

EVALUATION MODEL OF ENTREPRENEURSHIP EDUCATION OF VOCATIONAL HIGH SCHOOL

Edy Supriyadi

Electrical Engineering Education, Faculty of Engineering, Yogyakarta State University
edy_via@yahoo.com

Abstract

Vocational High School (SMK) has to be able to prepare the graduates to be middle-class employees and to have entrepreneurship spirit. SMK graduates have to be able to compete in the world of work and be entrepreneurs. Entrepreneurship education in SMK is implicitly done through school subjects, extracurricular activities and self-development. SMK graduates should comprehend the skills and values of being an entrepreneur. However, the results of the entrepreneurship education have not been achieved well. This suggests that the entrepreneurship education does not effectively done, and the reasons why this happens are not yet identified. In relation to this, an effective evaluation model implemented in SMK needs to be developed. The model developed includes two things, namely the assessment of the achievement of students' entrepreneurial competencies, and evaluation of entrepreneurship education programs. Assessment of competency achievement should be integrated with entrepreneurial learning. The main assessment technique used is project assessment. In addition to projects, observation techniques to determine the achievement of student attitudes, and techniques of tests are also used in the assessment. Program evaluation is conducted to determine the success of entrepreneurship education programs, and more importantly to improve the program. Through a comprehensive evaluation we will know the weaknesses and constraints, as well as alternative solutions to overcome them. Development of an program evaluation of entrepreneurship education in SMK is conducted, among others, the following phases: preparation, execution, processing, reporting and utilization of evaluation results.

Keywords: Evaluation model, Entrepreneurship education of vocational high school.

Introduction

The quality of human resources is an essential factor in regional and international competition in the global era. In this regard, education at all levels, including at the Vocational School (SMK) has a very important role in meeting the qualified human resources.

SMK is the educational unit at the secondary level, formal education that prepares graduates to enter the workforce. Improving the quality of SMK is an attempt to get closer to the size of the competence of graduates with the competencies required by the size of the workforce. Vocational education provision are expected to provide complete and adequate capabilities so that its graduates can apply their competencies in the workplace.

In accordance Peraturan Menteri Pendidikan dan Kebudayaan No. 54 Tahun 2013, the vocational high school graduates are expected to have competence in aspects of attitudes, knowledge, and skills. Competence in all three

aspects is essential for graduates to face the world of work. SMK graduates are expected to be independent in the sense of having a strong mental to do their own business, not just as a job seeker but as creators of jobs.

National Labor Force Survey data 2004 - 2013 (Badan Pusat Statistik, 2014) shows that unemployment is open to graduates of SMK in the last three years has increased, as many as 1,032,317 in August 2011, and 1,041,265 in August 2012, and as many as 1,259 .444 in August 2013. When viewed from the composition, labor force which has SMK education level in 2008 was 7.06 percent, amounting to 7.50 percent in 2009, and in 2010 amounted to 8.35 percent (Kementerian Tenaga Kerja dan Transmigrasi, 2012).

There are several factors that cause unemployment of SMK graduates still high, among other non-equilibrium position between the number of job seekers with vacancies available. Appropriate business opportunities from the potential of local wisdom society are

also not taken to become an entrepreneur, rather than being an employee.

One effort to overcome the problem of the high number of unemployed graduates of SMK, and to increase the quantity and quality of new entrepreneurs, the evaluation and education system for entrepreneurship in SMK should be improved.

2. Entrepreneurship Education in SMK

According to F. Drucker (Suryana, 2013:10) the concept of entrepreneurship refers to traits, temperament, and characteristics inherent in a person who has a strong will to realize innovative ideas into real business world and can develop it. Entrepreneurship is the ability to create something new and different. General characteristics of entrepreneurship can be seen from some aspects of personality, namely: self-confident, results-oriented, risk-taking, leadership, and future-oriented.

Based on their research results, Maigida and Saba (2013) make conclusion that "youth unemployment can be tackled. Every young person could be given the chance that previous generations took for granted. Together, we can help the young people get the jobs on which their future-and those yet unborn depends. This can be achieved through informal sector in which all stake holders are involved by way of lending their support to informal sector to ensure that it is not downtrodden. This can be achieved through entrepreneurship training in Technical Vocational Education and Training"

Entrepreneurial activity associated with the acquisition of additional value in the market through a process of combining resources in new ways and different in order to compete. According to Zimmerer (Sukardi, 2014), the added value can be created through the following ways: developing new technology, discovering new knowledge, improving existing products or services, finding different ways of providing more goods and services with fewer resources.

