

The Evaluation of Handicrafts and Entrepreneurship Learning Process at SMAN 1 Kerambitan

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Abstract: This study aimed at evaluating the implementation of Handicraft and Entrepreneurship course at SMAN 1 Kerambitan. Mix-Method approach was adapted in the form of CIPP evaluation model as the research design which made this study was different from other researches. There were 125 participants consisted of teachers, staffs, and students involved as a research sample. They were selected by using random sampling technique. The data were obtained through questionnaire, observation, and document analysis. The research instruments used were questionnaire and check-list. The data were analyzed quantitatively and qualitatively. The results showed that all the dimensions; context, input, process, and product of Handicraft and Entrepreneurship course at SMAN 1 Kerambitan were in an excellent level. The evaluation dimensions of the current study implicated that the implementation of handicrafts and entrepreneurship allowing teachers to innovate the learning process in improving students' creativity to produce a unique handicraft product.

Keywords: Entrepreneurship, Evaluation, Handicraft

A. Introduction

Education has been regarded as an important part of humans' life to build and improve the human resources quality in which they are demanded to be a compatible individual in this globalization era Wiratama et al., (2017) argue that education is formally perceived as a learning process depending on many parties including governments, teachers, institutional stakeholders, parents, and others. As a continuous process, education provides an opportunity for humans to perceive an intelligence, value, and develop their skills and attitudes as a better individual (Buchori et al., 2017; Sukaharta et al., 2017). Parwathi et al., (2017) state that education is a way to realize a human resource who is able to compete in the globalization era and being survive in solving and overcoming the problems critically. Therefore, the educational stakeholders and government cooperate one another in developing and creating a relevant program to improve the educational process fulfilling the demands of globalization era (Areli, 2018; Azeti et al., 2019; Januardi et al., 2023; Risnita & Asvio, 2019).

Handicraft and Entrepreneurship course is a program settled by the government for the secondary schools, such as; senior high school, vocational high school, and Muhammadiyah high school. Sukaharta et al., (2017) & (Fauzi et al., 2023) argue that Handicraft and Entrepreneurship course is categorized as transience-knowledge aimed at developing students' critical knowledge and skills through the implementation of economy-based learning. It is also stated that Handicraft and Entrepreneurship course allows students to build their entrepreneurial readiness by developing their critical and problem-solving skills in creating an innovative product (Afwan et al., 2022; Pratomo et al., 2018; Setiaji et al., 2018; Setiawan & Lestari, 2021). Kustitik and Hadi (2016) state that Handicraft and Entrepreneurship course is used as a program in preparing the students as a job creator instead of becoming a job seeker. It is specifically perceived as an alternative way to lead students in opening a job opportunity for others to decrease jobless problems (Anggraini & Sukardi, 2015; Rejekiingsih et al., 2021; Nawati & Mardiyah, 2017).

The implementation of Handicraft and Entrepreneurship course has been widely conducted along with the implementation of 2013 curriculum. Handicraft and Entrepreneurship course requires students to have creative thinking skills in which it emerges a challenge for the teachers in conducting its learning process (Ernita, 2022). It is relevant to the implementation of Handicraft and Entrepreneurship course at SMAN 1 Kerambitan, Tabanan, Bali. As the preliminary observation conducted by the researcher, it is found out the implementation of Handicraft and Entrepreneurship course is not optimal since the students have lack of comprehension during the learning process of Handicraft and Entrepreneurship course. It directly impacts students' learning achievement shown from the percentage of passing grade achieved by the students at Handicraft and Entrepreneurship course. There are 67% students who still not passing the minimum score of Handicraft and Entrepreneurship course. Sukaharta et al., (2017) state that a successful implementation of Handicraft and Entrepreneurship course depends on the involvement of all parties which is being impacted by many factors at the same time. It is clearly mentioned that an optimal Handicraft and Entrepreneurship course depending on the use of appropriate learning method or strategy, the learning facilities, teachers' pedagogy, and students' internal factors. Therefore, to find out the effectiveness of Handicraft and Entrepreneurship conducted at SMAN 1 Kerambitan, an evaluation is required to be conducted to review all the aspects involved in achieving a successful learning process.

