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Evaluation of Entrepreneurship Programs at SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik: A Multi-Site Study Using the CIPP Evaluation Model

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*Hadi Taufiqur Rahman, Muhamad Sholeh, Mufarrihul Hazin, Amrozi Khamidi, Kaniati Amalia, Mohammad Syahidul Haq[abcdef]

[123456]Departemen Manajemen Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Surabaya, Surabaya, Indonesia.
Corresponding Author: ermaalhadi@gmail.com

A B S T R A C T

Entrepreneurship education at Vocational High Schools (SMK) has a strategic role in equipping students with entrepreneurial competencies, skills and attitudes to face the challenges of the world of work and encourage the creation of independent and productive graduates. Therefore, an evaluation of the implementation of the entrepreneurship program needs to be carried out to identify the effectiveness of the program and aspects that require development. This study aims to evaluate the implementation of the entrepreneurship program at SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik using the CIPP (Context, Input, Process, Product) evaluation model through a qualitative approach with a multi-site study design. Data was collected through interviews, observation and documentation involving 12 informants, consisting of 2 principals, 2 deputy principals for curriculum, 2 deputy principals for student affairs, 2 deputy principals for community relations, 2 teachers and 2 students. Data analysis was carried out through per-site analysis and continued with cross-site analysis. The results of the study indicate that in the context aspect, both schools have a fairly strong foundation in developing entrepreneurship programs; in the input aspect, available resources are relatively adequate although there are still limitations in infrastructure and business capital support; in the process aspect, the program implementation has been running through theoretical and practical learning, but has not been fully optimal in mentoring and sustainability of student businesses; while in the product aspect, the program has a positive impact on improving student entrepreneurial competencies and attitudes although the resulting business results still vary. This study concludes that the CIPP model is effective for evaluating entrepreneurship programs comprehensively and can be a basis for consideration in developing entrepreneurship programs in schools.

Keywords: *Program Evaluation, Entrepreneurship, CIPP Model, Multi-Site Study, SMK.*

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INTRODUCTION

Education, as stated in the fourth paragraph of the Preamble to the 1945 Constitution, aims to enlighten the life of the nation. For this reason, all citizens, regardless of their status or position, have the right to a proper education. Education is not dictated by a person's social status, which would discriminate against their right to obtain an education. Therefore, the delivery of education must be fair and equitable, reaching all aspects of the nation's children's lives. Under such conditions, the potential and abilities possessed by all students can be fully realized and channeled effectively. This is because schools will strive to uncover the potential within students and nurture it.

One of the government's efforts to support this program is through the provision of vocational education. Vocational education is a type of education that focuses on developing the practical skills and technical knowledge required to work in specific fields. Government

Regulation No. 19 of 2005 on National Education Standards (SNP), Article 25, paragraph 4, implicitly states that graduates (of vocational high schools) are expected to meet graduate competency standards that reflect their abilities in terms of attitude, knowledge, and skills (Subijanto, 2012).

Vocational education emphasizes the development of practical skills that can be directly applied in everyday work. Students receive training in fields such as engineering, agriculture, information technology, culinary arts, design, and others. Vocational education also emphasizes practice-based learning, where students have the opportunity to apply the skills they have learned through exercises, work practice, and workplace internships (Yahya et al., 2023).

In essence, vocational education aims to prepare graduates who possess professional skills, are competitive, and are able to adapt to changes in the workforce. Through this vocational education program, students will acquire expertise in specific fields. Consequently, the skills students acquire will support their efforts to improve their well-being. The implementation of secondary vocational education serves to: 1) enhance, internalize, and practice the values of faith, noble character, and a noble personality; 2) enhance, internalize, and practice the values of nationalism and love for the homeland; 3) equipping students with knowledge, technology, and vocational skills in professions aligned with societal needs; 4) enhancing sensitivity and the ability to appreciate and express beauty, refinement, and harmony; 5) channeling talents and abilities in sports, both for physical and spiritual health and fitness; and 6) improving physical and mental readiness for independent living in society and/or continuing education to the higher education level (Government Regulation No. 17/2010) (Subijanto, 2012).

In the context of the Industrial Revolution 4.0 and the transition toward Society 5.0, the need for a workforce that is not only technically competent but also creative, innovative, and adaptable is growing. Various global studies, including the World Economic Forum report (2020), confirm that the skills most needed in the future include critical thinking, creativity, collaboration, and entrepreneurship. Consequently, the education sector, particularly Vocational High Schools (SMK), faces the challenge of adapting its learning systems to produce graduates who are not only ready for employment but also capable of creating jobs. The operation of SMKs also provides opportunities for students who meet the requirements and possess the necessary abilities to pursue further vocational, professional, or academic education (dual-track pathways) (Subijanto, 2012).

Vocational education plays a strategic role in preparing students to acquire the job skills and adaptability needed to keep pace with developments in the industrial and business sectors. One of today's global demands is entrepreneurial competence, which focuses not only on the ability to produce goods or services but also on creativity, innovation, resilience, problem-solving, and opportunity orientation.

Drs. Joko Untoro defines entrepreneurship as the courage a person possesses to make various efforts to meet their basic needs, using their abilities and leveraging their potential to produce something beneficial for themselves and others (Rusdiana, 2018). In essence, entrepreneurship is the nature, characteristic, and disposition of an individual who possesses the will and ability to bring innovative ideas to life in the real world (business) in a creative and productive manner (Subijanto, 2012). This concept indicates that entrepreneurship is not only related to the ability to create a business or generate economic profit, but also reflects the ability to think visionarily, identify opportunities, make sound decisions, and have the courage to face risks in developing a business.