Entrepreneurship Education in Curriculum structure SMK Year 2013 is in Subjects Prakarya and Kewirausahaan (Handycraft and Entrepreneurship). Competency to be achieved in Prakarya and Kewirausahaan Subject include competence in aspects Spiritual Attitude (KI.1), Social Attitudes (KI.2), Knowledge (KI.3), and Skill (KI.4). The whole aspect of competence is expected to be mastered by students.

On the basis of Peraturan Menteri Pendidikan dan Kebudayaan No.70 Tahun 2013 on Policy Framework and Curriculum Structure SMK, the attitude of the subjects Prakarya and

Kewirausahaan for Engineering SMK areas of expertise, include: embrace an attitude of cooperation, mutual cooperation, tolerance, discipline, responsible, creative and innovative in understands entrepreneurship and create works of engineering in the local region and the other with regard aesthetics of the final product.

Aspects of knowledge include: Understanding the production process engineering works as a simple motion control devices with a source of electric current in the local area through observations from a variety of sources; Analyze the attitudes and behavior of entrepreneurial engineering works as a simple motion control devices with a source of electric current that can support success in running a business.

Aspects of skills include: Designing the production process and make engineering work as a simple means of communication with a source of DC electrical current that developed in the local area and other appropriate techniques and procedures.

Entrepreneurship education in vocational done through the learning process on vocational subjects, local content, extra-curricular activities, and personal development. The implementation of entrepreneurship education has not been considered effective because students have only mastered at the level of concepts and not empirically demonstrate its ability in entrepreneurship.

Entrepreneurship education is planned and implemented in order for students to know, realize or care, and internalize entrepreneurial values and make it in the daily activities (behaviour). Mastery of concepts need to be developed in empirical experience as a new entrepreneurial. Learners should be directed to plan a business and direct practical implementation effort, though on a small scale and limited. Associated with it, it is necessary to develop a model of entrepreneurship education more precisely, among others with project-based approach.

Project-based learning' refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation (Hamlyn, 2012). It is related to enquiry-based learning (also known as inquiry-based learning), and problem-based learning. The distinctive feature of project based learning is the publicly-exhibited output. We have chosen to focus on project-based learning because it incorporates enquiry, and because, in our experience, public exhibition is a tremendously powerful motivator for both students and staff.

Project-based learning is an innovative teaching approach, which emphasizes contextual learning through activities complex. The focus is on learning core concepts of a discipline that studies involving learners in problem solving and investigative activities of the task. In the implementation of learning, project-based learning gives learners the opportunity to work autonomously construct their own knowledge to produce a tangible product in the form of goods or services.

Project Based Learning can direct learners to work more collaboratively than individually. Besides, project Based Learning can also be done through working independently construct their learning (knowledge and skills), and make it happen in real products. Learners are given tasks or complex projects, but realistic and then given enough assistance so that they can complete the task.

Implementation of this project-based learning strategy is to encourage the growth of competencies such as creativity, independence, responsibility, self-confidence, and critical thinking. Project-based learning approach undertaken with the steps: Define the project theme, Setting the context of learning, Planning activities, Processing, Application of the activities to complete the project.

3. Evaluation of Entrepreneurship Education for SMK

In the world of education, recognized term evaluation and assessment. There are some who say that the evaluation and assessment have in common sense, but some other experts assume that the second case is different.

According to Gronlund and Linn (1990), assessment is a systematic process of collecting, analyzing and interpreting information to determine how far students have achieved the learning objectives. Assessment relating to learning in the classroom is designed and implemented by each teacher according to their subject. Almost concurs with that opinion. Assessment is part of the internal evaluation used for assessing student competencies performed during learning take place and at the end of the learning (Badan Penelitian dan Pengembangan, 2006). This means, assessment and learning process are integrated.

In connection with the process of learning, classroom assessment is defined as a continuous assessment that is designed, implemented, and results are used by teachers and students to optimize the effectiveness of classroom learning (Duncan and Chris, 1994). Assessment is primarily intended to empower teachers and

students to improve the quality of learning in the classroom. Through ongoing assessment, monitoring of the activities could be done for student learning, obtaining feedback on the progress of students' learning, how students learn, student perception of learning approaches that teachers do. This feedback can be used to improve learning approach, to help students to learn to master the substance of lessons planned.

