minimum score values obtained are 150 and 30. Then, the ideal average score value obtained is 90, while the ideal standard deviations and class intervals obtained are 20 and 24. Thus, the score category in measuring achievement between the results of the reaction evaluation with the evaluation criteria can be seen in Table 5. From the result of the program evaluation at the reaction evaluation stage, the score obtained is 102. It shows that the level of student satisfaction with the entrepreneurship education program through the *Student Company* extracurricular activities is included in the "middle" category.

Table 5. Score Categories of Reaction Evaluation

No.	Category	Intervals	Frequency
1.	Very high	$x > 126$	7
2.	High	$102 < x \leq 126$	8
3.	Middle	$78 \leq x \leq 102$	8
4.	Low	$54 \leq x \leq 78$	4
5.	Very Low	$x < 54$	3

Learning Evaluation

Based on the 40 items in the learning evaluation that contain questions about entrepreneurship, the maximum and minimum values obtained are 40 and 0. Then, the ideal average value obtained is 20, while the ideal standard deviation and the class interval obtained are 6, 7, and 8. Thus, the score category in measuring the level of students' understanding of entrepreneurship can be seen in Table 6.

Table 6. Score Categories of Learning Evaluation

No.	Category	Intervals	Frequency
1.	Very high	$x > 32.06$	4
2.	High	$24.06 < x \leq 32.06$	12
3.	Middle	$16.06 \leq x \leq 24.06$	6
4.	Low	$8.06 \leq x \leq 16.06$	3
5.	Very Low	< 8.06	0

From the calculation of the test results of 25 class X students who took part in an entrepreneurial education program through *Student Company* extracurricular activities, an average score of 29.00 was obtained. It means that the entrepreneurial knowledge of class X students who take part in *Student Company* extracurricular activities is included in the "high" category. Meanwhile, the test results of 25 class X students who only got entrepreneurial learning in class obtained an average value of 26.5. It means that the entrepreneurial knowledge of grade X students who do not participate in the *Student Company* extracurricular activities is included in the "high" category. The calculation of the test results of 28 class XI students who participated in the entrepreneurship education program through *Student Company* extracurricular activities obtained an average value of 32.79. It means that the entrepreneurial knowledge of class XI students who take part in *Student Company* extracurricular activities is included in the "very high" category, while the calculation of the test results of 28 class XI students who only get entrepreneurial learning in class, an average value of 27.5 was obtained. It means that the entrepreneurial knowledge of class XI students who do not participate in *Student Company* extracurricular activities is included in the "high" category.

Behaviour Evaluation

Based on 30 items in the behavioral evaluation that contain statements about entrepreneurial values in students' daily lives, the maximum and minimum score values obtained are 150 and 30. Then, the ideal average score obtained is 90, while the standard deviation and intervals obtained are 20 and 24. Thus, the score category in measuring the achievement of the results of the behavioral evaluation as a reflection of the students' entrepreneurial values every day can be seen in Table 7.

Table 7. Score Categories of Behavior Evaluation

No.	Category	Intervals	Frequency
1.	Very high	$x > 126$	6
2.	High	$102 < x \leq 126$	8
3.	Middle	$78 \leq x \leq 102$	9
4.	Low	$54 \leq x \leq 78$	4
5.	Very Low	< 54	3

From the calculation of the self-assessment results of class X and XI students who participate in entrepreneurship education programs through *Student Company* extracurricular activities, the average value obtained from 53 students is equal to 100. It means that the level of student response to the application of entrepreneurial values in everyday life is included in the "middle" category.

Result Evaluation

Based on 50 items in evaluating the results containing statements about self-efficacy, the maximum and minimum score values obtained are 250 and 50. Then, the ideal average score value obtained is 150, while the ideal standard deviation and the data interval obtained was equal to 33.3 and 40. Thus, the score category in measuring the level of self-efficacy of students who take part in entrepreneurship education programs through *Student Company* extracurricular activities can be seen in Table 8.