A learning process is inseparable with the term of evaluation in which it is a process related to the analysis and review about a certain application program in the teaching and learning process (Agus et al., 2023; Bili, 2021; Lelono, 2016; Nurindarwati et al., 2022; Paridah et al., 2022; Syahrir et al., 2021; Sudaryono, 2021; Turmuzi et al., 2022). Evaluation is a required procedure to examine the effectiveness of a certain education program implemented in the teaching and learning process in which it is conducted by assessing the teaching and learning performance (Ajjawi et al., 2020; Colthorpe et al., 2021; Paridah et al., 2022; Purnama & Dwikurnaningsih, 2021) Suarya

et al., (2018) & (Anggaira & Sari, 2023) argue that evaluation is a systematic process to obtain the condition of a certain program by using a measurement instrument to compare the results before the conclusion drawing. It can be seen that evaluation reflecting how well the learning and teaching process is conducted in which the result is used to decide the continuous action.

There is still a limited study intending to conduct an evaluation on the learning process of Handicraft and Entrepreneurship course. Widoyoko et al., (2020) (Kurniawan, 2022) conduct an evaluation related to entrepreneurship course in vocational high schools. It is found out that the course has been conducted effectively with the parents' involvement during distant learning. Cahyani et al., (2022) conduct an evaluation related to the entrepreneurship course during online learning. It reveals that the learning process has been relevant to the students' needs in which the quality of teachers and infrastructures needs an improvement to support the learning process (Sunanto et al., 2022). Another study also shows an evaluation result related to the entrepreneurship program conducted in vocational high schools. It is found out that the entrepreneurship program is conducted effectively with a good quality (Sibagariang & Simbolon, 2023). Those studies reveal that the entrepreneurship program has been evaluated to optimize the learning process. However, there is no study intending in evaluating Handicraft and Entrepreneurship program conducted in senior high schools particularly at SMAN 1 Kerambitan, Tabanan, Bali regarding to the problem occurs in that school. Therefore, this current study is conducted to evaluate the Handicraft and Entrepreneurship learning process conducted at SMAN 1 Kerambitan, Tabanan, Bali since evaluation needs to be conducted to optimize the learning process.

B. Methods

The current study was conducted in the form of mix-method research by adapting CIPP evaluation model. It intended to evaluate the Handicraft and Entrepreneurship learning process by obtaining four aspects such as; context, input, process, and product. The objects of this study were; 1) the identification of Handicraft and Entrepreneurship learning process through the achieved learning objective, academic qualification, vision and mission, and government and society involvement (context), 2) the identification of curriculum, human resource, and learning facilities used in supporting the learning process of Handicraft and Entrepreneurship (input), 3) the identification of the learning process and assessment conducted in Handicraft and Entrepreneurship course (process), 4) the identification of students' academic achievement in Handicraft and Entrepreneurship course. There were 125 participants were involved as a research sample from the total population of 479. They were the staffs, teachers, and students at SMAN 1 Kerambitan, Tabanan, Bali who were selected by using simple random sampling. The data were obtained through observation, questionnaire distribution, and documentation. The obtained data were analyzed in descriptive qualitative analysis and descriptive statistical analysis.

C. Results and Discussion

The data obtained through questionnaire distribution were analyzed descriptively statistically by categorizing the mean and percentage of each component based on a set of criteria. The result of descriptive statistical analysis was presented in table 1 in which the result was also presented as a recapitulation of CIPP (Context, Input, Process, and Product) on Handicraft and Entrepreneurship Course at SMAN 1 Kerambitan, Tabanan, Bali.

Table 1. The Recapitulation of CIPP on Handicraft and Entrepreneurship Course at SMAN 1 Kerambitan

Dimensions	Components	Mean	Percentage (100%)	Category
Context	Basic Law and Academic Qualification	41.23	92,0%	Excellent
	Vision and Mission of The Schools	41,75	92,78 %	Excellent
	School Supports	39.50	87.78 %	Excellent
	Society and Government Participation	20.20	44.89 %	Good
	Total	35.67	79.38 %	Excellent
Input	Curriculum	42.33	93.33 %	Excellent
	Human Resources	40.00	88.89 %	Excellent
	Facilities	31.50	70.00 %	Good
	Total	37.94	84.10 %	Excellent
Process	The Implementation of Learning Process	40.40	89.78 %	Excellent
	Learning Assessment	41.57	92.38 %	Excellent
	Total	40.99	91.08	Excellent
Product	Students' Learning Outcomes	40.50	90.00 %	Excellent
	Total	40.82	90.72 %	Excellent

Based on the table 1, it was shown that the implementation of Handicraft and Entrepreneur course at SMAN 1 Kerambitan was evaluated by viewing the quality of four dimensions, such as; context, input, process, and product. Each dimension consisted of several indicators used to determine the quality of Handicraft and Entrepreneurship Course at SMAN 1 Kerambitan.

