

Evaluation of Sociopreneur-Based Curriculum Implementation in Santa Maria Vocational School with Illuminative Models

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Abstract: The purpose of this study is to analyze and evaluate the implementation of a social entrepreneur-based curriculum at Santa Maria vocational school. This study uses a qualitative method approach by applying an illuminative evaluative model using observations and interviews. Based on the results of the study, it was found that social entrepreneur-based curriculum planning in Santa Maria vocational school involves considerations and foundations that lead to the philosophical and social entrepreneurial goals. The implementation of the social entrepreneur curriculum runs with planning that is in line with the vision and objectives of the social entrepreneur curriculum in the education unit. The obstacles that occur indicate the internal motivation of students and they still need training related to social entrepreneur integration in subjects and their development in learning activities. Overall, this evaluation explains that the process of implementing a social entrepreneur-based curriculum can run well and receive positive responses from students and teachers.

Keywords: curriculum implementation, illuminative evaluation models, social entrepreneurship

In its definition, an entrepreneur is defined as someone who does something with all his abilities to achieve certain goals. Entrepreneurship is an effort to determine, develop, and then combine innovations, opportunities, and better ways to have more value in their lives. In principle, entrepreneurship is a characteristic, trait, and character possessed by someone who has the will and ability to realize innovative ideas in the real world creatively and productively (Kemdikbud, 2021). Thus, entrepreneurs must be willing to take risks and face challenges to realize their innovative ideas and benefit from the actualization of these ideas.

The development of entrepreneurial values is not only among prospective entrepreneurs and those who are becoming entrepreneurs, but has developed into the world of education, where in its actualization, the entrepreneurial spirit continues to grow. Entrepreneurship in education aims to realize human beings as a whole (holistic) as people who have character, understanding, and skills as entrepreneurs. And basically, entrepreneurship education can be implemented in an integrated manner with educational activities in schools (Isrososiawan, 2013). Especially in vocational

education, entrepreneurship is one of the main programs developed in learning programs or other educational programs.

Vocational high school graduates are not only expected to work in industries or institutions. It was noted that in 2020, unemployment for vocational school graduates was at 8.49 percent, which is still relatively high (Wijaya & Utami, 2021). Their study explains that waiting time for vacancies in their field of work makes the unemployment index increase every year of graduation. In addition, there are limited job opportunities available. So the hope is that vocational high school graduates will be innovative and creative in creating and developing businesses in their fields of expertise or specialization. This entrepreneurial motivation is massively cultivated through learning activities and supported by business-related activities in schools. Producing graduates who become entrepreneurs is expected to be an alternative to solving the problem of unemployment.

In line with this idea, quoted from the Risalah Kebijakan study of the four recommendations related to increasing the absorption of vocational graduates to overcome

vacancies of vocational school graduates, vocational education units prepare graduates who are not only ready to work but also capable of entrepreneurship (Kemdikbud, 2021). The problem is that the motivation to become an entrepreneur is still not maximally encouraging to students. Entrepreneurship subjects are only mandatory subjects that must be followed by students, so the scope of entrepreneurship that is recognized is still only for trading and making profits. For this reason, Santa Maria Vocational School feels that there must be a fundamental change in the implementation of entrepreneurship-based programs in their education units. One of them is developing a curriculum based on social entrepreneurship which is also in line with the core values adopted by the school (Utari, 2022).

Sociopreneur is an acronym for social entrepreneur, where this term is used to designate people who are engaged in social or non-profit activities. This term is a development in the field of entrepreneurship or entrepreneurship that takes advantage of opportunities for business and profit. Being an entrepreneur is not only about profit; there is entrepreneurial process that becomes a unity to form a competent entrepreneur.

A social entrepreneur will usually move from project to project, where they will build ideas into work projects that are not based on acts of power but are forms of expression, creativity, and the embodiment of values. These social entrepreneurs will usually be motivated and motivated by part-time or voluntary activities, thus balancing the moral imperative without compromising the profit motive from market dominance (Anas, 2019).