Entrepreneurship education is implemented in every vocational school as an effort to enhance students' entrepreneurial skills. Students are not merely provided with theoretical instruction; they also receive in-depth training through various practical exercises to develop their skills and potential. The implementation of learning strategies such as product-based learning and entrepreneurial character education can boost students' creativity and innovation in creating products that support the entrepreneurship learning process within the school

environment (Purnawirawan & Prilestari, 2022). The presence of entrepreneurship programs in vocational high schools has a positive impact on students' futures.They can focus on job opportunities within companies and also develop their own ideas and concepts to create jobs.

The Indonesian government has issued a number of policies to promote the strengthening of entrepreneurship in vocational high schools. These include Ministry of Education and Culture Regulation No. 34 of 2018 on National Standards for Vocational High Schools, the Merdeka Curriculum with a focus on the Pancasila Student Profile, Teaching Factories, and the Vocational High School Revitalization Program as outlined in Presidential Instruction No. 9 of 2016. All of these policies aim to foster creative, innovative, and business-oriented competencies. Additionally, Government Regulation No. 41 of 2015 on Entrepreneurship Development emphasizes that educational institutions play a crucial role in cultivating new entrepreneurs as the driving force of the national economy. From these various policies, it is evident that entrepreneurship education has become a strategic priority for the government in its efforts to build high-quality human resources.

Entrepreneurship programs generally play a very important role. This is because, amid rising unemployment rates among high school graduates—particularly those from vocational schools—strengthening entrepreneurship programs is a strategic step toward creating a competitive generation capable of generating new jobs. According to data from the Central Statistics Agency (BPS), the number of unemployed people in Indonesia in August 2025 reached 7.46 million, with an open unemployment rate (TPT) of 4.85 percent in August. The highest TPT rate by educational background was among vocational high school (SMK) graduates (Estherina, 2025).

The main challenges faced by vocational school graduates include several aspects. First, family and school environments that do not support their interest in the business world are more likely to direct them to become employees in order to get a steady salary. Second, running a business requires capital, both to provide a place and goods to be sold. Third, competition in the business world is very tight because almost all business fields are already occupied by other people, making it difficult for new entrants to survive (Suhardi et al., 2025). The entrepreneurship program implemented at this vocational high school is an effort to equip students with a variety of skills. This ensures that after graduation, they will not face difficulties in finding employment. Consequently, the issue of unemployment following graduation—particularly from vocational high schools—can be reduced. Entrepreneurship fosters a strong character and the ability to explore one's potential while facing challenges in the workplace or business world. They will be ready to develop their full potential to survive without relying on others.

According to Mulyani (2011), entrepreneurship is an attitude, spirit, and ability to create something new that is highly valuable and useful for oneself and others. Entrepreneurship is a mental attitude and spirit that is always active and creative, capable of innovation, productive, down-to-earth, and striving to increase income through business activities (Siti Afifahtul Mukarromah et al., 2024). For this reason, entrepreneurship education is expected to provide students with knowledge and skills, as well as foster an entrepreneurial spirit. Entrepreneurship courses are also expected to shift students' mindset so they view themselves not merely as job seekers but as individuals capable of creating their own job opportunities (Rosi Astrianingsih & Solihun, 2023).

According to Nuriyati & Ati (2020), the successful implementation of entrepreneurship education requires synergistic cooperation among parents, teachers, school administrators, and the community. Collaboration among these various parties is crucial for creating a conducive learning environment, so that the process of instilling entrepreneurial values in students can be carried out optimally (Nuriyati & Ati, 2020). Furthermore, Rolf Lüthje and Nikolaus Franke in a journal article in R&D Management, cited by Komara et al. (2024), explain that a supportive educational environment, particularly one that emphasizes creativity and innovation, significantly influences the development of an entrepreneurial spirit. This highlights the importance of designing and implementing entrepreneurship programs in

vocational high schools that take into account students' psychological aspects, such as motivation, attitude toward risk, and goal orientation (Komara et al., 2024).

Even though various studies show that the success of entrepreneurship education is influenced by the support of the educational environment, collaboration between stakeholders, and program design that is able to foster student creativity and innovation, its implementation at the Vocational High School (SMK) level still faces various challenges. Some of the problems that are often encountered include limited supporting facilities and infrastructure, lack of business capital for practical activities, not yet optimal partnerships with the business world and the industrial world (DUDI), low sustainability of businesses started by students, and entrepreneurship learning in a number of vocational schools still tends to be oriented towards theoretical aspects, so that it is not fully able to develop students' competency, creativity and entrepreneurial character optimally. Apart from that, the lack of integration of entrepreneurship in the existing curriculum means that the material taught is often not relevant to the needs of the current business world (Astrianingsih & Solihun, 2023). This condition shows that there is a gap between the ideal concept of entrepreneurship education and its implementation in the field, so a comprehensive evaluation is needed to measure the effectiveness of the program and identify aspects that require improvement and development.

Two schools that have implemented entrepreneurship programs are SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik. In their implementation of this program, both schools combine theoretical and practical learning. Through this integrated approach, students are expected to master the subject matter easily and develop skills related to entrepreneurship. To support this, various strategies are implemented at the schools, ranging from enhancing the capabilities of educators and providing entrepreneurship training to supplying facilities and infrastructure that support the entrepreneurship program.

The selection of these two schools as research sites was based on several considerations. These considerations include the fact that, although both schools are located in the same sub-district (Cerme), they have different community organizational backgrounds. SMK YPI Darussalam 2 Cerme operates under the auspices of the Darussalam Islamic Education Foundation (YPI), which is affiliated with Nahdlatul Ulama, while SMK Muhammadiyah 3 Gresik is affiliated with Muhammadiyah. Both schools share similar educational goals: to produce graduates who are creative, independent, competitive, and ready to create job opportunities. However, the two schools have different objectives, strategies, and approaches. This is what defines the distinct characteristics of each school. Based on the above description, this study was conducted to evaluate the entrepreneurship program at SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik using the CIPP model.

