

# Evaluation Of The Entrepreneurial Student Program At Universitas Negeri Jakarta

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**Abstract:** The purpose of this study is to evaluate the effectiveness of the implementation of the the Entrepreneurial Student Program and determine the extent of successfull of the program and analyze responses and feedback as well as constraints in the implementation of policies regarding the holding of the Entrepreneurial Student Program in UNJ. This study uses mix methods. The evaluation model used in this study is a CIPP model. The result are : In the sub focus background and the the Entrepreneurial Student Program, includes on it managers, lecturers, tutors and participants. Sub-program preparation for The Entrepreneurial Student Program consists of short-term programs, long-term, curriculum and training materials, technical and operational guidelines, HR, companion mentors, monitoring, secretariat, infrastructure and financing the budget. This program has not been used optimally. Socialization is made by mail to the faculties and social media. The preparation phase for providing supplies to students is about the basics of entrepreneurship, there are no participants following a program that actively internships in SMEs. Fostering, monitoring evaluation, participants are required to make a report that contained TOR of use of funds. This program follow-up programs experiencing capacity increase as much as 67.74%, while the the capability increased by 70.97%.

## 1. INTRODUCTION

As one of the problems that must be solved by the Indonesian people is the high level of unemployment among the people educated young generation in Indonesia, as for the cause because generally college graduates lack interest in becoming entrepreneurs. Most of them want to work in government agencies, state-owned enterprises or work in the private sector. Most people, especially college graduates, are considered too oriented to become employees. In other words, they prefer to be 'job seekers' [6]. Other terms of this college graduate are more like job seekers than job creators. In line with [1] said that the most important factor in doing so entrepreneurship or employment are graduates who must dare to do, ready to be independent and ready to do anything that is positive for personal and other people's interests which ultimately produce results, namely provide employment for others. The high rate of undergraduate unemployment has become one of the diseases in the large country of Indonesia. This can happen because most college graduates are only job seekers and rarely want to become job-creators [4]. These are the background of the Directorate General of Higher Education through state and private universities including the UNJ in which to organize the Entrepreneurial Student Program in order to increase student entrepreneurial interest. The Entrepreneurial Student Program is a development of the Cooperative Education Program (Co-op) program carried out by the Ministry of Education and Culture since 1998. Therefore it is necessary to seek an evaluation of the Jakarta State University entrepreneurial student program which is an implementation of policies issued by the Ministry of Education and Culture implemented by the Directorate General of Higher Education.

Since 2009, Universitas Negeri Jakarta become one of the

University who carry out this program. But from the results of a pre-research interview with the UNJ Entrepreneurship Development Center Team, it turned out that the Jakarta State University Entrepreneurial Student Program had not shown significant progress.

Based on the above problems, the researchers want to provide or find a strategy formulation that can be used by UNJ to improve the quality of this program. The purpose of this study are: 1) Evaluate the The Entrepreneurial Student Program and find out the extent of success of the program and 2) Knowing the responses as well as obstacles in the implementation of policies regarding the holding of the The Entrepreneurial Student Program.

## 2. LITERATURE REVIEW

In the evaluation process there are several standards used to identify the feasibility, usefulness, price or value of the object being assessed. According to Stufflebeam et.all [8] Evaluation is the systematic assessment of the worth or merit of an object. Thus it is clear that evaluation is the process of comparing the object of evaluation (evaluan) to a predetermined standard. In line with [2], researchers formulate that evaluation is a process of judging things based on criteria or goals, and then followed decisions of the object being evaluated. Since formulate an object to be evaluated up to compare for the conclusion of the evaluation of a job description evaluation is not simple.