According Aiken (1988), evaluation is to judge the merit or value of examinee's behavior from a composite of test scores, observation, and respons. Evaluation is a process of finding out whether a predetermined goal was achieved or not. Evaluation is derived from the verb "to Evaluate" means that one is to determine whether a program has been completed as specified yield as the program objectives.

The difference between assessment and evaluation lies in the use of information. If the information was used to take out a policy on the micro level, like to say a person is passed or not passed then it is called assessment activities. Conversely, if the information was used to determine good-bad and or determine the state of a group of people or programs then it is called the evaluation activities.

Discussion of models of entrepreneurship education in vocational evaluation includes two things, namely: achievement assessment system competence of learners in education Entrepreneurship, and Entrepreneurship education program evaluation system.

a. Assessment of Student Entrepreneurship Competence Achievement

As discussed earlier, Entrepreneurship education in curriculum structure SMK Year 2013 is in Subjects Prakarya and Kewirausahaan. Competency to be achieved in this subject include competence in aspects Spiritual Attitude, Social Attitudes, Knowledge, and Skills.

Attitude is a tendency to react positively or negatively to some person, object, situation, institution, or event (Aiken, 1988). Attitude also as an expression of the values or way of life of a person. Entrepreneurial attitude can be formed, so that it becomes a desired behavior or action. Competence attitude on craft and Entrepreneurship Subjects include the attitude of collaboration, mutual assistance, tolerance, discipline, responsible, creative and innovative in understanding entrepreneurship and create a masterpiece of engineering.

Knowledge of entrepreneurship include factual knowledge, conceptual, and procedural. Assessment of competency achievement is the

assessment of learners consisting of intellectual potential levels of knowing, understanding, applying, analyzing, evaluating, and creating.

Competence in aspects of skills includes the skills of learners in thinking and acting that are studied in schools and other sources. These skills include: trying, processing, presenting, and reasoning. Skills include using activity, parse, compose, modify, and create.

Assessment of student competence in achieving the educational Entrepreneurship has not been able to uncover accurately on entrepreneurial competencies of students as a whole and integrated so as not to direct the students' competence to become new entrepreneurs. In this regard, the assessment process and entrepreneurship education should be integrated. In this case, learning and assessment should be integrated. One is the right approach through project-based learning and assessment.

Assessment of competency achievement is integrated with entrepreneurial learning. The main assessment techniques used are project assessment. The project is learning tasks covering the activities of planning, execution, and reporting of written or oral in a particular time. Project assessment is assessment activity of a task that must be completed within a certain time period. The job is in the form of an investigation from the planning, collection, organization, processing and presentation of data. Assessment of the project can be used to find an understanding, the ability to apply, research and inform learners on the subject clearly.

At project appraisal, there are at least three (3) things to consider: (a) the ability of management: the ability students in choosing indicators/topic, seek information and manage time data collection and report writing, (b) the relevance, appropriateness to the subject and indicators/topic, taking into account the stage of knowledge, understanding, and skill in learning, and (c) authenticity: project conducted by learners must be the work of its own/group, taking into account the contribution of teachers in the form of guidance and support to learners projects.

The steps that must be met to plan the project assessment as follows: (a) Determine the appropriate basic competencies to be assessed through the project, (b) Assessment of project planning, execution, and reporting of projects, (c) Develop a process and outcome indicators of achievement of competencies based on competence, (d) Determine the criteria that

indicate performance indicators at each stage of the construction project, (e) Plan if the task is a group or individual, (f) Planning techniques in the assessment of the individual for the task at hand as a group, (g) Develop duties in accordance with the assessment rubric (Direktorat Pembinaan SMP, 2014).

Some measures should be done in the performance evaluation of the project are: (a) Deliver rubric assessment before implementation assessment to the learners, (b) To provide an understanding of learners about assessment criteria, (c) Deliver the task presented to the learner, (d) Provide the same understanding to the learners about the tasks to be done, (e) Perform assessment for the planning, execution and reporting of the project, (f) monitoring of project implementation learners and provide feedback at each stage of project implementation, (g) Evaluate the performance of the students based on the rubric assessment, (h) the ability of learners Charting the achievement of minimal competency, (i) Working with and document the results of the assessment, (j) Provide feedback to the report compiled by students

Assessment techniques used to determine students' attitudes related to entrepreneurship is observation. Observational technique is the process of observing and recording an individual's behavior (Popham, 1981). It is an assessment technique that is done continuously by using the senses, either directly or indirectly by using an instrument that contains a number of indicators of behavior. Direct observations carried out by the teacher directly without the mediation of others. While not a direct observation with the help of others, such as other teachers, parents/carers, learners, and others who know accurately about the entrepreneurial attitude of students. Of instruments used for observation is an observation sheet (rating scale) that accompanied rubric.

