



SOCIAL ENTREPRENEURSHIP TRAINING PROGRAM EVALUATION

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Abstract. This study aims to evaluate social entrepreneurship training conducted at the Faculty of Economics and Business, Jenderal Soedirman University. The training evaluation uses the Kirkpatrick method which assesses training at four levels, namely reaction to the trainer, training delivery and training environment (level 1); learning (level 2), behaviour (level 3) and results (level 4). The study involved 26 participants from two study programs, namely Management and Development Economics. Data were collected through questionnaires. The results of the study showed that social entrepreneurship training was considered good and very good by participants at the reaction, learning and behaviour levels. At the results level, the study showed that 57.7% of the training participants' businesses were running.

Keywords: social entrepreneurship, kirkpatrick method, student, training, evaluation

A. Introduction

Social entrepreneurship is a concept that has grown rapidly in recent decades, especially in the world of business and social development. In general, social entrepreneurship can be defined as a business that combines social goals with a business approach to create positive change in society. Unlike conventional entrepreneurship which focuses primarily on financial gain, social entrepreneurship prioritizes sustainable social impact, where success is measured not only by profit but also by the extent to which the business can address existing social problems.

The benefits of social entrepreneurship are diverse and significant. First, social entrepreneurship can empower communities by creating job opportunities and providing access to services that may previously have been difficult to reach, such as education, health, and sanitation. Second, social entrepreneurship encourages innovation in solving complex social problems, both locally and globally. Third, through a sustainable business model, social entrepreneurship helps create positive long-term impacts, both economically and socially, thus supporting the achievement of sustainable development goals (SDGs).

Based on the social entrepreneurship model for students, colleges have an important role in producing social entrepreneurs with learning and training held on campus [1]. In Indonesia, support for social entrepreneurship is further strengthened by the MBKM Program (e.g. Wirausaha Merdeka program [2], especially through entrepreneurship initiatives. This program is designed to encourage students to engage in entrepreneurial activities from an early age, both on a commercial and social scale. Through the MBKM entrepreneurship program, students are encouraged to develop business ideas that not only generate profits, but also provide real solutions to social problems around them. Thus, this program plays an important role in forming



a generation of creative, innovative, and competitive social entrepreneurs, while also bringing a positive impact to society.

One example of an entrepreneurship program on campus is a business incubator that aims to help students develop business ideas, provide mentoring, and access to business networks and funding. Several universities also provide internship programs or social entrepreneurship projects, where students are invited to identify social problems in society and design innovative solutions through sustainable business models.

The Faculty of Economics and Business, Jenderal Soedirman University also has an entrepreneurship program called IETP (Internship Export Training Program). This program is followed by students for 5 months. This program is implemented in 3 stages. First, lecture session. In this session, students are instructed directly by mentors about the theoretical material needed in export operations such as export product packaging, various letters needed for export, export customs documents, physical inspection of export products, and Company Legality required in export activities. The training materials include: Through this program, students are given knowledge and training related to the selection of business ideas, Export Business overview, Branding & Packaging, Export Business Correspondence, Determining NTE based on Products, Loading Export Products, Finding HS-code Products, Finding Potential Buyers, Business Negotiations & Public Speaking.

The second stage, the practice session. In this session, students directly apply the material presented in the material explanation session. During this activity, participants must complete all assigned tasks and will continue to be monitored through an agreed system so that it is strictly monitored. If participants find it difficult to complete the task, they will always receive guidance and support from mentors in the process of working on it.

The third stage is the Evaluation Session. In this session, the mentor will review the entire series of activities that have been given and then worked on by students. Information collected from the evaluation process can improve the level of performance of ongoing activities, identify disruptions from initiation to evaluation, and identify what needs to be done in the future to prevent problems and maintain productivity. The benefits of this training are improving skills in researching prospective buyer data, improving communication skills with prospective buyers, improving critical and creative thinking to make buyers interested in buying products and improving copywriting skills in sending offer emails.

Students can sell their products or other people's products by previously rebranding. Students make products by involving local craftsmen. In addition to making a profit, students indirectly help solve social problems as well, namely improving the community's economy and providing jobs.