METHOD

The research methodology used in this study is evaluation based on the CIPP model (context, input, process, product). CIPP is a form of evaluation that thoroughly examines a program of activities within an organization or institution. This model was developed by Daniel L. Stufflebeam in the late 1960s in response to the need for an evaluation system that not only assesses the final outcomes of a program but also evaluates its planning, implementation, and overall impact.

According to Stufflebeam et al. (2003) in their scholarly work titled The CIPP Model for Evaluation, as cited by Agustanico Dwi Muryadi, it is explained that evaluation is a systematic process for obtaining and providing useful information as a basis for decision-making, program improvement, and the continuous enhancement of program implementation quality. From this perspective, evaluation is not only intended to demonstrate a program's success but is more focused on improvement efforts through a comprehensive analysis of context, input, process, and product aspects (Muryadi, 2017). In this regard, this evaluation model is also classified as an improvement-oriented evaluation approach, or a form of evaluation for development (Mahmudi, 2011). Furthermore, this evaluation model also supports the

implementation of evaluations aimed at enhancing school accountability (Faizin & Kusumaningrum, 2023).

The CIPP model was used to evaluate the entrepreneurship programs at SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik. The Context component assessed the background and needs of the entrepreneurship programs at each school (SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik). Input assesses all available and utilized resources at each school related to the entrepreneurship program. Process evaluates the implementation of the entrepreneurship program at both schools. Product assesses the outcomes and impacts of the entrepreneurship program's implementation. In this context, this entrepreneurship program evaluation aims to determine to what extent the entrepreneurship programs implemented at both schools align with the established objectives. In addition, this evaluation also aims to identify strengths, weaknesses, areas for improvement, as well as the impact and outcomes of the program's implementation

This research involved 12 informants consisting of 2 principals, 2 deputy principals for curriculum, 2 deputy principals for student affairs, 2 deputy principals for community relations, 2 teachers and 2 students. The selection of informants was carried out using purposive sampling by considering their involvement, experience and understanding of the implementation of entrepreneurship programs in schools. The principal's role is to provide information related to policy and program management, the deputy principal provides information regarding planning, implementation and institutional support, teachers provide information related to the learning process and entrepreneurial practices, while students provide information regarding the experiences and benefits gained from the entrepreneurship program. Through the involvement of various informants, the data obtained is expected to be able to provide a comprehensive picture of the implementation of the entrepreneurship program at the two schools.

Data obtained through interviews, observation, and documentation were analyzed in stages by referring to the qualitative data analysis model proposed by Miles et al. (2014). The analysis begins with the data reduction stage (data condensation), namely the process of selecting, focusing, grouping and simplifying data that is relevant to the research focus. The next stage is data presentation (data display) in the form of a narrative description which is prepared based on the CIPP model evaluation components, including context, input, process and product. Next, conclusions drawing and verification are carried out to obtain findings that are valid, consistent and in accordance with field data.

Data analysis was carried out in two stages. The first stage is a within-site analysis, namely an analysis carried out at each research location to identify the characteristics, implementation and evaluation results of the entrepreneurship program at SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik separately. The second stage is cross-site analysis, which aims to compare findings from the two research locations in order to identify similarities, differences, and factors that influence the success and obstacles in implementing the entrepreneurship program.

To ensure the validity of the data, this research applies source triangulation, engineering triangulation and time triangulation techniques. Source triangulation was carried out by comparing information obtained from various informants, such as school principals, deputy principals, teachers and students. Technical triangulation is carried out by comparing data obtained through interviews, observation and documentation. Time triangulation is carried out through data collection at different times to ensure the consistency and credibility of the information obtained.

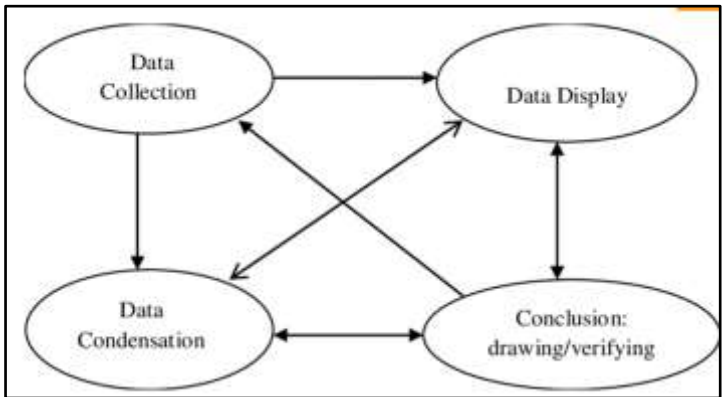

Figure 1. Single Site Data Analysis of Miles, Huberman, and Saldana's (2014) model.

FINDINGS AND DISCUSSION

Contextual Evaluation

Background of the Entrepreneurship Program

Gresik Regency is one of the rapidly developing industrial areas in East Java. According to data from the Central Statistics Agency (BPS) of Gresik Regency for 2025, there are 685 medium- and large-scale manufacturing companies operating in the region. The presence of various industrial zones engaged in the manufacturing, petrochemical, cement, logistics, and other supporting industries has driven regional economic growth while creating job opportunities for the community, including vocational high school graduates (Rakhmawati & Boedirochminarni, 2018).

The development of these industries has increased the need for a workforce with competencies that meet the demands of the business and industrial sectors (DUDI). In addition to technical skills, the workplace also demands adaptability, communication, teamwork, creativity, and problem-solving skills (Saefurrahaman et al., 2020). However, rapid industrial growth does not always translate into increased employment opportunities for all vocational high school graduates. Increasingly fierce job competition, an imbalance between the number of job seekers and labor demand, and rising competency standards set by companies present unique challenges for vocational high school graduates (Perdana, 2019). Furthermore, technological advancements and automation have also led to reduced labor demand in certain job sectors (Suhardi et al., 2025).