Currently, social entrepreneurs have attracted the attention of millennials, becoming a career trend. One of which is an activity and business called *Entok Jenggot*, which seeks to empower the profession of poultry farmers around Padjadjaran University (Suyatna & Nurhasanah, 2018). Not only community empowerment that produces products, but social-based entrepreneurial activities to empower the community are also carried out in the development of the Malangan mask-based tourism village (Kurniawan, 2018).

The two examples show that the orientation of social entrepreneurs is not only about making profits but how this business is also oriented to the development and empowerment of the community and its environment. This is what was also developed at Santa Maria Vocational School itself to produce graduates who have social entrepreneur-based values.

And regarding the use of the illuminative evaluation model, several evaluation studies show that the illuminative evaluation model can describe in detail the findings and issues related to the implementation of curriculum and education programs. The illuminative evaluation model is not only described in qualitative terms but can be elaborated upon by collecting descriptive quantitative data methods, such as evaluating dance learning through an online system that shows lecturer support and the availability of a learning management system to support dance learning (Wendhaningsih et al., 2022).

The illuminative model is also used to evaluate work-based learning in vocational education, which shows that there are right and wrong things from vocational education policies to vocational education practices in vocational institutions (van Rensburg, 2008). And related to curriculum implementation, the evaluation model is used to evaluate the implementation of the curriculum in natural education providers in Indonesia to compare and detail the support for the learning environment to the implementation of natural education (Soeprijanto & Femalia, 2018)).

Regarding the use of the evaluation model, so far, as an institution to produce social entrepreneurs, Santa Maria Vocational School has implemented various programs based on social enterprises and services. However, this program has never been evaluated. Only a group discussion forum was conducted at the internal management level of SMK to formulate a strategic plan for developing social entrepreneurship activities in the next academic year. Thus, researchers want to evaluate the social entrepreneurship curriculum developed by SMK Santa Maria. The model used is an illuminative evaluation model whose purpose is to provide a detailed explanation of the extent to which these social entrepreneurship values are implemented in Santa Maria Vocational School. The evaluation process carried out consisted of 3 stages of evaluation of the illuminative model, namely observation, follow-up inquiry, and explanation.

METHOD

Research Design and Procedure

The type of research used in this paper is evaluation research. Evaluation research requires a deeper effort in evaluating, and the results can provide wider benefits. The benefits of evaluation research are for the analysis and the basis for policy-

making through a series of studies (Ali, 2014). Evaluation research is generally used to evaluate phenomena related to a program or policy. The method used in this study is a descriptive evaluation method with a qualitative approach.

To make the evaluation more focused, the use of the evaluation model in this study is an application of the illuminative evaluation model. In a methodological sense, it is said that the illuminative evaluation method is not a standard model package. Therefore, the illuminative model is adaptive and eclectic (Alderman, 2015). Although in its implementation step, the illuminative evaluation model has three activities that are an inseparable series (Soeprijanto & Femalia, 2018). For this reason, in this evaluation study, the stages in the activities of the illuminative evaluation model are also used as procedures for the implementation of this evaluation study.