The importance of evaluating social entrepreneurship programs on campus cannot be ignored. This evaluation is needed to assess the extent to which the program has an impact, both for students as prospective social entrepreneurs and for the community who are the beneficiaries. Through a comprehensive evaluation, the campus can identify the strengths and weaknesses of the program, make necessary improvements, and ensure that the program remains relevant and effective in achieving the expected social goals. In addition, the evaluation also serves as a means to ensure that allocated resources can be utilized optimally and provide sustainable results

The Kirkpatrick training evaluation method is one of the most commonly used approaches to assess the effectiveness of training programs. Developed by Donald Kirkpatrick in 1959, the model consists of four different levels to comprehensively evaluate training outcomes [3]. This study aims to evaluate social entrepreneurship training in the faculty of economics and business using the Kirkpatrick method.

Developed by Donald Kirkpatrick in 1959, this model consists of four different levels to comprehensively evaluate training outcomes. Here is an explanation of each level in



Kirkpatrick's method: First, level 1: Reaction. The first level focuses on how the trainees react to the training they receive. This evaluation includes the trainees' impressions or satisfaction with the training, such as the materials, methods, or facilitators used. Typically, this is done through surveys, questionnaires, or interviews immediately after the training is completed. Things that are measured include the level of participant satisfaction, Relevance of the training material to their jobs, and Quality of delivery of the material by the trainer. There are example questions to measure level 1 (reaction), Did you find this training useful for your job?; How would you rate the training facilitator?

Second. Level 2: Learning. At this level, the evaluation focuses on how much knowledge, skills, or attitudes the trainees have learned during the training. This evaluation is usually done with tests, quizzes, case studies, or skills assessments before and after the training. The main purpose of this level is to measure changes in the competency of the participants. Examples of evaluation tools are pre-test and post-test, Simulation or case study, and Practical exam.

Third. Level 3: Behavior. This level assesses whether participants apply the knowledge or skills gained from the training to their jobs. Evaluations at this level are usually conducted several weeks or months after the training is completed, to see if the training has brought about changes in the way participants work. Data sources can come from supervisors, coworkers, or the participants themselves. Examples of evaluation tools: Observations of performance in the workplace, Interviews with superiors or coworkers, Self-assessments from participants

Fourth, the final level evaluates the impact of the training on the overall goals of the organization or business. This includes increased productivity, reduced costs, improved service quality, or increased customer satisfaction. Evaluations at this level focus on the long-term results of the training and the real impact it has had. Examples of outcome indicators: Increased sales, reduced error rates, and increased operational efficiency.

1. Advantages and Disadvantages of the Kirkpatrick Method

Some of the advantages of this method are, first comprehensive: This method covers all aspects of training from the reaction level to the impact on the organization. Second, Practical: Each level provides different insights and can be measured simply. Third, Flexible: Can be used in various training contexts, both on a small and large scale. However, the use of this method also has disadvantages, namely first, Time and cost: Evaluation at levels 3 and 4 requires more time and resources because it must monitor changes in behaviour and impact on the organization. In addition, it is also related to Complexity. Measuring results that are directly related to training (level 4) can be complex because many other factors can affect organizational results.

Kirkpatrick's method for evaluating training has been used by previous researchers in several sectors such as banking, education, public, health and technology. Several previous studies have shown that the Kirkpatrick method has been widely used. Research by Dang and Peacock (2019) was conducted in the banking sector. This study evaluated training at a large bank using all four levels of the Kirkpatrick model. The results showed that training participants showed significant improvements in reaction and learning levels, but behavioural changes in the workplace took longer to materialize. The impact on business outcomes, such as increased productivity and decreased error rates, is also seen in the long term.

Another study conducted by Faishal (2018) used the Kirkpatrick method to evaluate teacher training programs in Indonesia [4]. The results showed that although training participants were satisfied with the training content and facilitators, the application of new knowledge in the classroom required stronger support from the school. The impact on student learning outcomes was only seen after several months.

Rodriguez (2022) evaluated a public sector management training program using the Kirkpatrick approach [5]. The study showed that participants' reactions and learning were very



positive, but the real impact on improving management quality and team effectiveness was only seen after long-term evaluation. The study also highlighted the importance of monitoring the level of results continuously. Training in the health sector was also evaluated using the Kirkpatrick method [6]. This study evaluated training for nurses in hospitals regarding patient safety procedures. The results showed that training had a direct impact on improving nurses' technical skills and increasing patient satisfaction. The Kirkpatrick model was used to assess all four levels, focusing on the impact on outcomes such as patient complication rates and reduction in medical errors.

