

**PROCEEDINGS**  
**3<sup>rd</sup> INTERNATIONAL CONFERENCE ON**  
**VOCATIONAL EDUCATION AND TRAINING (ICVET)**  
**May 14<sup>th</sup>, 2014**

**“EMPOWERING VOCATIONAL EDUCATION AND TRAINING TO  
ELEVATE NATIONAL ECONOMIC GROWTH”**



**PROCEEDINGS  
3<sup>rd</sup> INTERNATIONAL CONFERENCE ON  
VOCATIONAL EDUCATION AND TRAINING (ICVET)**

**GRADUATE PROGRAM COLABORATION WITH  
ENGINEERING FACULTY, YOGYAKARTA STATE UNIVERSITY  
May 14<sup>th</sup>, 2014**

**EMPOWERING VOCATIONAL EDUCATION AND TRAINING TO  
ELEVATE NATIONAL ECONOMIC GROWTH**

**ISSN : 2301-7147**

**I. Article**

**II. Title**

**III. Muslikhin, *et.al.***

Copyright Act protected photocopied or reproduced by any means, whole or in part without permission of the publisher of this book is immoral and against the law

**Title:**

**EMPOWERING VOCATIONAL EDUCATION AND TRAINING TO ELEVATE  
NATIONAL ECONOMIC GROWTH**

**Editors:**

Muslikhin  
Muh. Izzudin M.  
Surono

**Layout:**

Nur Hasanah  
Muslikhin

**Cover Designer:**

Athika Dwi Wiji Utami

**Penerbit:**

**UNY Press**

Kompleks Fak.Teknik UNY, Kampus Karangmalang  
Yogyakarta 55281 Phone: (0274) 589346  
E-mail: [unypress.yogyakarta@gmail.com](mailto:unypress.yogyakarta@gmail.com)

### ***Empowering Vocational Education and Training to Elevate National Economic Growth***

Welcome to the 3<sup>rd</sup> annual INTERNATIONAL CONFERENCE ON VOCATIONAL EDUCATION AND TRAINING (ICVET2014).

Educational practices today encounter the challenge of skills gap as the demand for diversity of skills qualification both in business and industry have not been fulfilled by the qualified workforce, particularly in the fields of technical and specialized skills. The unsuccessful attempt to meet this demand has resulted the high unemployment rate and sluggish economic growth. Vocational Education and Training (VET) has the potential to take responsibility in developing opportunities to address these challenges through closing skills gaps, reducing unemployment, and accelerating economic growth as well as to play a crucial role in a social and economy development of a nation.

Addition to having the opportunity in contributing completed above problems, another fact encountered VET in the presence of unfavorable situation, especially in its ability to meet the demands of VET qualification and fulfill meet of learning out comes. In the new economic environment, VET is more expected to produce an educated, skilled, and motivated work force. In this condition, the current issue is not so much about the value and importance of VET but how to ensure its relevance, responsiveness and added value in an increasingly national economy growth.

This conference provides the opportunity for teachers/lecturers, educational practitioners, and stakeholders as well to share knowledge, experiences, and research findings relevant in contributing ideas and considerations for the implementation of VET policy-making in order to strengthen the national economic development and employment demands.

## CHAIRPERSON SPEECH

---

### **Dear friends and colleagues,**

distinguished speakers: Prof. Dr. Thomas Kohler (TU Dresden Germany), Dr. Margarita Pavlova (Griffith University Australia), Dr. Lomovtseva Natalya (The Russian State Vocational Pedagogical University), Dr. Numyoot Songthanapitak (RMULT Thailand) distinguished guests & participants, ladies & gentlemen

Good morning, May peace and God's blessing be upon you all.

In this precious occasion, let me extend to you all my warmest greetings and welcome to Yogyakarta, especially to our invited speakers who have come a long way to Jogjakarta. We indeed feel honoured to have the opportunity to host this conference, the 3rd International Conference on Vocational Education & Training, attended by academicians & educational practitioners who have deep concerns for Vocational Education & Training (VET).