The research findings indicate that these conditions are among the primary factors driving the development of entrepreneurship programs at SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik. The entrepreneurship program is viewed as a strategy to equip students with entrepreneurial competencies so that they are not only prepared to be job seekers but also capable of becoming job creators. As stated by the Principal of SMK YPI Darussalam 2 Cerme:

> *"The entrepreneurship program was developed so that students would not only focus on finding a job after graduation, but would also have the skills and confidence to start their own businesses based on their competencies."* (Interview with the Principal, 2026).

A similar view was expressed by SMK Muhammadiyah 3 Gresik, which stated that entrepreneurship education is designed to foster students' independence, creativity, and readiness to navigate the dynamics of the workforce and to develop their own businesses. Thus, the entrepreneurship programs at both schools were developed in response to the needs of the workforce and as an effort to enhance graduates' competitiveness and independence.

Background of the Entrepreneurship Program

The research findings indicate that the development of entrepreneurship programs at SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik has received strong support from various stakeholders, both within and outside the schools. Internal support is

reflected in the school's vision, mission, and policies, which position entrepreneurship development as one of the strategic goals of education. The principal of SMK YPI Darussalam 2 Cerme stated that:

> *"the entrepreneurship program is an integral part of the learning process designed to equip students with the knowledge, skills, attitudes, and real-world experience necessary for entrepreneurship"* (Principal Interview, 2026).

Meanwhile, SMK Muhammadiyah 3 Gresik emphasized that *"the entrepreneurship program is an integrated part of the school curriculum through the Center of Excellence School Program, which is realized in various entrepreneurship-based learning activities"* (Principal Interview, 2026).

SMK YPI Darussalam 2 Cerme has a vision to produce graduates who are competent, independent, of good character, environmentally conscious, and adhere to the Ahlussunnah wal Jamaah An Nahdliyah doctrine. One of its missions is to foster an entrepreneurial spirit and professional work ethic in students in line with their specific vocational competencies. Meanwhile, SMK Muhammadiyah 3 Gresik has a vision to become a resilient, character-driven, and entrepreneurial school with an emphasis on strengthening business and industry-based learning (DUDI).

In addition to support from the school, the entrepreneurship program also receives support from various external stakeholders, such as educational foundations, the business and industrial sectors, government agencies, banking institutions, and other partners. The Vice Principal for Public Relations at SMK YPI Darussalam 2 Cerme explained that the established partnerships are utilized for *"curriculum synchronization, the implementation of industrial training, industry-led instruction, and the enhancement of students competencies in line with the needs of the workforce"* (Interview with the Vice Principal for Public Relations, 2026). Similar findings were also observed at SMK Muhammadiyah 3 Gresik, where partnerships with various companies and professional organizations are utilized to support the Teaching Factory, the implementation of on-the-job training (OJT), training programs, and the certification of students' competencies (Interview with the Vice Principal for Public Relations, 2026).

These findings indicate that entrepreneurship programs are not merely supplementary activities but have become an integral part of school development strategies supported by various stakeholders. This aligns with Afif (2024) view that entrepreneurship education requires curriculum support, hands-on learning, and a conducive school environment to foster students' entrepreneurial character. Furthermore, Brilianti et al. (2023) emphasize that vocational education must be able to produce graduates who are not only ready for the workforce but also possess the ability to independently develop their own businesses.

Thus, stakeholder support and school policies that promote entrepreneurship are key factors in strengthening the implementation of entrepreneurship programs at both schools and in supporting the achievement of vocational education goals that are relevant to the needs of the workforce and the business community.

Input Evaluation

Human Resources

The results of the input evaluation indicate that SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik have adequate human resources to support the implementation of entrepreneurship programs. This readiness is reflected in the availability of teaching staff recruited according to the school's needs and supported through various ongoing competency development activities. The Principal of SMK YPI Darussalam 2 Cerme explained that *"the school conducts a teacher needs analysis prior to the recruitment process and provides ongoing training to ensure they can support the implementation of the entrepreneurship program"* (Principal Interview, 2026). Similar findings were also observed at SMK Muhammadiyah 3 Gresik. The Acting Principal stated that *"teachers receive entrepreneurship training, regular briefings, and mentoring from industry practitioners to ensure they can support learning aligned with the needs of the workforce"* (Interview with the Acting Principal, 2026).

In addition to the readiness of the teaching staff, the findings of the observations indicate that both schools are supported by adequate practical facilities, such as laboratories, workshops, production units, and practice-based learning facilities, which are utilized to support the development of students' entrepreneurial competencies. The documentation also shows that the entrepreneurship program has been integrated into the school curriculum and work plans, ensuring that its implementation receives strong institutional support.

These findings reinforce the concept of input evaluation in the CIPP model, which identifies resources, strategies, and organizational support as key factors determining program success. The availability of competent teachers, relevant practical facilities, an adaptive curriculum, and institutional support are essential assets in creating contextual entrepreneurship education that is oriented toward the needs of the business and industrial sectors (DUDI). These research results align with (Afif, 2024), who asserts that effective management of the curriculum and educational resources is a critical factor in developing students' entrepreneurial competencies. Additionally, Fortunisa (2022) states that resource support and partnerships with the business and industrial sectors can enhance the relevance of vocational education to the needs of the workforce. Thus, the success of implementing entrepreneurship programs at both schools is determined not only by the availability of resources but also by the schools' ability to manage and integrate all input components effectively and sustainably.