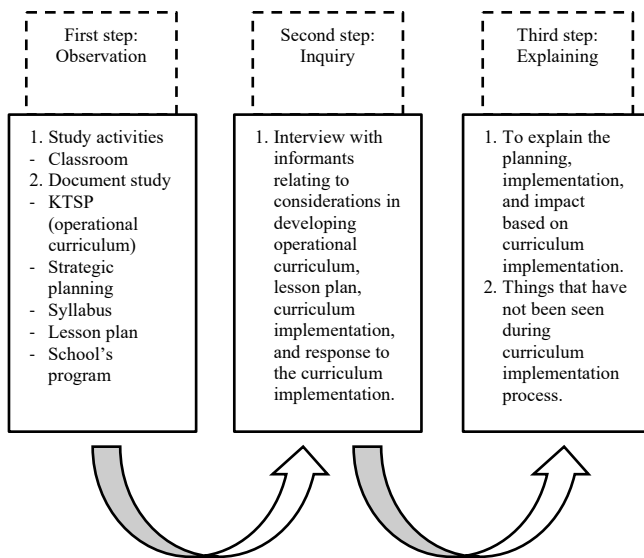


Figure 1. Research procedure of illuminative-evaluation model

RESULTS AND DISCUSSIONS

Results

The illuminative evaluation model was developed based on two main concepts, namely the instructional system and the learning environment (learning milieu). Instructional systems are defined as catalogs, perspectives, and educational reports that specifically contain various plans and official statements relating to the arrangement of teaching. So, in this study, the instructional systems that became the material for analysis and evaluation were curriculum documents such as the KTSP of Santa Maria Vocational School for the 2021/2022

academic year, the Santa Maria Campus strategic plan document, the syllabus, lesson planning, and forms of school programs related to the social entrepreneur-based curriculum.

Next is the learning environment, which is defined as a socio-psychological environment and material in which teachers and students interact. And discussion of this evaluation study will discuss in detail and explain each evaluation finding from the implementation steps of the illuminative evaluation model implementation in the social entrepreneur-based curriculum.

Table 1. Evaluation findings focus

Area of evaluation	Findings
Curriculum planning	Social entrepreneur becomes philosophical foundation and sociological foundation in curriculum development. Curriculum development involves curriculum developers, teachers, committees, and business/industry parties to develop the curriculum, including in the description of social entrepreneur in curriculum implementation..
Curriculum implementation	The support of resources and infrastructure is sufficient to support the form of implementation in social entrepreneur-based learning and programs. Training for teachers as a form of strengthening knowledge and skills related to social entrepreneur-based learning. Several forms of social entrepreneur-based curriculum implementation such as social entrepreneur-based learning, collaboration programs, business planning event programs, and habituation to improve social character. Positive response and enthusiasm in students during social entrepreneur-based learning activities and programs. Obstacles in the implementation and improvement of social entrepreneur-based character values in students and teachers. There is no assessment to measure the achievement of the implementation and strengthening of social entrepreneur-based character through various programs that are already underway.

DISCUSSIONS

Observation

In this evaluation study, researchers made observations in the form of direct observations and documented studies at SMK Santa Maria. Direct observations were carried out to collect basic data and trends that occurred in the process and activities of implementing a social entrepreneur-based curriculum at Santa Maria Vocational School. Furthermore, direct observation is also carried out together with document review as a guide list for observing trends and issues that arise from this form of social entrepreneur implementation.

Starting the observation process, the researchers conducted a document study from the KTSP of Santa Maria Vocational School for the 2021–2022 academic year. From the results of the study of the document, an explanation of the social entrepreneur, which is the value proportion of Santa Maria Vocational School, is described from the results of the thinking and evaluation of the five-year strategic plan for 2015–2020. Then the social entrepreneur indicator is continued for the 2020–2025 strategic planning. Social entrepreneur considerations are also the philosophical basis and sociological curriculum development at SMK Santa Maria. So that from the results of the analysis and formulation of the foundation, then aligned with the general vision of the Santa Maria Campus, resulting in one of the graduate achievements, namely "Students who graduate from the Santa Maria Campus have good character according to the values proposition of social entrepreneur competency and core values "Serviam" in whichever vocational school they continue."

While conducting a document study, the researcher also carried out direct observations in the classroom to see the implementation of the social entrepreneur curriculum in classroom learning. Observations were made in religious subjects, productive practice subjects, and entrepreneurship subjects, as well as in productive and skill-group subjects. Teachers of related subjects have described the 11 social entrepreneur values that were initiated in the KTSP of SMK Santa Maria as the character of the achievement of their graduates in the syllabus. The values are faith; love for others; daring to take risks; socially oriented; caring for empathy; critical; creative; innovative; independent; confident; and business-based.