I am particularly happy with the theme of this conference "Empowering Vocational Education & Training to Elevate National Economic Growth" for some reasons. First, I believe vocational education is facing various problems that we have to solve immediately. The qualified workforce has to be improved to fulfill the demand in business & industry. Then, VET has the potential to take the responsibility in accelerating economic growth as well as to play crucial role in the social & economic development of a nation, and developing opportunities to address these challenges by removing skills gaps & reducing unemployment.

In addition, gender equality is a challenge to increase the quality of VET. The other challenge of VET is to produce an educated, skilled, & motivated workforce that is suitable with the industrial needs. The implementation of VET policy-making in order to strengthen the national economic development & employment demands is the key issue of this conference. In this regard, we can certainly share our experience and best practices in this conference.

Finally, I would like to thank you all for participating in the conference. May we have fruitful discussions today.

Chairperson,

Dr. Putu Sudira

	pages
Title.....	iii
Background .....	iv
Chairperson Speech .....	v
Content .....	vi

**Invited Speaker**

---

<b>PATTERNS OF INTER-INSTITUTIONAL AND INTER-ORGANIZATIONAL COLLABORATION. STRENGTHENING THE RELATIONSHIP BETWEEN VET AND LABOUR MARKET FOR DEVELOPING A PROFESSIONAL WORK FORCE</b>	
Thomas Köhler.....	1
<b>ROLES OF VET IN GENERATING A NEW ENTREPRENEUR INCREATIVE ECONOMY SECTOR</b>	
N.V. Lomovtseva .....	12

**Paper Presenter**

---

***Theme 1 :***

***Strategic VET Responses To Meet Environmental, Natural, and Socio-Cultural Changes***

<b>MEDIA TEACHING DEVELOPMENT THROUGH INTERACTIVE WHITEBOARDBASED ON VIRTUAL LABORATORY IN VOCATIONAL EDUCATION</b>	
Sapto Haryoko, Hendra Jaya, Lu'mu, Mustamin .....	19
<b>OPTIMIZING THE INTERNET TO ENHANCE TEACHERS' PROFESSIONAL DEVELOPMENT OF VOCATIONAL SECONDARY SCHOOL</b>	
Istanto Wahyu Djatmiko .....	28
<b>3D SIMULATION LABORATORY MODEL OF WEB-BASED INTERACTIVE TO IMPROVE ACCESSIBILITY, DESIRE TO LEARN, AND COMPETENCEOF STUDENT VOCATIONAL SUBJECT</b>	
Hendra Jaya, Sapto Hartoko .....	34
<b>IMPROVING THE QUALITY OF PRACTICE LEARNINGTHROUGH COMPETENCY-BASED LEARNING WITHCOLLABORATIVE SKILL APPROACH ON VOCATIONAL EDUCATION</b>	
Dwi Rahdiyanta .....	43