Facilities and Infrastructure

The research findings indicate that SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik already possess the facilities and infrastructure necessary to support the implementation of entrepreneurship programs. Findings from interviews, observations, and documentation show that both schools provide practical training facilities relevant to their respective vocational programs. The Vice Principal for Public Relations at SMK YPI Darussalam 2 Cerme explained that *"the school's various facilities are utilized to support practice-based learning so that students can develop competencies aligned with their fields of expertise and the needs of the workforce"* (Interview with the Vice Principal for Public Relations, 2026). These facilities include a digital business laboratory, an accounting laboratory, an office management laboratory, a health laboratory, as well as the Alfa Booth and Alfamart Class as learning media for entrepreneurship.

Meanwhile, SMK Muhammadiyah 3 Gresik has developed various technical laboratories and production units based on the Teaching Factory (TeFa) model, such as vehicle repair services, air conditioning maintenance, screen printing, furniture making, and acrylic product manufacturing. The Acting Principal of SMK Muhammadiyah 3 Gresik stated that *"the school's practical facilities and production units are designed so that students gain real-world experience in producing goods and services that have economic value"* (Interview with the Acting Principal, 2026). Teachers and students at both schools also believe that the available facilities sufficiently support the learning process, although they still require continuous development and updates to keep pace with technological advancements and the needs of the business and industrial sectors (DUDI).

The findings indicate that facilities and infrastructure serve not only as learning support resources but also as vehicles for applying the principle of *"learning by doing,"* enabling students to gain contextual learning experiences. Although the two schools have different facility characteristics, they both direct their use toward developing students' technical skills, problem-solving abilities, communication skills, creativity, and entrepreneurial character. Thus, practical facilities serve as a bridge between learning in school and the real-world needs of the business and industrial sectors.

The findings of this study are consistent with those of Mukarromah et al. (2024), who state that the success of entrepreneurship programs requires adequate facilities and infrastructure to support the learning process and the development of students' competencies. Mukarromah et al. (2024) Furthermore, Fadillah & Aliyyah (2024) emphasize that learning

facilities that are relevant and aligned with practical needs play a crucial role in enhancing the quality of the learning process and students' competency attainment. From the perspective of the CIPP model's input evaluation, the availability of relevant facilities and infrastructure indicates the readiness of both schools to support the implementation of entrepreneurship programs effectively and sustainably.

Figure 2. Office Management Laboratory at SMK YPI Darussalam 2 Cerme

Figure 3. Mechanical Engineering Laboratory at SMK Muhammadiyah 3 Gresik

Curriculum and Program Planning

The research findings indicate that SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik have systematically integrated entrepreneurship education into their school curricula and program planning. At SMK YPI Darussalam 2 Cerme, this integration is realized through curriculum synchronization with the business and industrial sectors (DUDI), the implementation of Field Work Practice (PKL), industry-teaching programs, the development of school business units, and student entrepreneurship projects. The principal explained that:

> *"The entrepreneurship program has become part of the school curriculum and is designed through coordination with teachers so that it can be implemented in both learning activities and student business practices"* (Principal Interview, 2026).

Meanwhile, SMK Muhammadiyah 3 Gresik is developing entrepreneurship education through the Center of Excellence School Program, which is implemented through Teaching Factory (TeFa) activities, Project-Based Learning (PjBL), and various production and marketing activities integrated into the learning process. The Acting Principal stated that *"entrepreneurship is strengthened through project-based learning and the Teaching Factory so that students gain direct experience in the production process and business management"* (Interview with the Acting Principal, 2026).

The findings indicate that, despite employing different strategies, both schools share the same objective: to link the learning process to the needs of the business and industrial sectors so that students gain authentic and relevant learning experiences. The integration of entrepreneurship into the curriculum serves not only to impart conceptual knowledge but also to foster skills, creativity, independence, and an entrepreneurial mindset through contextual hands-on experiences.

The findings of this study are consistent with (Afif, 2024), who asserts that a curriculum designed based on students' needs and environmental developments can produce graduates who are adaptable and ready to face future challenges. Furthermore, Ni'mah Afif & Fatmawati (2024) state that effective curriculum management plays a crucial role in developing students' entrepreneurial competencies through the integration of learning that is relevant to the needs of the workforce and the business world. Thus, from the perspective of the CIPP model's input evaluation, a curriculum and program planning that is systematic, participatory, and aligned with the needs of the industry and business sector demonstrate the readiness of both schools to provide a strong foundation for the success of the entrepreneurship program.

Funding and Partnership Support

The research findings indicate that SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik have relatively adequate funding to support the implementation of entrepreneurship programs. The funding sources for both schools come from the School Operational Assistance (BOS) funds, support from educational institutions, student contributions, and non-binding assistance from external parties. Additionally, SMK YPI Darussalam 2 Cerme receives additional support through the school's internal funding sources. As stated by the Principal of SMK YPI Darussalam 2 Cerme*:*

> *"to support the implementation of the entrepreneurship program, the school also utilizes internal funding sources agreed upon by the teachers through the teachers' certification association fund, and if necessary, can obtain support through the teachers' savings and loan cooperative"* (Principal Interview, 2026).

Meanwhile, SMK Muhammadiyah 3 Gresik has developed a funding mechanism that involves the active participation of students through the submission of business proposals and the management of group capital. According to the Principal of SMK Muhammadiyah 3 Gresik, "*students are given the opportunity to draft business proposals, which are then evaluated by a school team; proposals deemed viable will receive funding as seed capital or a business stimulus"* (Principal Interview, 2026). This finding indicates that program funding is managed through planning, coordination, and accountability tailored to the program's needs, thereby supporting the sustainability of entrepreneurial activities.