Because that as a process there are several stages / steps that must be passed or carried out in conducting an evaluation, this is in line with the views of Stufflebeam et.all [8], describes evaluation as a systematic process for obtaining, reporting, and applying descriptive information and deciding about the feasibility of several objects, values, honesty, feasibility, safety, significance, and or equity. According to Fitzpatrick, et al [3], it is not difficult to identify the objectives of program evaluation, so the following questions should be considered: 1) What, which is what will be evaluated; 2) Who, that is who will carry out evaluation; and 3) How, that is How carry it out. Based on these three questions, there are three elements that can be evaluated, including elements : objectives, implementers of activities, and procedures or implementation

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techniques. Operationally, evaluation is the process of describing, obtaining, reporting, and applying descriptive and judgmental information about object values, as defined by criteria such as quality, worth, honesty, fairness, feasibility, cost, efficiency, security, and significance. Stufflebeam, et.all [9] states that the CIPP's core concepts are evaluating entities, contexts, processes, processes and products, as denoted by the letters of the acronym. This CIPP evaluation is oriented towards a decision whose purpose is to help administrators or policy makers in making decisions. The CIPP model is usually used to evaluate programs and educational outcomes. Based on the opinions of Stufflebeam and Shinkfield show that the evaluation results are used for decision making.

According to Stufflebeam [9], the reasons and objectives of the program evaluation are: (1) fulfillment of the provisions of the laws and regulations for their implementation, (2) measure the effectiveness and efficiency of the program, (3) measure influence, program side effects, (4) accountability for program implementation, (5) program accreditation, (6) tools to control program implementation, (7) communication tools with program stakeholders, (8) decisions regarding the program: (a) continued, (b) implemented elsewhere, (c) changed, and (d) stopped. Stufflebeam, et al [9], The CIPP models is grounded in general and operational definitions of evaluation, the main uses of evaluations and professional standards for guiding and judging evaluations. Generally, an evaluation is a systematic investigation of some object's value. Operationally, evaluation is the process of delineating, obtaining, reporting, and applying descriptive and judgmental information about an object's value, as defined by such criteria as quality, worth, probity, equity, feasibility, cost, efficiency, safety, and significance. The main objectives of the Entrepreneurial Student Program implementation according to the Directorate General of Higher Education, among others: 1) Growing interest in entrepreneurship among students; 2) Building an entrepreneurial mental attitude that is self-confidence, aware of his true identity, motivated to achieve an ideal, never give up, be able to work hard, be creative, innovative, dare to take risks with calculations, behave in a leader, have a vision for the future, be responsive to advice and criticism, and have empathy and social skills; 3) Improve the skills of students, especially the sense of business. 4) Growing highly educated new entrepreneurs; 5) Creating new business units based on science, technology and art; and 6) Building a business network between business people, especially between novice entrepreneurs and established entrepreneurs. The benefits of the Entrepreneurial Student Program can be grouped into 3 (three), namely;

a. For Students: 1) Providing opportunities to improve students' soft skills by being directly involved in working conditions; 2) Grow the business spirit so that it has the courage to start a business supported by the capital provided and integrated assistance and 3) Providing direct opportunities to engage in SMEs and sharpen the entrepreneurial spirit.

b. For Small and Medium Enterprises (SMEs): 1) Providing access to information and technology owned by UNJ; 2) Strengthening the relationship between SMEs and UNJ.

c. For Universities: 1) Strengthening the institutions of Jakarta State University in developing the UNJ Entrepreneurship program; 2) Open the opportunity to implement the Tri Dharma of Higher Education; 3) Developing relationships between the academic world and the business world; 4) Open opportunities for curriculum adjustments to suit market needs, especially the