Based on table 1, the quality of Handicraft and Entrepreneurship course implementation viewed from the context dimension was categorized as excellent quality with mean score 40.82 and percentage at 90.72%. The context was evaluated by viewing the four components; basic law and academic qualification, vision and mission of the schools, school supports, and society and government participation. The basic law and academic qualification of Handicraft and Entrepreneurship course at SMAN 1 Kerambitan was categorized as excellent with mean score 41.23 with

percentage at 92.06 %. The vision and mission of the schools was implemented excellently in Handicraft and Entrepreneurship course at SMAN 1 Kerambitan since the evaluation result of this component shown at the percentage 92.78 % with mean score 41.75. The school supports were evaluated in which the result shown on the percentage 87.78% with mean score 39.50. Meanwhile the society and government participation were categorized as good since the percentage was 44.89% and mean score 20.20. The whole components that the implementation of Handicraft and Entrepreneurship course viewed from its context was effective with excellent quality. It was also relevant to the recent finding showed that curriculum as a part of input dimension in the learning process

Input was the second dimension evaluated to find out the quality of Handicraft and Entrepreneurship course implementation at SMAN 1 Kerambitan. There were three components used as a consideration; curriculum, human resources, and facilities. The curriculum used at SMAN 1 Kerambitan was categorized as excellent category shown at the percentage 93.33% with mean score 42.33. The human resources were also categorized as excellent component shown at percentage 88.89% with mean score 40.00. Meanwhile the facilities were categorized as good category with the percentage 70.00% and mean score 31.50. The total calculation showed that the implementation of Handicraft and Entrepreneurship course implemented at SMAN 1 Kerambitan was effective with excellent quality with the total percentage at 84.10% and mean score 37.94.

Process dealt with the learning process and learning assessment conducted in Handicraft and Entrepreneurship conducted at SMAN 1 Kerambitan. The learning process of Handicraft and Entrepreneurship was categorized as excellent quality with the percentage of 89.78% and mean score 40.40. In addition, the learning assessment was also categorized as an excellent quality shown at the percentage 92.38% and mean score 41.57. The evaluation result related to the learning process and learning assessment indicated that the implementation of Handicraft and Entrepreneurship course at SMAN 1 Kerambitan was effective with the total calculation 91.08 % and 40.99.

Meanwhile product was the last dimension was product in which it was evaluated by obtaining students' learning outcomes. It was found out that students' learning outcomes were categorized as excellent quality with the percentage 90.00% and mean score 40.50. The evaluation of each component was calculated to find out the effectiveness of Handicraft and Entrepreneurship course conducted at SMAN 1 Kerambitan. The total calculation revealed that Handicraft and Entrepreneurship course was effective with the percentage 90.72% and mean score 40.82.

The recent study showed that the implementation of Handicraft and Entrepreneurship at SMAN 1 Kerambitan was effective evaluated from four main dimensions; context, input, process, and product. Based on the context evaluation, it was found that the basic law and academic qualification had an excellent quality in which this finding supported the previous study conducted by Kusumastuti and Wahyuni (2017). The previous study indicated that the curriculum used for conducting entrepreneurship program in senior high schools required to be

improved. The recent finding showed further action by revealing that the curriculum as a part of input dimension used in conducting Handicraft and Entrepreneurship course at SMAN 1 Kerambitan had a good quality.

The evaluation result revealed that the human resources as a part of input dimension in conducting Handicraft and Entrepreneurship course at SMAN 1 Kerambitan had good quality. The human resources' quality indicated the working performance of the teachers and staffs. This finding supported the previous study conducted by Ashlichati et al., (2022) showing that teaching creativity of the teachers reflected on their working performance contributed a positive effect towards students' learning outcomes in Handicraft and Entrepreneurship course. The input dimension covers human resources; teachers, administration staffs, and headmaster at SMAN 1 Kerambitan who were involved in conducting handicraft and entrepreneurship course supported the educational program evaluation (Antariksa et al., 2022; Faujiah et al., 2021) (Luthfi & Hamdi, 2020; Rojali et al., 2021). The current result related to the human resources categorized in an excellent quality could be the further result supporting the previous study showed that human resources quality at schools covering; the teachers and other stakeholders contributed a significant effect on the success of learning process reflected on students' learning outcomes (Wawan et al., 2022) & (Netriwinda et al., 2022).