> *"In addition to funding, both schools have also established partnerships with various business and industry sectors (DUDI) to support curriculum alignment, the implementation of field work placements, teaching factories, industry-led instruction, training, competency certification, and the development of school-based business units."*

Based on the interview results, these partnerships are utilized for curriculum synchronization, the implementation of field work placements (PKL), teaching factories, training, industry-led instruction, competency certification, and the development of school-based business units. The Vice Principal for Public Relations at SMK YPI Darussalam 2 Cerme explained that:

> "*the partnerships established by the school support curriculum synchronization, the implementation of field work placements (PKL), industry-led teaching programs, and the enhancement of students' competencies in line with the needs of the workforce"* (Interview with the Vice Principal for Public Relations, 2026).

In line with this, the Vice Principal for Public Relations at SMK Muhammadiyah 3 Gresik stated that cooperation with DUDI is utilized to "*support curriculum synchronization, the implementation of PKL, Teaching Factory activities, student training, competency testing, and professional certification"* (Interview with the Vice Principal for Public Relations, 2026).

These findings indicate that funding and partnerships are key input components that play a crucial role in supporting the success of entrepreneurship programs. The diversity of funding sources provides schools with flexibility in developing programs, while partnerships with industry strengthen the relevance of learning and expand students' opportunities to gain practical experience. These research results align with Septian et al. (2025), who state that industry partnerships contribute to improving the quality of vocational education by

providing real-world work experience and strengthening students' competencies. These findings also support Fortunisa (2022) view that collaboration between schools and the business sector can enhance the relevance of learning while strengthening the development of entrepreneurial competencies. Thus, from the perspective of the Input evaluation in the CIPP model, the availability of diverse funding and broad partnership support indicates the readiness of both schools to implement entrepreneurship programs effectively and sustainably.

Evaluation Process

Implementation of Entrepreneurship Education

The research findings indicate that the implementation of entrepreneurship programs at SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik has shifted from a theory-oriented approach toward experiential learning. Students not only gain conceptual understanding of entrepreneurship but are also directly involved in the process of identifying business opportunities, business planning, capital management, production, marketing, and business evaluation. The principal of SMK YPI Darussalam 2 Cerme explained that *"students learn to become business practitioners, not just study entrepreneurship theory"* (Principal Interview, 2026). Meanwhile, an entrepreneurship teacher at SMK Muhammadiyah 3 Gresik stated that learning is focused on drafting business proposals, product development, and business practices so that students understand the business process comprehensively (Interview with Entrepreneurship Teacher, 2026). This active involvement provides students with the opportunity to develop both technical and non-technical competencies, such as creativity, communication, leadership, teamwork, and responsibility.

The findings of this study are consistent with Riza & Chisbiyah (2024), who state that the implementation of Project-Based Learning (PjBL) and Experiential Learning in entrepreneurship education can enhance students' creativity, communication skills, collaboration, and entrepreneurial skills. Through direct involvement in business projects, students gain real-world experience that allows them to develop critical thinking, problem-solving, and decision-making skills in a real business context.

Furthermore, Harbes et al. (2024) explain that the implementation of the Teaching Factory (TeFa) model in vocational education plays a role in integrating the learning process with work practices that mimic real-world industrial conditions, thereby enhancing students' technical, managerial, and interpersonal competencies and strengthening the connection between schools and the real-world workforce. In the context of this study, the implementation of entrepreneurship practices involving production, marketing, and business management activities exhibits characteristics aligned with the principles of the Teaching Factory, namely providing authentic learning experiences relevant to the needs of the business and industrial sectors (DUDI).

From the perspective of the Process evaluation in the CIPP model, these findings indicate that the implementation of entrepreneurship education and practices at both schools has proceeded in line with the program's objectives. The learning process, which emphasizes hands-on experience, active student engagement, and alignment with the needs of the industry, demonstrates that the entrepreneurship program serves not only as a means of knowledge transfer but also as a vehicle for developing entrepreneurial competencies and character. Although they employed different implementation strategies, both schools placed students at the center of the learning process, ensuring that the entrepreneurial experiences gained were more meaningful, practical, and supportive of their readiness to enter the workforce or start their own businesses.

Business Proposal Development and Entrepreneurship Practices

The Entrepreneurship Business Proposal Program implemented at SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik demonstrates that entrepreneurship education has been directed toward a student-centered approach through practical business planning and development activities. Through the preparation of business proposals, students not only

learn entrepreneurial concepts theoretically but are also trained to identify business opportunities, analyze market needs, formulate marketing strategies, calculate capital requirements, and design systematic business management. These activities provide a learning experience that enables students to understand the business process comprehensively, from the planning stage through to business evaluation.

These findings align with the theory of Project-Based Learning (PjBL), which positions students as the primary agents in the learning process through the completion of contextual, problem-solving-oriented projects. Riza & Chisbiyah (2024) explain that the implementation of PjBL in entrepreneurship education can enhance students' creativity, critical thinking, communication, collaboration, and entrepreneurial skills. In the context of this study, the development of a business proposal serves as a means for students to develop analytical and decision-making skills while simultaneously honing their ability to design viable and sustainable businesses.

From the perspective of the CIPP model, the business proposal program demonstrates alignment between students' needs and the program's objectives, which aim to build entrepreneurial competencies starting from the business planning stage (context). The program is also supported by adequate resources, including faculty advisors, curriculum, practical facilities, and school partnerships (input). In terms of process, students are actively involved in drafting, presenting, and refining business proposals with teacher guidance. Meanwhile, in the product aspect, the program not only produces business proposal documents but also contributes to enhancing students' critical thinking skills, creativity, business communication, financial literacy, and interest in entrepreneurship. Thus, the business proposal program can be viewed as an effective entrepreneurship learning strategy in equipping students with competencies relevant to the needs of the business and industrial sectors.