business world; and 5) Produce young entrepreneurs in the future creating jobs and future entrepreneurs. The background and objectives of The Entrepreneurial Student Program (Context), the evaluated aspects are the legal basis of SEP, SEP background, goals, benefits and target groups with evaluation criteria for the 2010-2015 Ministry of Education and Culture Strategic Plan document, education alignment framework with the world of work, circular letters, rector's decree, implementation guidelines and technical guidelines; background is a SEP background; encourage the formation of educational models and entrepreneurial institutions at UNJ; benefits for UNJ students; and students who have fulfilled the requirements are expected to take selection which includes aspects of interest, entrepreneurial motivation, business feasibility and soft skills. Program preparation of The Entrepreneurial Student Program (Input), the evaluated aspects are short-term programs of the UNJ's The Entrepreneurial Student Program, UNJ Entrepreneurial Student Program annual program, curriculum / training material for UNJ Entrepreneurial Student Programs, Technical Guidelines / Technical Guidance, Companion Mentor HR, Monitoring and Evaluation HR, Secretariat HR, facilities and infrastructure and budget / financing of the UNJ Entrepreneurial Student Program, with evaluation criteria the committee has / arranges a short-term program; the committee has / arranges a long-term program; the committee has compiled an Entrepreneur Student Program training curriculum / material before the training begins, there is a connection between the material of the Entrepreneurship Student Program and the material of entrepreneurship courses; provide direction to support the formation of education models and entrepreneurial institutions at the University level; competent mentoring mentors; Responsible M & E team; the secretariat team is well served; supporting facilities and infrastructure; the availability of funds from clear sources, transparency in the distribution of funds to groups of Entrepreneurial Student Participants, and the distribution of funds to groups of Entrepreneurial Student Program participants were carried out on time. Implementation of The Entrepreneurial Student Program (Process), the evaluated aspects are the dissemination of Entrepreneurship Student Programs, preparation of proposals by students, selection of program participants, education and training, business plan preparation by students, internships, start up business, conducting business (running business), with the criteria being socialization of the Entrepreneurship Student Program; the proposal for an Entrepreneurship Student Program; selection process to produce participants who are committed to becoming entrepreneurs; carry out the stages of education and training preparation, carry out training activities; compilation of a business plan; debriefing of entrepreneurship internship; the participant's business plan has passed the selection that is maintained in front of the reviewer, participants have participated in an active internship in SMEs; progress report, return on working capital, and final report. Guidance, monitoring and evaluation of The Entrepreneurial Student Program (Process), the evaluated aspects are coaching Entrepreneurial Student Programs, monitoring of Entrepreneurial Student Programs, evaluation of Entrepreneurship Student Programs, financial evaluation, evaluation criteria are reports on the development of Entrepreneurship Student Programs, monitoring reports on Entrepreneurship Student Programs, evaluation results

Entrepreneurship Student Program, and TOR of the use of funds from the Entrepreneurship Student Program. Program results of The Entrepreneurial Student Program (Product), the evaluated aspects the type of business developed and the success rate of the program, with evaluation criteria for business continuity, entrepreneurial mentality, and business skills of the Entrepreneur Student Program group, and the establishment of entrepreneurship development institutions at the University level. The follow-up program of The Entrepreneurial Student Program (Product), the evaluated aspects is an increase in the Entrepreneurial Student Program, with evaluation criteria being the effectiveness of the use of funds, the type of creative independent business that increases every year and the increasing number of groups participating in the UNJ Entrepreneurial Student Program each year.

**3. METHODOLOGY**

The evaluation research model used is the evaluation of the CIPP program. This study uses mix methods. Data collection techniques in the study will use the following techniques: observations, questionnaires and indepth interviews were carried out on key informants who were considered to have adequate knowledge about a problem or phenomenon of the implementation of the The Entrepreneurial Student Program at Universitas Negeri Jakarta. Then this qualitative approach uses purposive samples, this is because researchers will not generalize because this research produces findings or truths that are very contextual. What is true in one context (locus) is not necessarily true in other contexts. So determining random research samples is not important. Researchers used open questionnaire based on the evaluation criteria for interview and research. The Key Informant for indepth interview are UNJ Assistant III Chancellor, Assistant Dean III for Student Affairs from all faculties in the UNJ, ESP Committee, Entrepreneurship Development Center, judges involved in the selection of UNJ ESP participant proposals and UNJ ESP Participants who passed the selection later carry out student entrepreneurship programs.

**4 RESULTS AND DISCUSSIONS**

From the questionnaire and interview with respondents and key informants, researchers process respondents' answers and key informants to report the results of the study in accordance with the table below.