Assessment of student knowledge about entrepreneurship can be done through a written test, an oral test, and assignment. The test is a series of questions or statements that must be answered or chosen / addressed, or the tasks to be done by the students with the aim to measure a specific aspect. Assessment of competence achievement of students in entrepreneurship skills can also be done through the practice tests.

4. Program Evaluation of Entrepreneurship Education for SMK

Entrepreneurship education in SMK is a program that should be planned and implemented so as to achieve good results as expected. To find out if the program was well planned and executed as planned and achieving results, then do the evaluation. Evaluation is the systematic assessment of the benefits and use of an object.

Implementation of evaluation is to determine the value of a program, so there is an element of judgment about the program. The purpose of evaluation is not only to find out the success of a program, but more important is to improve the program.

Development of an evaluation system of entrepreneurship in vocational education programs need to be done, among others, the following steps:

a. Preparation

1). Internal Evaluation Team

Schools need to establish Internal Evaluation Team, which consists of elements vice principal and teachers of subjects related to entrepreneurship. At least one assessment expert teachers (teachers who have received refresher courses on assessment / evaluation). Vice-principal or expert teacher should be an evaluation coordinator or team leader.

The team's task is to manage the implementation of the evaluation, developing types and techniques of evaluation, scheduling, developing the instrument, conducting the evaluation, analysing evaluation data, informing the evaluation results to relevant parties and some other related matters. In performing its duties, the evaluation team should be assisted by all subject teachers and supported by the principal and adequate facilities.

2). Compiling Program of Evaluation

The evaluation team should draft evaluation, among others, include: the purpose and scope of development that needs to be evaluated, the type of evaluation, implementation schedule, implementation mechanisms, instruments used, the processing results of the evaluation, the utilization of the results of the evaluation, financing, necessary facilities, and the other related matters.

3). Developing Instruments

This type of instrument is drafted adapted to the purpose and aspects that will be revealed. Some of the components that will be evaluated include: fitness for purpose of entrepreneurship education programs, content or materials, support facilities, teaching materials, media,

teachers, the process of implementation, management, outcome and impact of the program. Form of instrument could be questionnaires, observation sheets, test, list of documentation, interview guides, and others.

b. Implementation

Implementation of the evaluation is done according to the schedule that has been designed. Team to evaluate the entrepreneurship education program documents, including program design, lesson plan, teaching materials, media, student learning outcomes, and other related documents. The team also evaluate during the process of learning both in the classroom and outside the classroom. Distributing questionnaires to the students and teachers also need to be done to get the various data related to the implementation of entrepreneurship education programs. Implementation of the evaluation must be conducted in a manner so as not to interfere with or create an uncomfortable atmosphere for students and teachers.

c. Processing Evaluation Data

Processing the results of the evaluation, ie scoring performed according to the instructions that have been prepared on each instrument device. Implementation of the processing results of this evaluation should be conducted by a team objectively and openly.

d. Reporting and Utilization of Evaluation Results

Basically, the evaluation report can describe the achievement of the goals of entrepreneurship education programs. This report may take the form of numbers, letters, good or less, description and so on in accordance with the evaluation objectives. Evaluation report should be used by students as feedback on the learning materials and also various drawbacks. For teachers, the evaluation report can also be used as feedback to improve the quality of entrepreneurial learning. For parents/guardians, this report is very useful to direct and guide their children. Similarly, for the benefit of schools and other education managers.

5. Conclusion

Entrepreneurship education of SMK is very important for students to prepare themselves to become new entrepreneurs. As self-employment opportunities in the community is wide open. In order for vocational graduates have the competence and the provision of adequate empirical experience, then entrepreneurship in vocational education system needs to be refined.

Improvements need to be done such as entrepreneurial learning directed project-based approach. Through this approach, in addition to master the competencies of entrepreneurship, students are directed to obtain empirical experience in developing a business. Achievement assessment system of the entrepreneurial competencies of students also need to be done with the project assessment. Thus there is integration and alignment between learning and assessment.

Entrepreneurship in vocational education is a planned and systematic program. Therefore, in order to design fit for purpose, and can be performed well so as to achieve the expected results then need to be evaluated in a comprehensive manner. Through the evaluation will be known successes, constraints, and develop alternative to enhance entrepreneurship education programs of SMK..

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