Monitoring and Evaluation

The research findings indicate that the monitoring and evaluation of the entrepreneurship program at SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik are conducted in a structured and ongoing manner. At SMK YPI Darussalam 2 Cerme, monitoring is conducted continuously throughout the program by the principal, guidance teachers, and the school management team to track the progress of students' business activities from the planning stage, through production and marketing, to financial management. The principal explained that "*monitoring is always conducted to track the entrepreneurship process, while evaluation is carried out at the end of the activities after the program has been completed*" (Principal Interview, 2026). Additionally, guidance teachers receive a special Decision Letter (SK) as a form of assignment and responsibility in assisting with the program's implementation. Meanwhile, SMK Muhammadiyah 3 Gresik conducts monitoring through teacher guidance and periodic evaluations of practical achievements, student competencies, and the progress of the businesses being run.

These findings indicate that monitoring and evaluation serve not only as oversight mechanisms but also as tools for quality control and continuous program improvement. Monitoring conducted throughout the process enables schools to identify obstacles early on, while the final evaluation is used to assess the achievement of program objectives, the effectiveness of activity implementation, and to formulate follow-up actions for the development of entrepreneurship programs in the next period.

These findings align with Stufflebeam's program evaluation theory, which positions process evaluation as an activity to continuously monitor program implementation, identify obstacles, and provide the information necessary for decision-making and program improvement. Thus, the implementation of monitoring and evaluation at both schools demonstrates the existence of program control mechanisms that support the effectiveness of entrepreneurship implementation and ensure the achievement of learning objectives relevant to the needs of the business and industrial sectors (DUDI).

Challenges in Program Implementation

The research findings indicate that the implementation of entrepreneurship programs at SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik still faces several challenges related to students, resources, and program management. Regarding the students, some students struggle with drafting business proposals, calculating capital requirements, determining selling prices, and conducting business profit and loss analyses. Additionally, the level of creativity and innovation in the products produced remains relatively limited, as most of the businesses developed are adaptations of existing products. The principal of SMK YPI Darussalam 2 Cerme explained that one of the main challenges of the program is the limited time for implementation and funding, meaning not all entrepreneurship activities can be developed optimally (Principal Interview, 2026).

At SMK Muhammadiyah 3 Gresik, the challenges faced include budget constraints, low public confidence in the products produced by students, and limited opportunities for collaboration with industry partners. Additionally, variations in teachers' competencies in entrepreneurship and differences in students' abilities also impact the program's effectiveness. One teacher noted that not all business ideas proposed by students can be implemented due to limited resources and available funding support (Teacher Interview, 2026).

The findings indicate that the success of an entrepreneurship program is not only determined by the program design but is also influenced by the availability of resources, the quality of mentoring, financial support, and the involvement of external partners. From the perspective of the CIPP process evaluation model, the various challenges that arise provide crucial information for assessing the effectiveness of program implementation and serve as a basis for continuous improvement. Stufflebeam emphasizes that process evaluation aims to identify obstacles during program implementation so that corrective actions can be taken to improve the quality of implementation and the achievement of program objectives. Thus, the challenges identified in both schools can serve as a basis for reflection to strengthen student mentoring, enhance teacher capacity, expand partnerships with the business community, and optimize resource support to improve the effectiveness of future entrepreneurship programs.

Product Evaluation

Achievement of Entrepreneurial Competencies

The research findings indicate that the entrepreneurship programs at SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik have produced various products and services that possess economic value while also serving as a medium for entrepreneurship education. At SMK YPI Darussalam 2 Cerme, students produced various culinary and handicraft products, such as pentol aci, gado-gado, onigiri, kimbap, Thai Tea, Matcha, stuffed tofu, spring rolls, and aromatherapy candles. Meanwhile, at SMK Muhammadiyah 3 Gresik, the program's outcomes include not only food and beverage products but also various services developed through the Teaching Factory approach, such as beauty and grooming services, motorcycle repair, and sound system assembly. One teacher explained that these activities provide students with the opportunity to apply the knowledge gained in the classroom to real-world business practices and to understand business processes firsthand (Teacher Interview, 2026).

These findings indicate that the entrepreneurship program has yielded results that extend beyond products and services to include improvements in students' entrepreneurial competencies. Through involvement in production, marketing, and business management activities, students gain experience in business planning, financial management, problem-solving, communication, and decision-making. Although various challenges were encountered during implementation—such as funding constraints, limited implementation time, and uneven levels of product innovation—the program was still able to produce outcomes aligned with the objectives of developing entrepreneurial competencies.

These findings align with the concept of Product Evaluation in the CIPP model, which emphasizes the assessment of program outcomes and benefits as the basis for determining the

program's level of success. From this perspective, the success of an entrepreneurship program is not only measured by the number of products or services produced but also by changes in students' competencies, skills, and readiness to enter the workforce or develop their own businesses. Thus, the outcomes of the entrepreneurship programs at both schools indicate that the programs have made a positive contribution to the development of students' entrepreneurial competencies, although improvements are still needed in certain aspects of their implementation.

Figure 4. Trendy Culinary Products by Students of SMK YPI Darussalam 2 Cerme

Figure 5. Trendy Culinary Products by Students of SMK Muhammadiyah 3 Gresik

Development of Entrepreneurial Character

The research findings indicate that the entrepreneurship programs at SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik not only produce goods and services of economic value but also contribute to the development of students' entrepreneurial character. This impact is evident in the students' improved ability to identify business opportunities, develop business plans, manage production activities, market products, and make decisions in running a business. One teacher stated that through entrepreneurship activities, students have become more confident in offering products, communicating with consumers, and working collaboratively in teams (Teacher Interview, 2026).