Table 8. Score Categories of Result Evaluation

No.	Category	Intervals	Frequency
1.	Very high	$x > 209.9$	4
2.	High	$169.9 < x \leq 209.9$	3
3.	Middle	$129.9 \leq x \leq 169.9$	8
4.	Low	$89.9 \leq x \leq 129.9$	16
5.	Very Low	< 89	19

From the calculation of the self-efficacy assessment of class X and XI students who take part in entrepreneurship education programs through *Student Company* extracurricular activities, the average score value obtained from 53 students is 107. It means that the level of self-efficacy of student entrepreneurship in entrepreneurship education programs through *Student Company* extracurricular activities is included in the "low" category.

Discussion

Student Company at SMKN 26 Jakarta is one of the school's efforts in developing entrepreneurial potential. In 2018, the members of this extracurricular activity consisted of 25 students of class X and 28 students of class XI. Initially, the *Student Company* extracurricular activities were collaborations between the JA Worldwide program and several high schools

and vocational schools in Indonesia. The goal is to foster the spirit of entrepreneurship in children to not depend anymore on available vacancies in the future. *Student Company* at extracurricular SMKN 26 Jakarta has a vision, mission, and program objectives outside of school. All three are considered very following the Regulation of the Minister of Education and Culture No. 62 of 2014. *Student Company* seeks to develop the potential, talents, interests, abilities, personalities, cooperation, and independence of students optimally in order to support the achievement of national education goals, especially in the field of entrepreneurship.

Initially, *Student Company* extracurricular activities received partnership assistance from PT. Newmont and Citibank. However, for this year, this extracurricular activities have tried to implement a system of shares obtained from school residents. In principle, a program must have regulations so that the activities in it can be directed. *Student Company* has made rules set by all management and applies to all parties involved in the extracurricular activities. The regulation is poured into an MOU (memorandum of understanding) signed by all members of extracurricular activities. Based on this, the suitability of the evaluation of the contextual aspects of the *Student Company* extracurricular activities is considered very high and very following predetermined criteria and applicable policies.

Guidelines for carrying out extracurricular activities must be prepared by involving the following aspects: (1) policies regarding extracurricular programs, (2) rational and objectives of extracurricular program policies, (3) description of extracurricular programs covering various extracurricular activities, the purpose, and usefulness of extracurricular activities, membership/participation, and requirements, schedule of activities, as well as the level of supervision required, (4) extracurricular program management which includes the organizational structure of extracurricular program management in education units, and (5) cost management or funding for extracurricular programs (Regulation of the Minister of Education and Culture No. 81A of 2013). Meanwhile, *Student Company* extracurricular activities at SMKN 26 Jakarta have made program plans based on students' needs in developing entrepreneurial potential. The program plan is made at the beginning of the learning year. The program plan contains matters regarding the activities to be carried out, facilities and infrastructure used, a budget of the costs required, and a description of the activities following the existing format. If in the previous year, students were targeted to produce a particular product or turnover, for this year, the activity plan is directed at planting entrepreneurship concepts, online business training, and making business proposals.

The person in charge of the *Student Company* extracurricular activities at SMKN 26 Jakarta consists of one graduate with a degree in economics. In its implementation, the *Student Company* also involved several alumni of SMKN 26 Jakarta in becoming resource persons. *Student Company* at SMKN 26 Jakarta has its building located behind the school canteen. Facilities such as whiteboards, stationery, printers, cameras, and some shelves are also available. The problem is the placement of tables and chairs in the room because of extensive limitations. Usually, the school anticipates this by borrowing from existing classes if needed. The source of funds used to support the implementation of *Student Company* extracurricular activities at SMKN 26 Jakarta comes from the school operational assistance fund (BOS) and the implemented stock system. Based on this, the suitability of evaluating the input aspects of *Student Company* extracurricular activities is considered high and following predetermined criteria.