However, from the findings of the document study, the description related to the development of social entrepreneur values is not

stated in the activities or learning steps contained in the lesson plan. The lesson plan does not directly state and refer to which learning activities are related to increasing or developing social entrepreneur character. Only activities such as discussions aimed at developing critical values and self-confidence are carried out through learning activities. Furthermore, the matters relating to other values in depth have not been stated in the learning activities.

Furthermore, to convince researchers of the findings from the learning documents, the researchers conducted direct observations on religious subjects, productive practice subjects, and entrepreneurship subjects in grade 11 of the Fashion Design competency program. From the results of observations, researchers found that religious subjects tend to direct learning activities based on increasing social values. Teachers do not implement and provide material related to the practice of social entrepreneurship, only on social and strengthening Serviam values.

In the subject of creative products and entrepreneurship, teachers carry out strengthening learning activities and materials to build social-based entrepreneurship. The implementation of entrepreneurship learning also directs students to think about and offer forms of social entrepreneurship practices related to skill programs. However, there are still some enthusiastic students who have not been active in participating in learning activities based on social entrepreneurship.

Next, the researcher reviewed the documents in the form of a list of social entrepreneur implementation programs in the Santa Maria Vocational School environment as well as the program implementation report documents. In addition to the implementation of learning, Santa Maria Vocational School also takes the form of programs outside the classroom to develop social entrepreneur values for students, such as the integrated learning program, which was just initiated in the 2021/2020 school year, collaboration programs, and business plans.

From the evaluation, findings regarding the business plan program aim to invite students to register and present their business plans or proposals that depart from social problems. This program also received various assessments and responses from students regarding its implementation. And from the document review, the researcher concludes that the three main programs can support the growth of social

entrepreneur character in students outside of classroom learning activities.

1) Follow-up Inquiry (Interviews)

In this phase, the researcher collected deeper data related to the implementation of the social entrepreneur-based curriculum at Santa Maria Vocational School through interviews. The resource people from the interview process were from the school (deputy principal for curriculum, curriculum division, and teachers), students, and the school committee. The interviews started with curriculum planning, support for curriculum implementation, and the form of the curriculum implementation process.

2) Curriculum Planning

Based on the results of the interview, in line with the statement stated on the operational curriculum of Santa Maria Vocational School, which includes a strategic plan and curriculum related to social entrepreneur values, there are considerations of the social conditions of the community around the school, the idea of the importance of social entrepreneurship by teachers, and the school committee. The teacher and the committee stated that the teacher was included to analyze and present social phenomena that were used as the basis for curriculum development. And for the committee, the role of parents in providing evaluations related to the importance of social entrepreneurs is used as a reference for improving strategic plans to increase social entrepreneur character in the Santa Maria vocational school curriculum.

In addition to curriculum planning in the operational curriculum document, the practice of strengthening social entrepreneur values in the scope of Santa Maria Vocational School was designed in several programs, such as business plans and educational unit collaborations. In planning a business plan, teachers related to expertise program subjects were asked to design activities based on entrepreneurial plans that provide opportunities for students to offer their business as a form of solution to the problems around them. In addition, the collaboration program brings together teachers at every level within the Santa Maria Campus to initiate service programs that will collaborate on the participation of students from across levels.

3) Implement the Curriculum Planning

The achievement of curriculum implementation must be supported by the

availability of resources, both human resources and facilities and infrastructure resources (Sukajaya, 2010). Resource support will affect the creation of a learning environment that affects the implementation and learning outcomes. The importance of considering the atmosphere and resources is fundamental in creating a learning environment (Genn, 2001). same in the implementation of the social entrepreneur-based curriculum at Santa Maria Vocational School. Based on interviews conducted with the vice principal of curriculum and teachers regarding the support of school resources for the implementation of social entrepreneurs, they stated that support of school resources is enough to facilitate.

