

# Turnitin Creating a model of effectiveness evaluation for the CEFE....

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# Creating a Model of Effectiveness Evaluation for the CEFE Method Entrepreneurship Training with Logic Model Approach and Based on Participant Needs

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## ABSTRACT

Entrepreneurship training interventions are the government's choice in many countries to overcome their inability to provide job opportunities for their citizens. The Indonesian government uses the CEFE Method to provide entrepreneurship training to entrepreneurs in the trade, dairy, batik, and furniture clusters in Solo Raya. So far, the training has not been evaluated. Besides being difficult, it has become a commonplace. Getting the right evaluation model is also not easy. This study seeks to create an evaluation model. Using a combination of meta-analysis and survey research methods, the researchers succeeded in creating a model for evaluating the effectiveness of entrepreneurship training with the CEFE Method, namely the Model of Effectiveness Evaluation of Entrepreneurship Training with Logic Model Approach and Based on Participant Needs.

**Keywords:** *Effectiveness, Evaluation, Training, Entrepreneurship*

## 1. INTRODUCTION

Entrepreneurship is currently the focus of discussion and policymaking. This condition has encouraged the government to intervene in the form of entrepreneurship training (ET). The Government of Indonesia through the National Development Planning Agency (Bappenas) in collaboration with GTZ (a German development agency that provides services in the field of international development cooperation) has also adopted this step. Through the RED (Regional Economic Development) program, Bappenas provides entrepreneurship training using the CEFE (The Competency-Based Economies through Formation of Entrepreneurs) method in four clusters in the Solo Raya area, namely the grocery traders cluster, batik craftsmen, dairy farmers, and furniture craftsmen.

The question is, is the training effective? This question is easy to answer by evaluating it. The problem is, how to evaluate the effectiveness? This problem deserves to be raised because, first, it is difficult to conduct evaluation research due to the variety of evaluation models (Galvão et al, 2019) [1]. Second, there is no consensus yet on what results to measure and how to measure them (Petra, 2015) [2]. Third, the previous evaluation models were mostly based on the needs of policymakers and organizers (Mirzanti, 2017) [3].

Based on these problems, this research focuses how to create a model for evaluating the effectiveness of entrepreneurship training with a logic model approach and

based on the needs of participants. After this introduction, the discussion will continue with related works, research methods, result and discussion, and conclusions.

## 2. RELATED WORKS

The theory underlying the evaluation of training effectiveness is known as The Theory of Change, which was developed by Weiss (1995) [4], and Chen & Rossi (1987) [5]. This theory is considered relevant because it not only evaluates whether a training program is effective but also evaluates whether the methods used are also effective (Allen et al, 2017 [6]; Breuer et al, 2016 [7]).

Furthermore, the first person who is considered to have pioneered the creation of an evaluation model is Kirkpatrick (2016) [8]. The evaluation model offers four elements of measurement, consisting of (1) Learners' reaction; (2) Learning (principles, facts, and techniques that participants can understand and absorb); (3) Behavior of the trainees; (4) Business results. Kalleberg and Leicht (1991: 148) [9], also proposed an evaluation model with four elements of measurement.

Vesper & Gartner (1997) [10] proposed 18 evaluation criteria ranked based on expert opinions. Friedrich et al (2003: 3) [11], came up with a suggestion of six elements of measurement. Donkin (2004) [12] proposed two elements in his evaluation model. Again, Fayolle et al (2006) [13] proposed six elements of measurement. Griffin (2010) [14] found five elements of measurement. Finally, Valerio et. al (2015) [15] also found four elements of

measurement, namely (1) desired impact (results); (2) Social conditions of training location (context); (3) Role of participants; (4) Training materials (program).

### **3. RESEARCH METHOD**

The research will use two methods. The first method is meta-analysis, namely literature studies to answer questions based on the most statistically average findings. This method is used to obtain indicators for measuring the effectiveness of training and to obtain a model approach, namely the logic model and participants need as the model basis. Second, this study chose an explanatory design with a quantitative method. This method was chosen to accommodate the research question of "How?" (Yin, 2018: 11) [16]. This method was used also to obtain the basis of the model, namely the needs of the training participants.