Entrepreneurship education must be directed at three aspects of competence, which include: (1) inculcation of entrepreneurial character, (2) understanding of concepts and abilities, and (3) attainment of students' attitudes and skills (Lackéus, 2015). In the implementation, *Student Company* extracurricular activities are carried out following the guidelines on program planning, which is every Monday and Thursday at 3:30 - 17:00 WIB. The inculcation of entrepreneurial concepts starts with planning a business, analyzing business finances, business proposals, planning evaluations, and developing a business in the form of products or services. What needs to be improved in the entrepreneurship education program

through *Student Company* extracurricular activities in its implementation is that there are more concept planting activities compared to direct practical activities in entrepreneurship. Some programs, such as business planning, which will become an entrepreneurial practice activity, have not been implemented well. The planned stock system was also not implemented properly. The entrepreneurship activities in the entrepreneurship education program through *Student Company* extracurricular activities at SMKN 26 Jakarta are still lacking. Based on this, the suitability of evaluating aspects of the process in *Student Company* extracurricular activities is considered moderate and quite following predetermined criteria. It also impacts the level of student satisfaction with program implementation so that the evaluation of the reaction aspects of *Student Company* extracurricular activities was considered quite satisfying.

The quality of products produced through entrepreneurship education programs through *Student Company* extracurricular activities is evaluated based on learning outcomes, the application of entrepreneurial values, and the level of student entrepreneurial self-efficacy. According to the results of interviews with entrepreneurship teachers at SMKN 26 Jakarta, She said that 80% of the material taught in *Student Company* extracurricular activities is the same as the material taught in class. Additional material obtained from students participating in *Student Company* extracurricular activities outside the school curriculum includes (1) actualizing the attitudes and behaviors of entrepreneurs, (2) small business plans, and (3) small/micro business management. Therefore, the questions developed in measuring the level of students' understanding of entrepreneurship consisted of 80% items that fit the curriculum and 20% items outside the curriculum. The results show that the level of understanding of students who take *Student Company* extracurricular activities towards the concept of entrepreneurship in class X and XI is high.

Meanwhile, evaluating the results is done by measuring the impact of the entrepreneurship education program through *Student Company* extracurricular activities of entrepreneurial self-efficacy instruments. The measured aspects include (1) general self-efficacy, (2) entrepreneurial career self-efficacy, (3) entrepreneurial marketing, innovation, management, and finance control (Co & Cooper, 2014). The factors that influence a person to build entrepreneurial intentions include the need for achievement (need for achievement), risk-taking, risk of tolerance, parental tolerance, and self-efficacy (Vemmy, 2013). The results of the calculation of the average level of self-efficacy of class X and XI students who take part in entrepreneurship education programs through *Student Company* extracurricular activities are in a low category. It shows that the program has not been able to foster student entrepreneurial interest. The lack of activities that can provide entrepreneurial experience and are still dominated by entrepreneurship concepts' inculcation is one factor in the low level of students' self-efficacy.

CONCLUSION

The evaluation conducted on the entrepreneurship education program through *Student Company* extracurricular activities at SMKN 26 Jakarta still needs to be improved. Especially, there are still many activities in the work program that have not been appropriately realized. Training needs to be given to those responsible for extracurricular activities in improving skills and developing the potential of the human resources involved. Attention from the person in charge of the activity is needed to control the progress of students in making a business plan, which will be presented next. Follow-up training on online business provided to students also needs to be done. Thus, the objectives of entrepreneurial activities through *Student Company* extracurricular activities can be achieved to the maximum both in the form of student knowledge about the world of business or business, as well as student experience in planning business activities for products and services, and some existing facilities need to be improved based on input from students who take part in *Student Company* extracurricular activities. Learning resources also need to be added and placed in the *Student Company* room.