In addition to improving technical skills, the entrepreneurship program also fosters entrepreneurial traits such as creativity, responsibility, discipline, hard work, independence, and a willingness to take risks. At SMK YPI Darussalam 2 Cerme, this development is evident in students' ability to develop products aligned with market trends and utilize digital media as a promotional tool. Meanwhile, at SMK Muhammadiyah 3 Gresik, students' involvement in Teaching Factory activities and business practices provides real-world experience in interacting with customers, resolving business challenges, and working in accordance with professional standards applicable in the business and industrial sectors.

These findings align with the view that entrepreneurship education aims not only to build business competencies but also to develop character and an entrepreneurial mindset, which encompasses creativity, innovation, independence, problem-solving skills, and the courage to make decisions. From the perspective of the CIPP (Content, Implementation, Process, and Product) evaluation model, the changes in attitude, character, and competencies demonstrated by students serve as indicators of the program's success, as they reflect the achievement of entrepreneurship education objectives in a more comprehensive manner. Thus, the entrepreneurship programs at both schools not only produce outputs in the form of

products and services but also foster an entrepreneurial character that serves as a vital foundation for students as they enter the workforce or pursue independent business ventures in the future.

Impact at the School Level

The research findings indicate that the entrepreneurship programs at SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik have had a positive impact not only on the students but also on the schools' development. These entrepreneurship programs have fostered a school culture that is more productive, creative, and focused on developing competencies aligned with the business and industrial sectors (DUDI). The principal of SMK YPI Darussalam 2 Cerme explained that *"the entrepreneurship program not only trains students in entrepreneurship but is also part of the school's efforts to foster independence, creativity, and a positive work culture within the school environment"* (Principal Interview, 2026).

In addition, the implementation of entrepreneurship programs helps strengthen the school's partnerships with the business sector, industry, professional certification bodies, and various other supporting institutions. These programs also enhance the use of the school's practical facilities and production units as more contextually relevant learning tools. At SMK Muhammadiyah 3 Gresik, the implementation of the Teaching Factory and the school's business unit has even served as a means to reinforce the school's image as a vocational education institution that is responsive to industry needs.

This finding aligns with the Product Evaluation theory within the CIPP model, which states that a program's success is not only measured by the outcomes achieved by students but also by its impact on the program's implementing organization. From this perspective, the entrepreneurship programs at both schools have contributed to strengthening a culture of quality, expanding partnership networks, and developing a learning environment more relevant to the needs of the workforce and the business world. Thus, the entrepreneurship programs have generated institutional impacts that support the sustainable improvement of school quality and competitiveness.

The Need for Program Evaluation and Improvement

The research findings indicate that although the entrepreneurship programs at SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik have yielded various positive outcomes, there is still a need for ongoing program evaluation and development. Some aspects that need improvement include strengthening product innovation, expanding marketing, enhancing students' entrepreneurial competencies, optimizing partnerships with the business and industrial sectors (DUDI), and strengthening the program's mentoring and evaluation systems. The Principal of SMK YPI Darussalam 2 Cerme stated that *"every entrepreneurship program is always evaluated to identify shortcomings and determine improvement steps for the next implementation"* (Principal Interview, 2026).

This finding aligns with the Product Evaluation theory in the CIPP model, which states that program success is not only measured by the outcomes achieved by students but also by its impact on the program-implementing organization. From this perspective, the entrepreneurship programs at both schools have contributed to strengthening a culture of quality, expanding partnership networks, and developing a learning environment more relevant to the needs of the workforce and the business world. Thus, the entrepreneurship programs have generated institutional impacts that support the sustainable improvement of school quality and competitiveness.

In addition, the research findings also highlight the need to increase the use of digital technology in product promotion and marketing activities, as well as to develop products with higher levels of innovation and competitiveness. At SMK Muhammadiyah 3 Gresik, strengthening collaboration with industry partners and practitioners is also considered essential for broadening students' learning experiences and enhancing the relevance of the program to the needs of the workforce.

These findings align with the Product Evaluation theory within the CIPP model, which emphasizes that evaluation results are not only used to assess program success but also serve as the basis for decision-making regarding future program improvements and development. From this perspective, the need for evaluation and product improvement is a crucial component in ensuring that entrepreneurship programs remain relevant, adaptive, and capable of producing graduates with the entrepreneurial competencies and character aligned with the evolving needs of the business and industrial sectors.

CONCLUSIONS

This study shows that the entrepreneurship programs at SMK YPI Darussalam 2 Cerme and SMK Muhammadiyah 3 Gresik have been implemented effectively based on an evaluation using the CIPP model (Context, Input, Process, Product). In terms of context, the programs were developed in response to the needs of the workforce and the importance of equipping graduates with entrepreneurial competencies. In terms of input, both schools were supported by adequate human resources, curriculum, facilities and infrastructure, funding, and partnerships. In the process aspect, entrepreneurship learning is conducted through an experience-based approach, Project-Based Learning (PjBL), and Teaching Factory, which provide students with the opportunity to be directly involved in business activities. Meanwhile, in the product aspect, the program has proven capable of producing economically valuable products and services as well as developing students' entrepreneurial competencies and character. The findings of this study contribute to the development of vocational education policies, particularly in strengthening entrepreneurship education in vocational high schools. The results indicate that the success of a program is determined not only by entrepreneurship instruction in the classroom but also by the integration of the curriculum, business practices, partnerships with the business and industrial sectors, and a sustainable monitoring and evaluation system. Furthermore, this study reinforces the relevance of the CIPP model as a comprehensive evaluation framework for assessing the effectiveness of entrepreneurship programs and can serve as a reference for developing similar programs in vocational schools. Based on the research findings, schools need to strengthen product innovation, the use of digital technology in marketing, the enhancement of teachers' entrepreneurial competencies, and the expansion of partnerships with industry and business to support the program's sustainability. Further research is recommended to examine the long-term impact of entrepreneurship programs on graduates' employability, the sustainability of their businesses, and their contribution to enhancing students' economic independence after graduating from vocational high school.

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