The evaluation result also showed that the implementation of Handicraft and Entrepreneurship course was in a good quality viewed from process and product dimension. The process dimension covered two components; learning process implementation and learning assessment in which those were categorized in good quality level in this study. It was relevant to a previous study conducted by Sibagariang and Simbolon (2023) revealing that Handicraft and Entrepreneurship course was effective evaluated from its process categorized as good quality. The product dimension covered students' learning outcomes also had good quality. This result was relevant to the study conducted by Pawestri et al., (2021) which also found that the students' learning outcomes in Handicraft and Entrepreneurship course fulfil the criteria indicating that the course was effective.

The evaluation result of each component in the dimension was correlated each other. The current result showed that the vision and mission of the school in conducting handicraft and entrepreneurship course at SMAN 1 Kerambitan, Tabanan was categorized as excellent quality. This result was correlated to the component of product dimension which was students' learning outcomes. Leva et al., (2023) & Kumar (2016) stated that a good vision and mission of a certain school reflecting the ultimate students' learning outcomes. It was relevant to the current study in which the students' learning outcomes in handicraft and entrepreneurship course was also categorized in an excellent quality as the vision and mission quality. In addition, the curriculum was categorized as an excellent quality which meant that the handicraft and entrepreneurship had been conducted by following the framework of 2013 curriculum. Orakci Gelisli (2019) & (Madrasah & Negeri, 2022) mentioned that the learning activities which were conducted by prescribing the curriculum tend to be effective in increasing students' skills reflecting on their academic achievement. This

statement was relevant to the current study revealing that students' learning outcomes in handicraft and entrepreneurship was categorized in excellent quality since the document analysis showed that the students had passed the minimum score standardized by the stakeholders.

Mubai et al., (2021) argued that the learning process was required to fulfil two main components of curriculum such as; the basic competence and learning objective. The current study pointed out that the learning process as a component in process dimension had been categorized as an excellent quality. It indicated that the learning process of handicraft and entrepreneurship at SMAN 1 Kerambitan, Tabanan had fulfilled the basic competence and learning objective set in the curriculum. The quality of learning process was also obtained from the students' learning outcomes. It was presented that the students' learning outcomes in handicraft and entrepreneurship was in an excellent quality which guaranteed that they had achieved the basic competence and learning objective. It indicated that the component of curriculum, learning process, and learning outcomes were related each other.

All those findings could be interpreted as the further result showing that the Handicraft and Entrepreneurship course conducted in senior high schools was effective. It was proved several previous studies discussing the effectiveness of Handicraft and Entrepreneurship course (Noviani & Wahida, 2021; Prawinugraha et al., 2021;Widoyoko et al., 2020). The current study showed that the facilities in conducting Handicraft and Entrepreneurship course was categorized in excellent quality. This finding was contrast with the previous study conducted by Cahyani et al., (2022) since the study found out that the facilities and infrastructure not supported the implementation of Handicraft and Entrepreneurship course. However, the previous study focused on evaluating the online learning process of Handicraft and Entrepreneurship course meanwhile the current study evaluated the implementation of Handicraft and Entrepreneurship course in offline environment. The evaluation conducted in current study also revealed that CIPP was an effective model used for evaluating an education program supporting the study conducted by Divayana et al., (2022) about the use of CIPP in educational evaluation.

D. Conclusion

Based on the findings discussed in the section above, it could be concluded that the implementation of Handicraft and Entrepreneurship at SMAN 1 Kerambitan was running effectively with an excellent quality. The evaluation was viewed from four main components, such as; 1) context covered basic low and academic qualification, vision and mission, school supports, and society and government participation which had an excellent quality. 2) Input covered the curriculum, human resources, and facilities supporting the implementation of Handicraft and Entrepreneurship at SMAN 1 Kerambitan were also categorized in an excellent quality. The learning process and learning assessment were categorized in an excellent quality in which those components were covered in process dimension. The product dimension was categorized as an excellent quality shown from the evaluation on students' learning outcomes. The results of the current study implicated the existence of Handicraft and

Entrepreneurship course implemented in senior high school. In addition, practically the result of this study implicated the use of CIPP model in educational research. It was suggested for the teachers and other stakeholders for maintaining the consistency of each dimension in conducting handicrafts and entrepreneurship course at SMAN 1 Kerambitan, Tabanan in order to maintain its implementation quality. Further action was also suggested for other researches to find deeper understanding towards the implementation of handicraft and entrepreneurship viewed from experimental research.

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