The quantitative method was carried out by surveying all participants consisting of two and three training batches. Each was attended by 24 participants from the grocery trader cluster, 23 participants from the dairy farmer cluster, 34 participants from the batik craftsmen cluster, and 33 participants from the furniture craftsmen cluster.

The survey was conducted in January 2020 by distributing questionnaires. All respondents were willing to answer or response rate reaches 100%. The questioner question is whether the participants need certain measurement indicators proposed by Valerio et al (2015) [15], as seen in Table 1. The respondents were provided with "Yes" or "No" answers.

## **4. RESULT & DISCUSSION**

### **4.1. Measurement Indicators**

To obtain indicators for measuring the effectiveness of entrepreneurship training, a meta-analysis was conducted on the literature of evaluation model. In brief, the meta-analysis is as presented in the related works section. From all the proposed models for evaluating the effectiveness of entrepreneurship training, it seems that they are similar to one another. At least, in terms of quantity, the majority proposed four elements of measurement to evaluate the effectiveness of entrepreneurship training.

The four measurement elements that become the dimensions of the model are (1) Program Context; (2) Program Characteristics; (3) Participant Characteristics; (4) Results. To be a tool for measuring effectiveness, the dimension is reduced to a domain which is then reduced to a measurement indicator as shown in table 1.

### **4.2. Approach**

The effectiveness evaluation model for the CEFE method entrepreneurship training chooses the logic model approach. This choice follows the suggestion of Balthasar (2011) [17] after conducting a meta-analysis to the literature

of the training effectiveness evaluation model. It contains processes and results. However, in full, as proposed by its originators Chen & Rossi (1987) [5] and Rossi et. al (2003) [18], the logic model relates the results (output) with the program (input) and processes in a linear manner. In short, a logic model is a series of activities that link inputs, processes, and results.

In creating a model for evaluating the effectiveness of the CEFE method entrepreneurship training, the input positions are the dimensions of the program context, program characteristics, and participant characteristics. The position of the process is occupied by the CEFE Method entrepreneurship training activities in four clusters in the Solo Raya area. Then the result dimension occupies the position of the result (see Figure 1).

### **4.3. Participant Needs**

As stated in the research method, getting what the trainees need is done through surveys. The survey conducted was on the domains for each cluster. In the grocery trader cluster, for the program context dimension, the economic domain received "Yes" answers from all 24 participants. For the cultural domain, only 20 people are needed (the survey results in all clusters are presented in table 1).

In the dimension of participant characteristics, two domains are needed by all participants, namely experience and behavior. One other domain, namely education, is only required by 18 participants. In the dimension of program characteristics, all domains are needed. It indicates that the participants will benefit from the CEFE Method entrepreneurship training.

The result dimension shows what the trainees get from the training. For the grocery trader cluster, the entrepreneurial performance domain is required by all 24 participants. Indeed, in entrepreneurship training for entrepreneurship practitioners, the change in mindset is not considered important. However, it is still accommodated in the CEFE method entrepreneurship training, and it turns out that there are still people who need it.

### **4.4. The Created Model**

To arrive at the creation of a complete model, the model must be implemented. But to get there, further steps are still needed, namely indicating effectiveness, measuring effectiveness, and determining effectiveness. Indicators of effectiveness are sought by confirming the required domains of the participants. Confirmation was carried out by in-depth interviews with participants from all clusters. Interview material is a measurement indicator that exists in each domain (see Table 1). The in-depth interview will produce positive, neutral, and negative confirmations. Positive confirmation means the participant gives a positive answer. If the participant gives a doubtful answer or uses the word "agree" or "yes" and followed by "but", then the answer will be considered as neutral confirmation. While negative confirmation means the participant gives a negative answer.