*Table 1 Achievement Table*

Evaluation Components	Aspects evaluated	Evaluation Criteria	Achievement
The background and objectives	Legal basis for Entrepreneurial Student Programs  Background to	ESP UNJ has a legal basis: RI Law No. 40 of 2009, Ministry of National Education Strategic Plan 2005-2009, 2010-2014 Strategic Plan, 2015-2020 Ministry of Research and Technology Ministry Strategic Plan,	ESP UNJ has a legal basis: 1. RI Law No. 40 of 2009 2. Strategic Plan of Ministry of National Education for 2005-2009, Strategic Plan 2010-2014, Strategic Plan of Ministry of Research, Technology and Higher Education

	the UNJ ESP	UNJ Strategic Plan 2007-2012 and 2013-2017, Chancellor's Decree 2009, 2010, 2011, 2013, 2014 and 2015, 2009 ESP Guidelines, 2010, 2011, 2013, 2014 and 2015.	2015-2020 3. UNJ Strategic Plan 2007-2012 and 2013-2017 4. Decree of the Chancellor 2009, 2010, 2011, 2013, 2014 and 2015. 5. Guidelines for ESP 2009, 2010 and 2015.
	Purpose		
	Benefits	There is a Need for ESP Jakarta State University.	Background of the UNJ ESP are: 1. The amount of unemployment from educated workforce 2. Growing entrepreneurial spirit among students.
		Encourage the formation of educational models and entrepreneurial institutions at UNJ.	
		Benefits for students, SMEs, and UNJ.	The aim of the UNJ ESP is the formation of an educational model and entrepreneurial institutions at UNJ.
	Target Group	Students who have fulfilled the requirements are expected to take selection which includes aspects of interest, entrepreneurial motivation, business feasibility and soft skills.	Benefits: a. For students 1. Get the opportunity to improve soft skills; 2. Getting the opportunity to be directly involved in business activities. 3. Growing a business sense (sense of business) so that it has the courage to start a business supported by capital provided and integrated assistance.  b. For SMEs 1. Strengthening the relationship between SMEs and the campus world. 2. Providing access to information and technology owned by universities.

			<p>c. For UNJ</p> <ol style="list-style-type: none"> <li>1.Improving the ability of universities in developing entrepreneurship education.</li> <li>2. Strengthen relations between the academic world and the business world, especially SMEs.</li> <li>3.Opening the way for curriculum adjustments that can respond to the demands of the business world.</li> <li>4.Producing Young Entrepreneurs who create jobs.</li> </ol> <p>S1 or DIII students who have completed 2 semesters of study or have taken 36 credits a minimum are expected to take a selection that includes aspects of interest, entrepreneurial motivation, business feasibility and soft skills.</p>		<p>Secretariat</p> <p>Facilities and infrastructure</p> <p>Budget / Financing</p>	<p>participants to get students who are truly committed to becoming entrepreneurs and return the capital provided.</p> <p>Monev Team is formed ESP is capable of carrying out monitoring and evaluation responsibly.</p> <p>A Secretariat Team is formed which is capable of carrying out secretariat tasks properly.</p> <p>Prepared facilities for supporting ESP activities by the leadership of the University.</p> <p>Availability of funds from clear sources, there is transparency in the distribution of funds to groups of ESP participants and the process of distributing funds to groups of ESP participants was carried out on time.</p>	<p>ESP UNJ provide direction to support the formation of entrepreneurship education models at UNJ.</p> <p>The ESP UNJ escort mentor is a lecturer representative from each faculty who teaches entrepreneurship courses and has an independent business.</p> <p>The ESP UNJ Monev Team is a team formed by the Chancellor through the UNJ Rector's Decree.</p> <p>ESP UNJ has an appropriate secretariat team in its field, drawn from a variety of circles, namely lecturers, students of ESP participants and alumni of students participating in the ESP UNJ, this is expected to support ESP activities to be better from year to year.</p> <p>ESP UNJ activities are supported by adequate facilities and infrastructure but have not been used optimally.</p> <p>ESP UNJ Budget / Financing is a grant provided by Ministry through UNJ.</p>
Program Preparation	<p>The ESP UNJ short-term program</p> <p>The ESP UNJ Long-Term Program</p> <p>Curriculum / Training Materials</p> <p>Operational / Technical Guidelines</p> <p>HR / companion mentor</p> <p>Monev</p>	<p>The committee has a short term program.</p> <p>The committee has / compiles a long term program.</p> <p>The committee has prepared a ESP Curriculum / Training Material before the training begins and there is a connection between ESP material and entrepreneurship course material.</p> <p>Provide direction to support the formation of education models and entrepreneurial institutions at the university level.</p> <p>Competitive mentors of</p>	<p>ESP UNJ does not yet have a comprehensive short-term program.</p> <p>ESP UNJ does not yet have a clear Long Term Program.</p> <p>The curriculum / training material for ESP UNJ is tailored to the needs of the participants and the background characteristics of each faculty, and is delivered through the training program.</p> <p>The operational / technical guidelines owned by the</p>	<p>Program Implementation</p>	<p>Dissemination of Entrepreneurial Student Programs</p> <p>Compilation of proposals by students</p> <p>Selection of Program Participant</p>	<p>ESP socialization is carried out.</p> <p>There are proposals prepared by students of ESP participants.</p>	<p>The socialization was carried out through letters to faculties, the distribution of flyers to each department within the UNJ, social media such as Facebook and blogspot.</p>

