

**EVALUASI PROGRAM KEWIRAUSAHAAN
DIREKTORAT PEMBINAAN SEKOLAH MENENGAH KEJURUAN
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
(Suatu Penelitian Evaluatif Model DEM dan Kirk Patrick)**

Jahani

Abstrak

Tujuan penelitian evaluasi ini adalah mengevaluasi program kewirausahaan yang telah dan sedang dilakukan oleh Direktorat Pembinaan SMK Kementerian Pendidikan dan Kebudayaan yang meliputi perencanaan program kewirausahaan Direktorat Pembinaan SMK Kemdikbud; pelaksanaan program kewirausahaan; keefektifan pelaksanaan program kewirausahaan dan internalisasi nilai-nilai kewirausahaan. Sampel data penelitian dilakukan pada program keahlian tata boga di SMK Negeri 3 Kota Tangerang Banten, SMK Negeri 2 Kota Depok Jawa Barat, dan SMK Negeri 30 Jakarta. Penelitian ini merupakan suatu penelitian evaluasi dengan menggunakan Model DEM (*Discrepancy Evaluation Model*) dan Model Kirkpatrick dengan pendekatan deskriptif kualitatif. Melalui metode evaluasi DEM yang dikombinasikan dengan model evaluasi Kirkpatrick dalam penelitian diperoleh kebaruan pemodelan program pengembangan pendidikan kewirausahaan berupa rumusan model transformasi penguatan kewirausahaan di sekolah menengah kejuruan yang terintegrasi dari seluruh pemegang kepentingan untuk berpihak kepada para siswa sebagai calon wirausaha melalui pengembangan SDM guru SMK. Keberhasilan program kewirausahaan SMK dipengaruhi oleh keterampilan, kemampuan, atau kompetensi siswa, institusi pendidikan/sekolah, guru, orang tua, lingkungan, sarana prasarana dan keberadaan dunia usaha/industri. Hasil penelitian menunjukkan, rata-rata persepsi siswa tentang pembelajaran kewirausahaan di SMK baik. Kekurangan dukungan fasilitas dan laboratorium kewirausahaan, pelatihan kewirausahaan guru dan kerjasama dunia industri menyebabkan pembelajaran kewirausahaan tidak menyentuh substansi dari pendidikan kewirausahaan. Kurikulum tidak dilengkapi dengan perencanaan baik sehingga tidak bisa berjalan secara efektif. Kesenjangan antara harapan dan tanggapan pengguna karakter kerja yang dimiliki lulusan SMK menunjukkan bahwa proses pembelajaran kewirausahaan belum membekali karakter kerja lulusannya. Evaluasi juga dilakukan terhadap kompetensi guru kewirausahaan. Berdasarkan evaluasi level reaksi sudah baik dengan nilai 78,75 hingga 87,40. Evaluasi level belajar menunjukkan pelatihan efektif, di mana kemampuan guru mengalami peningkatan setelah pelatihan dilakukan. Hasil evaluasi perilaku cukup dimana 65% guru mengalami perubahan sesuai dengan sasaran pelatihan tetapi masih diperlukan langkah-langkah perbaikan. Hasil evaluasi *results* menunjukkan bahwa pelatihan telah meningkatkan tingkat pengetahuan guru SMK dan mampu menerapkan pengetahuan dan keterampilan yang dipelajari dalam pelatihan di tempat kerja. Penelitian ini menunjukkan bahwa pelatihan pendidikan kewirausahaan terhadap guru SMK berjalan efektif, sehingga dapat terus melakukan program pelatihan di masa depan.

Kata Kunci: Model evaluasi DEM, Model evaluasi Kirkpatrick, SMK, kewirausahaan

EVALUATION OF ENTREPRENEURSHIP PROGRAMS
DIRECTORATE OF VOCATIONAL SCHOOL DEVELOPMENT
MINISTRY OF EDUCATION AND CULTURE
(An Evaluative Study of the DEM and Kirk Patrick Models)

Jahani

Abstract

The purpose of this evaluation study is to evaluate entrepreneurship programs that have been and are being carried out by the Directorate of Vocational Education of the Ministry of Education and Culture which includes planning entrepreneurial programs of the Ministry of Education and Culture's Vocational Development Directorate; implementation of entrepreneurship programs; the effectiveness of implementing entrepreneurship programs and internalizing entrepreneurial values. The research data sample was carried out on the culinary program at the SMK Negeri 3 Tangerang-Banten, SMK Negeri 2, Depok-Jawa Barat, and SMK Negeri 30 Jakarta. This research is an evaluation study using the DEM (Discrepancy Evaluation Model) and Kirkpatrick's Model with a qualitative descriptive approach. Through the DEM evaluation method combined with Kirkpatrick's evaluation model in the study it was obtained a novelty of entrepreneurship education development program modeling in the form of a transformation model of entrepreneurship strengthening in integrated vocational secondary schools of all stakeholders to side with students as potential entrepreneurs through the development of human resources namely teachers' vocational school. The success of the SMK entrepreneurship program is influenced by the skills, abilities, or competencies of students, educational institutions / schools, teachers, parents, the environment, infrastructure and the existence of the business / industry. The results of the study showed that the average student's perception of entrepreneurial learning in Vocational School was good. The lack of facilities and laboratory support for entrepreneurship, teacher entrepreneurship training and industrial cooperation led to entrepreneurial learning not to touch the substance of entrepreneurship education. The curriculum is not equipped with good planning so that it cannot run effectively. The discrepancy between expectations and responses of work character users possessed by vocational graduates shows that the process of learning entrepreneurship has not provided the work character of graduates. Evaluation was also conducted on entrepreneurial teacher competencies. Based on the evaluation of the reaction level it has been good with a value of 78.75 to 87.40. Evaluation of learning levels shows effective training, where the teacher's ability increases after the training is done. The behavioral evaluation results are sufficient where 65% of teachers experience changes in accordance with the training objectives but corrective steps are still needed. The results of evaluation results indicate that training has increased the level of knowledge of vocational school teachers and is able to apply the knowledge and skills learned in training at work. This study shows that entrepreneurship education training for vocational teachers is effective, so that they can continue to conduct training programs in the future.

Keywords: DEM evaluation model, Kirkpatrick evaluation model, vocational school, entrepreneurship