<b>EXPERIENCING TOOLS PROJECT THROUGH PBE (PRODUCTION BASED EDUCATION) SYSTEM IN VOCATIONAL INSTITUTION</b> Gamawan Ananto, Yosep Adriyanto, Edi Suherdi .....	48
<b>COMPARISON BETWEEN THE DACUM AND WORK PROCESS ANALYSIS FOR VOCATIONAL SCHOOL CURRICULUM DEVELOPMENT TO MEET WORKPLACE NEED</b> Bernardus Sentot Wijanarka .....	53
<b>WORK-BASED LEARNING OF ROLLING AND INTEGRATED MODEL ON VOCATIONAL EDUCATION OF DIPLOMA III AUTOMOTIVE</b> Budi Tri Siswanto .....	59
<i>Theme 2 :</i>	
<i>VET Learning Process for Generating a New Entrepreneur</i>	
<b>THE HOTS-BASED AFL MODEL TO INCREASE OF HIGHER ORDER THINKING SKILLS OF STUDENT TEACHERS OF CLOTHING VOCATIONAL EDUCATION</b> Widihastuti .....	63
<b>INNOVATION IN CONDUCTING SKILL LEARNING OF STUDENTS CHARACTER DEVELOPMENT IN VOCATIONAL HIGH SCHOOLS</b> Riana T. Mangesa .....	74
<b>STUDENTS' ENTERPRENEURIAL BEHAVIOR IN THE IMPLEMENTATION OF PRODUCTIVE ENTREPRENEURSHIP FOR GASTRONOMY VOCATIONAL SCHOOL</b> Badraningsih Lastariwati, Pardjono, Sukamto .....	79
<b>THE DEVELOPMENT OF LEARNING MODEL OF WEB PROGRAMMING COURSE WITH PROJECT BASED LEARNING</b> Mustari .....	88
<b>ENTREPRENEURSHIPINTEGRATION IN PRODUCTIVE CULINARY LEARNING</b> Kokom Komariah .....	94
<b>EVALUATION MODEL OF ENTREPRENEURSHIP EDUCATIONOF VOCATIONALHIGH SCHOOL</b> Edy Supriyadi .....	101

<b>ENTREPRENEURSHIP TRAINING BASED LOCAL POTENTIAL TO INCREASE STUDENT MOTIVATION ENTREPRENEURIAL VOCATIONAL HIGH SCHOOLS (VHS) IN SOUTH SULAWESI</b>	
Hasanah .....	107
<b>STUDENT WELDING SKILL COMPETITION DEVELOPMENT MODEL WITH KKNi AND COMPETENCY CERTIFICATION APPROACH IN VOCATIONAL SCHOOL</b>	
Putut Hargiyanto, Riswan Dwi Djatmiko, Arif Marwanto .....	112
<b>NATURAL COLOUR BATIK HANDICRAFT IN SRAGEN, CENTRAL JAVA (A STUDY TO IMPROVE HANDICRAFTER'S WELFARE)</b>	
Riani Anastasia S., Sarah Rum H. ....	122
 <i>Theme 3 :</i> <i>VET Program for Economic Growth</i>	
<b>VOCATIONAL EDUCATION PERSPECTIVE ON CURRICULUM 2013 AND ITS ROLE IN INDONESIA ECONOMIC DEVELOPMENT</b>	
M. Agphin Ramadhan, Sulaeman Deni Ramdani .....	122
<b>THE TRAINING OF DEVELOPMENT DESIGN AND DIVERSIFICATION PRODUCT TO STRENGTHENING EXPORT SARUNG GOYOR BASED OVOP IN SRAGEN</b>	
Rahmawati, Soenarto, Anastasia Riani S., Sri Wahyu Agustine .....	131
 <i>Theme 4 :</i> <i>VET Management and Organization to Fulfill Demand Market Trade</i>	
<b>EFFECTIVENESS OF WEB-BASED LEARNING MODEL AT VOCATIONAL EDUCATION</b>	
Saliruddin .....	139
<b>THE POLICY OF PROFESSIONAL EDUCATION FOR VOCATIONAL TEACHER IN EAST-INDONESIA</b>	
Sunaryo Sunarto.....	150
<b>FINDING THE MISSING LINK IN THE DESIGN OF POLYTECHNICS COMPETENCE-BASED CURRICULUM</b>	
Peni Handayani .....	157
<b>WEB-BASED SCHOOL SELF EVALUATION FOR QUALITY IMPROVEMENT IN VOCATIONAL SCHOOL</b>	
Muhammad Ali, Lantip Diat Prasajo .....	166
<b>IMPROVED EMPLOYABILITY SKILLS VOCATIONAL STUDENTS THROUGH IMPLEMENTATION OF CURRICULUM 2013</b>	