REFERENCES

- Ahmad, A. (2018). Evaluasi program mahasiswa wirausaha dengan model cipo di Universitas Brawijaya dan Universitas Negeri Malang. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 22(2), 154–167. <https://doi.org/10.21831/pep.v22i2.16577>
- Arikunto, S. (2012). *Prosedur penelitian: Suatu pendekatan praktik*. Rineka Cipta.
- Badu, S. Q. (2012). Implementasi evaluasi model Kirkpatrick pada perkuliahan masalah nilai awal dan syarat batas. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 16, 102–129. <https://doi.org/10.21831/pep.v16i0.1108>
- Baskin, C. (2001). *Using Kirkpatrick's four-level-evaluation model to explore the effectiveness of collaborative online group work*. James Cook University.
- Central Bureau of Statistics. (2017). *Agustus 2017: Tingkat pengangguran terbuka (TPT) sebesar 5,50 persen*. Badan Pusat Statistik. <https://www.bps.go.id/pressrelease/2017/11/06/1377/agustus-2017--tingkat-pengangguran-terbuka--tpt--sebesar-5-50-persen.html>
- Channay, A. (2016). *Impact of entrepreneurship education*. Kauffman Center.
- Co, J., & Cooper, S. (2014). Developing entrepreneurial self-efficacy and intent: A case of social entrepreneurship. In *Social entrepreneurship* (pp. 179–193). Springer. https://doi.org/10.1007/978-3-319-01396-1_8
- Dworaczyk, W. J. (1998). *Use of Stufflebeam's CIPP model to assess a change effort in a division of a university library*. Doctoral dissertation. University of North Texas.
- Fayolle, A., Gailly, B., & Lassas-Clerc, N. (2006). Assessing the impact of entrepreneurship education programmes: A new methodology. *Journal of European Industrial Training*, 30(9), 701–720. <https://doi.org/10.1108/03090590610715022>
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2009). *Transferring learning to behavior: Using the four levels to improve performance*. Berrett-Koehler.
- Lackeus, M. (2015). *Entrepreneurship in education: What, why, when, how*. Chalmers School of Entrepreneurship (Local Economic and Employment Development) Division of the OECD (Organisation for Economic Co-operation and Development).
- Regulation of the Minister of Education and Culture No. 62 of 2014 on Extracurricular Activities on Primary and Secondary Education Levels, (2014).
- Regulation of the Minister of Education and Culture No. 81A of 2013 on Curriculum Implementation, (2013).
- Stufflebeam, D. L., Madaus, G. F., & Kellaghan, T. (2002). *Evaluation models: Viewpoints on educational and human services evaluation* (Daniel L. Stufflebeam, G. F. Madaus, & T. Kellaghan (eds.); Vol. 49). Kluwer Academic. <https://doi.org/10.1007/0-306-47559-6>
- Vemmy, C. (2013). Faktor-faktor yang mempengaruhi intensi berwirausaha siswa SMK. *Jurnal Pendidikan Vokasi*, 2(1), 117–126. <https://doi.org/10.21831/jpv.v2i1.1022>
- Widoyoko, E. P. (2009). *Evaluasi program pembelajaran*. Pustaka Pelajar.
- Wilson, F., Kickul, J., & Marlino, D. (2007). Gender, entrepreneurial self-efficacy, and entrepreneurial career intentions: Implications for entrepreneurship education. *Entrepreneurship Theory and Practice*, 31(3), 387–406. <https://doi.org/10.1111/j.1540-6520.2007.00179.x>

- Wirawan, W. (2012). *Evaluasi teori model standar aplikasi dan profesi: Contoh aplikasi evaluasi program, pengembangan sumber daya manusia, Program Nasional Pemberdayaan Masyarakat (PNPM) mandiri perdesaan, kurikulum, perpustakaan, dan buku teks*. Raja Grafindo Persada.
- Yogawati, N. D., & Widiastuti, W. (2019). Evaluating the implementation of English communication therapy (ECT): An objective structured clinical assessment (OSCA) approach. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 23(1), 87–94. <https://doi.org/10.21831/pep.v23i1.22449>
- Zhang, G., Zeller, N., Griffith, R., Metcalf, D., Williams, J., Shea, C., & Misulis, K. (2011). Using the Context, Input, Process, and Product evaluation model (CIPP) as a comprehensive framework to guide the planning, implementation, and assessment of service-learning programs. *Journal of Higher Education Outreach and Engagement*, 15(4), 57–83.