Kevin Lee and Lisa Brown (2017) examined the use of the Kirkpatrick method in the technology sector [7]. This study evaluated information technology (IT) training provided to employees in a technology company. The evaluation showed that the training increased participants' technical knowledge (Level 2) and had a positive impact on IT team productivity (Level 4). Participants' behaviour in applying new skills was assessed through interviews and direct observation.

B. Method

This study involved 26 students participating in IETP training at the Faculty of Economics and Business Faculty Jenderal Soedirman University. To measure reactions, learning, behaviour and results, a questionnaire was used which was given 3 months after the program was completed. To evaluate the participants' reactions (level 1), statements such as 'the trainer is an effective communicator with the training participants' were used. 'The training took place at a time that was convenient for me'; 'The training room layout was following the nature of the training, such as the appropriate table distribution'; 'The training room layout was by the nature of the training, such as the appropriate table distribution'; 'The following statements were used to evaluate level 2 training, namely My knowledge and information have grown as a result of the training'; 'Through the training program, I learned some laws, theories, and practices and gained information that I did not know before'. To measure behaviour (level 3), statements such as 'The training program helped me manage my role as an entrepreneur more effectively' were used; 'The training program inspired me to improve my business were used. To measure the results of this training, the question 'Is your business still running?' was used with the alternative answers being 'yes' or 'no'. 'Statements to evaluate training levels 1, 2 and 3 using a scale of 5. Number 1 = 'strongly disagree', 2: 'disagree', 3 = 'neutral'; 4 = 'agree' and 5 = 'strongly agree'.

C. Results And Discussion

1. Description

This study evaluates social entrepreneurship training conducted at the Faculty of Economics and Business, Jenderal Soedirman University using 4 stages of evaluation. The first stage is the reaction of participants to the training received by the training participants. The second stage is learning, namely how knowledge, skills, and attitudes are learned during training. The third stage is behaviour, namely evaluating the application of knowledge or skills in work. The last stage 4 is the impact of training on business goals. study involved 26 students participating in the entrepreneurship training program at the Faculty of Economics and Business, Jenderal Soedirman University.

2. Figure and Tables

This study involved 26 students participating in the entrepreneurship training program at the Faculty of Economics and Business, Universitas Jenderal Soedirman. Table 1 shows the study programs of the training participants which are dominated by the Management Study Program (76.9%) and some from the Development Economics Study Program (23.1%).

Table 1. Partisipan’s study program

Training Participants	Amount	%
Management Study Program	20	76,9
Development Economics Study Program	6	23,1
Total	26	100

Table 2 shows the types of businesses managed by training participants. Table 2 shows the types of businesses managed by training participants. Based on Table 2, it is known that the businesses managed by the participants are mostly food businesses (65.4%), followed by fashion and others such as spices, and wooden kitchen furniture.

Table 2. Types of businesses managed by training participants

Type of business	Amount	%
Food	17	65,4
Fashion	5	19,2
Other	4	15,4
Total	26	100

Table 3 shows participants' perceptions of the training including reactions to the trainer, training delivery, training environment, learning and participant behavior. Table 3 shows the participants' perceptions of the training including reactions to the trainer, training delivery, training environment, learning and behavior of participants. Based on Table 3, it is known that participants assessed the training in good and very good criteria. Entrepreneurship training (IETP) succeeded in providing entrepreneurial knowledge and skills to participants. Participants assessed the training as very good in developing knowledge and information on law, theory and practice, improving skills, exchanging information opportunities with other participants, motivation to learn more, and changing attitudes towards social entrepreneurship.

Table 3. Participants' perceptions of social entrepreneurship training

NO	INDICATOR	SCORE	CRITERIA
		(5 scale)	
1.	Reaction to the trainer	4,08	Good
2.	Reaction to training delivery	4,03	Good
3.	Reaction to Training Environment	4,08	Good
4.	Learning	4,26	Very Good
5.	Behaviour	3,60	Good



Figure 1. Business continuity

To evaluate the results of social entrepreneurship training, participants were asked questions about the sustainability of their businesses. Based on Figure 1, it is known that 15 businesses (57.7%) remained viable after 3 months of training.