To obtain a measurement of effectiveness, the confirmation will be converted into a measurement of effectiveness through the confirmation indications. If a measurement indicator gets positive confirmation, then the measurement indicator is indicated to have effectiveness. If a measurement indicator gets neutral confirmation, then the effectiveness of the measurement indicator is indicated to be unclear. Meanwhile, if a measurement indicator gets negative confirmation, then the measurement indicator is indicated to have no effectiveness.

Finally, determining the effectiveness of a training using this model is by comparing the number of answers from the participants for all measurement indicators. The CEFE method entrepreneurship training in the Solo Raya area is effective if the positive confirmations obtained for all measurement indicators are more than those of the neutral and negative confirmations. The effectiveness evaluation of the CEFE Method entrepreneurship training in the Solo Raya area with a logic model approach and based on participant needs is shown in figure 1.

This research did not reach the implementation of the model, therefore in-depth interviews were not conducted. However, from the sequence of model creation to implementation, it can be seen that the evaluation model was created, as shown in Figure 1. The creation of a Model of Effectiveness Evaluation for the CEFE Method Entrepreneurship Training with Logic Model Approach and Based on Participants' Needs answers important questions

and brings new perspectives in entrepreneurship training. The question is why is entrepreneurship training rarely evaluated? Baker (2000) [19] stated that evaluating entrepreneurship training is expensive and complex. Therefore, experts create their own models (eg, Kirkpatrick, 2016 [8]; Kalleberg and Leicht, 1991: 148 [9]; Vesper & Gartner, 1997 [10]; Friedrich et al, 2003: 3 [11]; Donkin, 2004 [12]; Fayolle, et al, 2006 [13]; Griffin (2010) [14]. Thus, the created model answers the most important questions, at least to evaluate the CEFE Method entrepreneurship training.

The new perspective that can be conveyed with the results of this study is, first, related to the approach used, namely the logic model. This approach can provide a new perspective because many previous studies have used approaches to focus on inputs, processes, or outputs only (Clark et al, 1984 [20]; Hytti et al, 2002 [21]). Of course, this does not mean that using a single-focused approach is not better than a logic model approach, but rather that the combined approach offers a new perspective. Second, the basis used for the evaluation model that was created is the needs of the participants. It also offers a new perspective. Even more from a new perspective, it can be said that the basic needs of participants are an improvement from previous research which was more based on the needs of training providers (Utakrit & Siripanich, 2018 [22]; Mirzanti et. al, 2017 [3]).

**Table 1** Survey Result of Participant Needs

Dimension	Domain	Grocery Cluster Need		Dairy Cluster Need		Batik Cluster Need		Furniture Cluster Need	
		Yes	No	Yes	No	Yes	No	Yes	No
Program Context	Economic	24	0	23	0	34	0	30	0
	Cultural	20	4	23	0	4	30	0	30
Program Characteristic	Content & Curriculum	24	0	23	0	34	0	30	0
	Wrap-around services	24	0	23	0	34	0	30	0
Participant	Education	18	6	15	8	29	5	29	1
	Experience	24	0	23	0	34	0	30	0
	Behavior	24	0	23	0	31	3	27	3
Result	Mindset	5	19	23	0	8	26	0	30
	Performance	24	0	30	0	34	0	30	0

**5. CONCLUSION**

Accommodating the trend of entrepreneurship training interventions to create new entrepreneurs to create jobs, it is necessary to provide an instrument for evaluating the effectiveness of the training, to cover the weaknesses of entrepreneurship training so far, namely no or infrequent evaluation. Even if there is a willingness to be evaluated, the problem that arises is how to conduct the evaluation.

The CEFE Method entrepreneurship training in the Solo Raya area is no exception from this phenomenon: it has not been evaluated and has difficulty determining indicators of success. Therefore, it will be very helpful if we succeed in creating our entrepreneurship training evaluation model. By using logic model approach and based on participant needs, this study succeeded in creating a model for evaluating the effectiveness of the CEFE method entrepreneurship training in the Solo Raya area, namely "The Model of Evaluating the Effectiveness of Entrepreneurship Training with Logic Model Approach and Based on Participant Needs".