	<p>Students</p> <p>Education and Training</p> <p>Preparation of Business Plans by Students</p> <p>Internship</p> <p>Start Up Business</p> <p>Business Implementation (Running Business)</p>	<p>There is a selection process to produce participants who are committed to becoming entrepreneurs.</p> <p>ESP UNJ Carry out the stages of education and training preparation and conduct training activities.</p> <p>ESP UNJ has a business plan prepared by students.</p> <p>ESP's UNJ Managers carry out briefing on entrepreneurship internships.</p> <p>There is a business plan of participants who have passed the selection that is maintained in front of the reviewer and there are Program Participants who have participated in an active internship in SME.</p> <p>There is a Progress Report, a return on working capital occurs and there is a Final Report.</p>	<p>Students prepare proposals according to business planning standards.</p> <p>Students who have compiled proposals and are rigorously selected starting from administrative selection, business planning that matches standards and passes business interviews.</p> <p>ESP UNJ conducts entrepreneurial education and training activities for 2 days.</p> <p>Participants who have participated in Education and Training make a business plan.</p> <p>In the Guidelines / ESP Guidelines listed the internship activities and processes, but from the data we collected there were no participants who had carried out an internship.</p> <p>The ESP participants have their business plan selected and maintained in front of the reviewer and no program participants have participated in an active internship in SME.</p> <p>Participants are required to make a report, there is no return on working capital by ESP participants and there is a ESP Participant report</p>	<p>Guidance, monitoring and evaluation</p>	<p>Guiding ESP</p> <p>ESP's monitoring</p> <p>ESP's Evaluation</p> <p>Financial Evaluation</p>	<p>There is a ESP Construction Report.</p> <p>There is a ESP Monitoring Report.</p> <p>There are ESP Evaluation results.</p> <p>There is a TOR of funds utilization from the Entrepreneurial Student Program.</p>	<p>held at the end of the activity period (end of the Activity).</p> <p>ESP guidance has been carried out summarized in the ESP Development report.</p> <p>Monitoring is carried out by the ESP Monitoring Team but not according to the wishes of the participants.</p> <p>The results of the ESP UNJ Evaluation, only 84% were in accordance with the proposal and business plan of the participants.</p> <p>There is a TOR for the use of ESP UNJ funds, but in reality the funds are used according to the needs of ESP participants and participants who make financial reports as accountability. The use of funds has not been maximized and effective.</p> <p>ESP UNJ has various types of businesses, namely: Culinary, Stamp making services, fashion (clothing, hijab and shoes, raincoats and umbrellas), photography, making books from waste paper, online massage services (sport massage online), workshops, private services, digital printing, and accessories.</p> <p>There is a PPK UNJ as a ESP UNJ container; most of the ESP UNJ participants already have a mental entrepreneur and</p>
				<p>Program Results</p>	<p>Type of business developed</p> <p>Program Success Rate</p>	<p>UNJ has various types of businesses run by program participants.</p> <p>UNJ has PPK UNJ; ESPs UNJ participants have an entrepreneurial mentality among ESPs UNJ participants through entrepreneurial education and training models; Increased business skills from the group of ESP UNJ participants through entrepreneurship education and training; There is a best practice</p>	<p>ESP UNJ has various types of businesses, namely: Culinary, Stamp making services, fashion (clothing, hijab and shoes, raincoats and umbrellas), photography, making books from waste paper, online massage services (sport massage online), workshops, private services, digital printing, and accessories.</p> <p>There is a PPK UNJ as a ESP UNJ container; most of the ESP UNJ participants already have a mental entrepreneur and</p>