Regarding human resource support, Santa Maria Vocational School has initiated and implemented several programs that could develop teachers' competency to design and implement learning and strengthen social entrepreneur values in classroom activities. However, the training was still oriented towards strengthening productive teachers or expertise programs. For teachers of subjects outside the subject area of expertise, it was still not sufficient. So, in its implementation, teachers outside the field of expertise concentrate on strengthening social values, not on the integration of social and entrepreneurial values.

The basis for implementing learning activities based on social entrepreneur values is the design of learning plans. From the results of the document review, it has been discussed that social entrepreneur values have been included in the syllabus, but the learning activities in the lesson plan did not explicitly indicate learning activities on strengthening social entrepreneur values. In the follow-up interview with the teacher, the activity of formulating social entrepreneurs was not in the field of expertise, and it was still difficult to derive each character's values in learning activities. However, in practice, strengthening social values, which are also part of social entrepreneur values, is strengthened in the form of habituation and linking the theme of teaching materials to social cases.

Teachers found obstacles to implementing social entrepreneur-based learning and programs tended to be responses and motivations within the students themselves, especially for students who do not have an orientation to becoming entrepreneurs. Thus, teachers found including the role of students in learning activities and social entrepreneur-based programs difficult. In addition, the business plan program, which is also integrated into the subject of

expertise, has encountered obstacles because it has been carried out quite often.

The difficulty of teachers in implementing social entrepreneur-based learning is more about the strength and skills of the teachers themselves. From the results of interviews, teachers find it difficult to carry out social entrepreneur-based learning in the classroom, especially if the teacher is not from a business practitioner background or a vocational teacher. And to overcome this, several trainings have been carried out, including the socialization of preparing for integrated learning, which was only carried out at the beginning of the semester. This integrated learning program aims to integrate various subjects and then ends with a project to strengthen the capacity of social entrepreneurs.

4) Reaction to the Curriculum Implementation

Jake and Anderson (1999) stated that there are two reasons why students are motivated and want to learn entrepreneurship. The first reason is that students study entrepreneurship because they want to become entrepreneurs. And the second reason is to gain knowledge based on entrepreneurship and business, which will help in career advancement (Lekoko et al., 2012). For this reason, social entrepreneur-based learning is not only applied to entrepreneurial or productive learning subjects but integrates this social entrepreneur in all subjects and programs outside of classroom learning. This social entrepreneur-based learning and programs are expected to provide motivation and knowledge to students to make social-based entrepreneurship a career achievement.

According to the findings of the interviews, social entrepreneur-based learning and programs increased students' responses and enthusiasm. Social-enterprise-based learning and programs have provided motivation and descriptions for students regarding the form of social-based entrepreneurship programs related to the scientific field.

From the data related to the teacher's assessment of the performance and enthusiasm of students related to social entrepreneur-based activities, it was stated that students were enthusiastic. However, this enthusiasm must be supported from within the students themselves to become social-based entrepreneurs. Related to teachers' competency development, teachers remain optimistic that, with qualified training facilitated by the school, they can also develop learning activities and social entrepreneur-oriented programs for students.

5) Further Explanation

During the evaluation process, the researcher made observations assisted by a checklist and interview questions. Observation and interview activities were aimed at collecting data for evaluating the implementation of the social entrepreneur-based curriculum at Santa Maria Vocational School. This social entrepreneur-based curriculum is a form of curriculum development innovation carried out by Santa Maria Vocational School and is a specialty of the school. This is also in line with one of the achievements of SMK graduates, namely becoming an entrepreneur. So, SMK Santa Maria looks at the social conditions of the community around the school and thinks about the peculiarities of social-based entrepreneurship that are needed for global challenges. In the results of observations and documents reviewed and supported by interviews, it was explained that social conditions and entrepreneurial values are necessary for developing the Santa Maria Vocational School curriculum. Moreover, the social entrepreneur values have been expanded and harmonized with the SERVIAM values, which are the core values of the Santa Maria Campus.