In managing their businesses, participants experienced several obstacles. as seen in Table 4. Based on Table 4, it is known that the majority of obstacles were experienced in marketing (41,2%) and finance (35,3%). Student entrepreneurs have difficulty getting suppliers and increasing new consumers. In finance, they have difficulty getting access to capital. In their business operations, they have difficulty maintaining stock, product storage, difficulty in obtaining raw materials and healthy manufacturing processes. In legality, students experience difficulties in establishing a business entity legally.

Table 4. Business Constraints

Business constraints	Amount	%
Marketing	7	41,2
Modal	6	35,3
Operation	3	5,80
Legality	1	17,7

Entrepreneurship training provides a positive impact in improving participants' soft skills as seen in Figure 2 (27 responses). The following are the positive impacts of the training: Leadership (53.8%), development of social communication (57.7%), Motivation for business development (65.4%), Exchanging experiences (53.8%), Organizing work (34.6%), Creativity in work (61.5%), Proficient in dealing with technology (57.7%), Others: (19.2%)

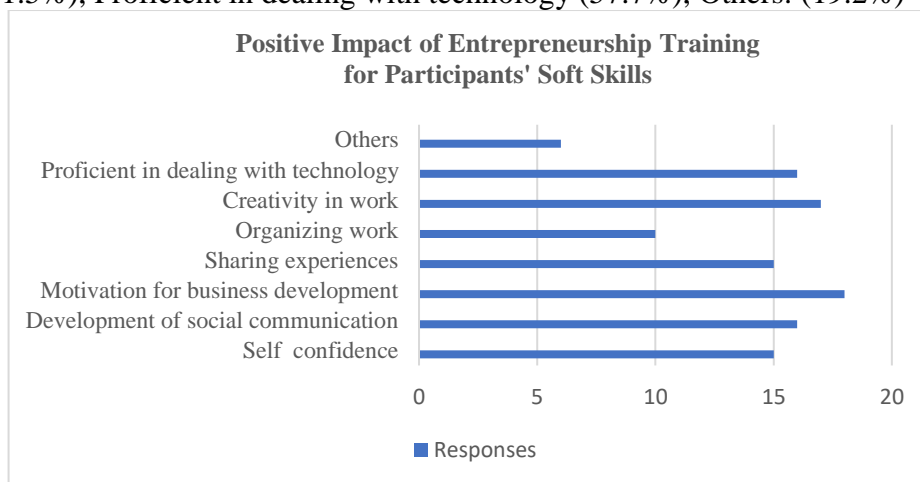


Figure 2. The impact of entrepreneurship training on participants' soft skills.



Figure 3. Obstacles experienced by participants during training.



In participating in the training, several obstacles were also experienced by participants (18 responses). These obstacles can be seen in Figure 3, namely the limitations of the trainer's professional skills (5.6%), training content, repetition and lack of training variety, (27.8%), lack of environmental preparation including training facilities and infrastructure (33.3%), how to deliver material (22.2%), others (38.9%).

D. Conclusion

Entrepreneurship training conducted at the Faculty of Economics and Business, Jenderal Soedirman University was assessed by participants as good and had a positive impact in improving the knowledge, experience and skills of participants, especially export entrepreneurs. Participants gave positive assessments of the trainer, training delivery and training environment. Participants also gained increased knowledge and entrepreneurial skills. The training also provided changes in participant behaviour and their soft skills. However, there were still obstacles experienced during the training. This study confirms previous research showing that the Kirkpatrick method can be used in various sectors such as banking (Dang and Peacock, 2019), education (Faisal, 2018), public (Rodriguez, 2020), health (Philip et al, 2021) and Technology (Lee and Brown, 2017).

Based on the results of the research analysis, it can be concluded as research results. First, participants rated good regarding trainers, training delivery, and training environment (level 1 =reaction). Second, participants rated very good regarding learning. that with this training participants experienced increased knowledge and skills related to entrepreneurship (level2 = learning). Third, participants stated that this social entrepreneurship training had a positive impact on participant behaviour related to self-confidence, communication development, business development motivation, organizing work, creativity in work, and students facing technological changes (level 3= behaviour). Fourth, the results of this training produced new entrepreneurs and after 3 months of training, 15 of 26 respondents (57.69%) stated that their business was still running (level result).

This study has limitations because there is only a data collection method with a questionnaire to collect data so that in-depth information is not obtained. Further research can use the interview method to complete the research results.

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