		program from ESP UNJ participants.	increasing business skills every year always increases, reflected in the type of business that continues to grow. Last, there have not been any program best practices even though there are 77% from the questionnaire respondents agree with the existence of best practice programs.
The Follow-up	Improved the ESP	An increase in the capacity and capability of the ESP UNJ.	ESP UNJ Capacity Increase of 67, 74% dan increased capability of ESP UNJ as much as 70.97%.

and material training, operational and technical guidelines, human resources, accompanying mentors, monitoring and evaluation, secretariat, facilities and infrastructure as well as the budget or funding of ESP UNJ. Whereas in the case of short-term programs the UNJ ESP does not yet have a clear long-term program and less structured curriculum or material documents. Owned operational guidelines and technical guidelines provide direction to support the formation of entrepreneurship education models at UNJ. The ESP UNJ escort mentor is a lecturer representative of each faculty who teaches entrepreneurship courses and has an independent business, while the ESP UNJ money team is a team formed by the chancellor through the UNJ Rector's Decree. ESP UNJ has a secretariat in their field, drawn from various circles, namely Lecturers, ESP Participant Students, and alumni of the UNJ ESP Participant students. ESP UNJ activities are supported by adequate facilities and infrastructure but have not been used optimally.

### 3. Implementation of entrepreneurial student programs (Process Components)

The socialization was carried out through letters to faculties, the distribution of flyers to each department within the UNJ, social media such as Facebook and blogspot. Students prepare proposals according to business planning standards. Students who have compiled proposals and are rigorously selected starting from administrative selection, business planning that matches standards and passes business interviews. The debriefing aims to provide students with the basics of entrepreneurship through workshops. ESP UNJ conducts entrepreneurial education and training activities for 2 days.

### 4. Guidance, monitoring and evaluation of entrepreneurial student programs (Process Components)

Participants who have participated in Education and Training make a business plan. In the Guide / ESP Guidelines listed the internship activities and processes, but from the data we collected, no participant has carried out an internship. The ESP participants have their business plan selected and maintained in front of the reviewer. No program participant has followed an active internship in UKM. Participants are required to make a report. Some ESP participants return ESP UNJ working capital There are ESP Participant reports carried out at the end of the activity period (end of Activity year). ESP guidance has been carried out summarized in the ESP Development report.

Monitoring was carried out by the ESP Monitoring Team but it was not in accordance with the wishes of the participants of the UNJ ESP Evaluation Results, only 84% according to the proposal and business plan of the participants. Monitoring and evaluation is needed, according to Moerdiyanto (2010), this monitoring and evaluation (monev) is giving understanding of the steps of preparation, planning, implementation and reporting program evaluation results. The monev results are valuable information that can be used guidelines for leaders to make organizational development decisions he led.

There is a TOR of using ESP UNJ funds, but in reality the funds are used according to the needs of ESP participants. The use of funds has not been maximized and effective.

### 5. Results of entrepreneurial student programs (Product Components)

ESP UNJ has various types of businesses, namely: culinary, sample making services, fashion (hijab clothes, shoes,

## 5. CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

Based on the results of the UNJ Student Entrepreneurship (ESP) evaluation program, it can be concluded that the implementation of the UNJ Entrepreneurial Student Program (ESP) can still be continued in accordance with the Ministry program, however, more specifically the results of this evaluation study can be presented based :

### 1. Background and objectives of an entrepreneurial student program (Context Component)

In this sub-focus, the most important thing is the absence of a policy on administrative regularity and formal information dissemination, because these are core components of the implementation of the UNJ ESP, whose existence must be known by all ESP elements, both managers, lecturers, mentors and ESP participants.

The UNJ ESP has a clear legal basis, namely RI Law No. 40th 2009, Ministry of National Education Renstra, Renstra Ministry of Education and Culture Strategic Plan, UNJ Strategic Plan, Chancellor's Decree and ESP Guidelines.