Rina Febriana .....	173
<b>BEDARFSORIENTIERUNG IN DER BETRIEBLICHEN WEITERBILDUNG</b>	
Ikhfan Haris .....	180
<b>PRAXIS OF VOCATIONAL TECHNOLOGY EDUCATION IN INDONESIA MAZAB JOHN DEWEY AND CHARLES PROSSER</b>	
Putu Sudira .....	190
<b>INDUSTRY INTERNSHIP IN LOCAL INDUSTRIES TO IMPROVE ENGINEERING DESIGN COMPETENCE OF UNDERGRADUATE ENGINEERING STUDENTS</b>	
Sudiyatno .....	201
<b>CURRICULUM INTEGRATION OF VOCATIONAL TRAINING AND APPRENTICESHIP BASED TRAINING TO FULFILL COMPETENT WORKFORCE MARKET</b>	
Cahyani Windarto, Sukiyo .....	207
<b>ISSUES IN CURRICULUM DEVELOPMENT AND DECENTRALIZATION OF VOCATIONAL EDUCATION TO NATIONAL ECONOMIC GROWTH: THE CASE OF INDONESIA</b>	
Sutarto Hadi Prayitno .....	216



# 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 (Handycraf 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.

#### REFERENCES

Peraturan Menteri Pendidikan dan Kebudayaan No.54 Tahun 2013 tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah

[1] Badan Pusat Statistik, Pengangguran Terbuka Menurut Pendidikan Tertinggi yang Ditamatkan 2004 - 2013. [http://www.bps.go.id/tab\\_sub/view.php?kat=1&tabel=1&daftar=1&id\\_subyek=06&notab=4](http://www.bps.go.id/tab_sub/view.php?kat=1&tabel=1&daftar=1&id_subyek=06&notab=4)

[2] Peraturan Menterian Tenaga Kerja dan Transmigrasi No. 12 Tahun 2012, Rencana Pembangunan Jangka Panjang Bidang Ketenagakerjaan dan Ketranasmigrasian Tahun 2010-2025.

Suryana, Kewirausahaan: Kiat dan Proses Menuju Sukses, Jakarta: Salemba Empat, 2013.

[3] Maigida JF and Saba TM, "Entrepreneurial Skills in Technical Vocational Education and Training as A strategic Approach for Achieving Youth Empowerment in Nigeria" © Centre for Promoting Ideas, USA. International Journal of Humanities and Social Science Vol. 3 No. 5; March 2013

Sukardi, Moerdiyanto dan Edy Supriyadi, Model Pendidikan Kewirausahaan dengan Prinsip The Great Young Entrepreneur untuk Kurikulum 2013 SMA/MA dan SMK/MAK DIY. 2014 (Tidak Dipublikasikan).

Peraturan Menteri Pendidikan dan Kebudayaan No.70 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum SMK

[4] Hamlyn Paul, Teacher's Guide to Problem-Based Learning. United of Kingdom: PH Foundation, 2012.

[5] Gronlund, Norman E., dan Linn Joyce E., Measurement and Evaluation in Teaching New Jersey: Mcmillan Publishing Company, 1990.

[6] Badan Penelitian dan Pengembangan, Penilaian Kelas. Jakarta: Pusat Kurikulum, 2006.

[7] Duncan Harris and Chris Bell, Evaluating and Assessing for Learning. New Jersey: Nichols Publishing Company, 1994.

Aiken Lewis R. Psychological Testing and Assessment. Massachusetts: Allyn and Bacon, Inc, 1988.

Direktorat Pembinaan SMP, Panduan Penilaian Pencapaian Kompetensi. Jakarta: Kemdikbud, 2014.

[8] Popham James W, Modern Educational Measurement. New Jersey: Prentice-Hall, 1981.

Y. Yorozu, M. Hirano, K. Oka, and Y. Tagawa, "Electron spectroscopy studies on magneto-optical media and plastic substrate interface," IEEE Transl. J. Magn.Japan, vol. 2, pp. 740-741, August 1987 [Digests 9th Annual Conf. Magnetics Japan, p. 301, 1982].

M. Young, The Technical Writer's Handbook. Mill Valley, CA: University Science, 1989.