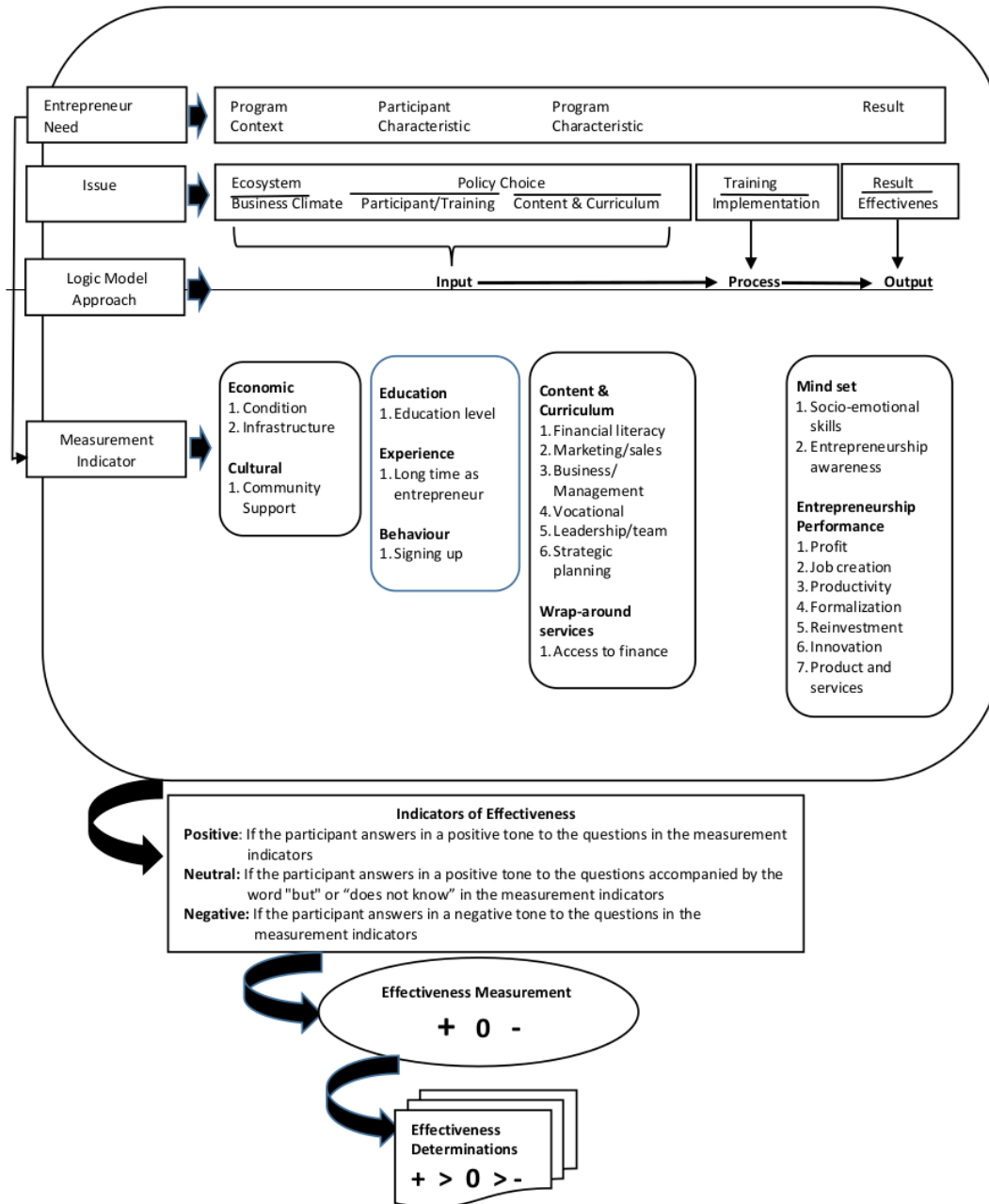


Figure 1. The Model of Evaluating the Effectiveness of Entrepreneurship Training with Logic Model Approach and Based on Participant Needs

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