The background of ESP UNJ is to foster an entrepreneurial spirit, while the objectives of PMJ UNJ are:

- Improving the skills of students, especially the sense of business based on academic values so that potential young entrepreneurs will be created.
- Creating a new business unit based on science and technology.
- Building a business network between business people between young entrepreneurs and established entrepreneurs.
- Train student independence.

### 2. Preparation of entrepreneurial student programs (Input Components)

Preparation of the Entrepreneurial Student Program (ESP UNJ) consists of short-term, long-term programs, curriculum

raincoats and umbrellas), photography, making books from waste paper, online massage services), workshops, private services, digital printing and accessories. The success rate of the UNJ student program can be seen from the success of UNJ having PPK as a container for the UNJ ESP. Most of the UNJ ESP participants already have a mental entrepreneur, and the increase in business skills every year always increases, reflected in the type of business that continues to grow. From the results of the questionnaire there were 77% of respondents agreeing to the existence of best practice programs, at the UNJ ESP.

#### 6. Follow-up of entrepreneurial student programs (Product Components)

The follow-up to the ESP program program experienced a capacity increase of 67.74%, while the capabilities of the PMJ UNJ increased by 70.97%.

Theoretical implications: Entrepreneurial student program are still needed to improve student competence and in the context of facing the ASEAN Economic Community.

Practical implications:

1. As input for the development of development policies in order to improve the Entrepreneurial Student Program held.
2. As an adequate and valid information material about the Entrepreneurial Student Program, especially UNJ.
3. Adding literature to the implementation of the Entrepreneurial Student Program.

Here are some recommendations

#### 1. Background and objectives of an entrepreneurial student program (Context Component)

- a. The foundation should be socialized and known to exist by all ESP elements, both managers, supervisors and UNJ ESP participants.
  - b. Building a business network between business people who are well-established SMEs and through PPK UNJ.
- #### 2. Preparation of entrepreneurial student programs (Input Components)
- a. Short and long-term programs need to be made which are then disseminated from the UNJ PPK regarding the ESP's short and long-term programs that involve all interested parties, for example involving Vice Dean III faculty and supervisors for long-term plans, namely designing the UNJ Corner.
  - b. Policies on administrative order that must be included in the ESP work program, both short and long-term programs need to be prepared for a good document storage system.
  - c. Administrative control activities must be carried out immediately and mapped so that no more documents are tucked away, scattered and even lost.
  - d. It is necessary to design the ESP training curriculum in accordance with the results of the Needs Analysis Training so that there is relevance and consistency between the curriculum in the faculty and the PMJ UNJ.
  - e. Technical Guidelines / Technical Guidelines, Curriculum, Materials need to be inventoried based on needs and technological developments so that all can run according to the program objectives.

#### 3. Implementation of entrepreneurial student programs (Process Components)

- a. ESP socialization should be further enhanced by using social media as the main media. This socialization can be through Facebook, tweeters, blogs and other social media.
  - b. Form a ESP community in each study program which is the seed of the formation of a solid PMJ UNJ community in the framework of making a business plan.
  - c. Training needs to be done for participants who pass the selection so they can motivate participants and provide an overview of doing business / starting a business. It is necessary to require ESP participants in internship activities as a way to improve competency in increasing knowledge based on the experience of successful people so that participants have a model and benchmark for running their business. In addition, it can establish cooperative relations with the place of internship carried out by making an agreement / agreement first.
- #### 4. Guidance, monitoring and evaluation of entrepreneurial student programs (Process Components)
- a. Continuity and sustainability of activities are the main things in this activity, therefore monitoring and evaluation must be programmed properly.
  - b. We recommend that every activity has a report, both activity reports and financial reports so that the maximum and effective use of funds.
- #### 5. Results of entrepreneurial student programs (Product Components)
- a. Conducting an evaluation of the results of the products produced both in the form of quality and quantity.
- #### 6. Follow-up of entrepreneurial student programs (Product Components)
- a. Continuous assistance to participants who have produced products and assisted in obtaining copyright and creating new types of businesses that continue to be developed.

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