Every five years, the preparation of a strategic plan is carried out and involves all stakeholders, even including income from parents/guardians of students to show their response and enthusiasm for the development of a democratic Santa Maria Vocational School curriculum. Various forms of implementation are also carried out to foster social entrepreneur-based values, not only through classroom learning activities on subjects but also school habituation activities, integration with various subjects, programs outside the classroom such as collaboration, and business planning events. Resource support is also sufficient to facilitate the implementation of social entrepreneur development activities within the Santa Maria Vocational School. However, there are still many challenges, such as motivation, internal strengthening, and strengthening the capacity of human resources (teachers) related to social entrepreneur development in the classroom in particular.

There is one thing that has not been seen from the implementation of social entrepreneur-based curriculum implementation at Santa Maria Vocational School, which is an assessment or evaluation form that needs to see how far the implementation of activities for social entrepreneur-based curriculum development has gone.

According to the vice principal for curriculum, the rubric for monitoring and supervising learning in class still uses the general rubric. There is no specific evaluation format for monitoring and supervising learning that includes indicators for the integration of learning activities and social entrepreneurship. Program evaluations, such as business plans, are still carried out only in the form of teacher group discussions to assess the success or failure of activities. Thus, there is no benchmark for assessing the success of integrating the values of social entrepreneurship and learning. It is only limited to a general assessment between teacher discussions and considerations of the importance of developing a typical school curriculum.

Necessarily, an assessment is required to guarantee and ensure the quality of program implementation. An appropriate assessment rubric is needed to assess the social entrepreneur characteristics that arise and develop in children while they are learning. In addition, this social entrepreneur-based assessment rubric can also be written in teacher planning curricula, daily journals, and later in student character narrative reports. So the assessment must be well structured and contain several aspects, such as student assessments related to social entrepreneur-based activities or feedback (Lekoko et al., 2012; Matlay et al., 2015).

From the results of the evaluation of the findings on curriculum planning, curriculum implementation, and responses to the curriculum, it was found that several things had taken place and had not yet taken place in the implementation of the social entrepreneurship-based curriculum at Santa Maria Vocational School. The obstacle regarding the absence of a standardized form of evaluation of monitoring and supervision of learning should be in curriculum planning. Curriculum development must develop a rubric for monitoring and supervising teachers and learning activities that contain compositions related to the implementation of social entrepreneurship. School environment assessments related to habituation and school entrepreneurship-based programs also need to be carried out regularly, involving teachers, students, and parents (Zietsma & Tuck, 2012). In addition, the needs assessment for training to increase teacher competence in the development of learning based on social entrepreneurship must also be carried out. This will determine the extent to which the understanding and competence needs of teachers to be creative and innovative in making learning refer to the value of social entrepreneurship. In addition,

it is necessary to develop creative and innovative models of educational activities related to the development of social entrepreneurship values for students (Pache & Chowdhury, 2012).

CONCLUSION

Based on all the results of data collection and processing related to the implementation of the social entrepreneur-based curriculum, the response was enough to get enthusiastic and motivate students. In addition, the teachers play a role in implementing the social entrepreneur-based curriculum in the classroom and learning activities. Social entrepreneur-based learning is required in shaping the entrepreneurial character needed today. There are several obstacles that occur in implementation, such as motivation and reinforcement in some students themselves, that affect the response and activeness of activities, especially business planning events. In addition, another obstacle is the innovation of developing social entrepreneur-based learning in the classroom. So, special training is needed to integrate learning activities related to improving the social entrepreneur character. The next recommendation is related to the process and results, namely the need for an appropriate assessment rubric or assessment to record the development of social entrepreneur-based characters that grow in students through in-class learning activities and programs outside of learning.

The limitations of this research were still evaluated through planning, implementation, and responses to curriculum implementation. This study has not evaluated the product and impact of a social entrepreneur-based curriculum. In addition, it also stated the percentage and impact of resource and stakeholder support on the implementation of social entrepreneur-based program learning. A comprehensive evaluation is still needed to judge the effectiveness and impact of the social entrepreneurship-based curriculum at Santa Maria Vocational School.

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