



EVALUATION OF INPUT DIMENSIONS ON THE IMPLEMENTATION OF ENTREPRENEURSHIP CURRICULUM IN COMMUNITY COLLEGES

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Abstract:

The evaluation of the entrepreneurship curriculum is very important to ensure that its implementation can achieve the set objectives. This is to ensure that the problem of unemployment can be reduced by the participation of graduates in the world of entrepreneurs. Therefore, this study aims to evaluate the input dimensions in the implementation of Entrepreneurship Curriculum at Community Colleges based on the Context-Input-Process-Product (CIPP) Model. The study focuses on aspects of curriculum content, teaching and learning materials and infrastructure facilities. The research method used in this study is a quantitative approach in the form of a survey. A questionnaire was used to obtain student perception data from 8 Cluster 1 Community Colleges regarding the implementation of the Entrepreneurship Curriculum. A total of 416 students were selected as study respondents through simple random sampling. The data obtained was analyzed using descriptive analysis and Confirmatory Factor Analysis (CFA). The findings of the descriptive study show that the respondents' evaluation of the sub-construct aspects of curriculum content (average mean = 4.18), teaching and learning materials (average mean = 3.91), and infrastructure facilities (average mean = 3.99) is high. In addition, the findings of inferential statistics show that the measurement model of the input dimension is valid and achieves the Goodness of Fit Index (GoF). The findings of this study have implications for the need to maintain and improve the input dimension construct in the implementation of the Entrepreneurship Curriculum.

Keywords:

CIPP, Entrepreneurship, Curriculum, Confirmatory Factor Analysis

Introduction

Entrepreneurial skills are skills that a person needs to have in order to function effectively while doing work according to the specific skills they possess (Mohd Salleh et al., 2010). Business is one example of an entrepreneurial element. Recently, entrepreneurial activity has been one of the careers that has become the focus of attention around the world. For example, Britain always gives support and help to its local entrepreneurs. In the statement of Nona and Dmistri (2018) in Fadilla Che Faizu and Norasmah Othman (2020), this country encourages its people to earn a good income by engaging in entrepreneurial activities and establishing their own companies. This statement agrees with Jaana et al. (2019), who stated that the formal application of entrepreneurial knowledge by European countries has been able to develop entrepreneurial activities. Accordingly, in Malaysia, all students of public institutions of higher education are required to take entrepreneurship courses as an initial exposure to becoming entrepreneurs (Sarmila Md Sum et al., 2019). The same is seen through the Ministry of Higher Education (MOHE), through which the Community College launched an entrepreneurship program as early as 2010, which aims to cultivate entrepreneurship among community college students (Ab Rashid et al., 2018).

However, there are studies that show the career choice of an entrepreneur is still low among graduates in Malaysia (Ministry of Higher Education 2020). According to the 2019 Graduate Tracer Study Report, the majority of graduates chose to work with private organizations (70.6 percent) and government organizations (10.7 percent). While 6.5 percent chose to be self-employed, 5.1 percent worked with family, and only 4.8 percent worked as an employer. This shows that the field of entrepreneurship as a career has not yet become one of the main choices for graduates in Malaysia. Therefore, a curriculum evaluation study needs to be done to collect information to determine the effectiveness of a program and identify suitable alternatives for making a decision (Warju, 2016). There are two objectives of this study, which are (i) to identify the perception of students in the implementation of the entrepreneurship curriculum for the input dimension and (ii) to determine the validity of the measurement model of the input dimension in the implementation of the entrepreneurship curriculum in Community Colleges.

Literature Review

The purpose of curriculum evaluation is to evaluate and examine various aspects, starting with management, curriculum direction and effectiveness, accountability, curriculum development, and implementation. In addition, the implementation of the evaluation is to provide information to the evaluator about what is implemented by a curriculum or educational course, how the curriculum is conducted, and whether the curriculum provides value and benefits (Rossi, 2018). Curriculum evaluation is also done to evaluate and measure the level of teaching and learning of a curriculum, its effectiveness among all parties involved in the education process, whether in terms of objectives, curriculum syllabus, teaching and learning process, the level of achievement, or indirectly to make improvements to weaknesses in a curriculum (Zainora, 2015).

Entrepreneurship Curriculum

There are many definitions of curriculum. In the Oxford English Dictionary (2007), curriculum as a subject consists of courses of study at school. Even Abdul Rahim Hamdan (2007) stated that the curriculum is an approach that includes the entire learning activities of the community. The quality of a curriculum is a determining aspect of human development as well as the progress and success of a nation (Abdul Haris, 2018). Entrepreneurship curriculum is known

as education to impart knowledge, skills, and abilities to students to help them succeed in their career as entrepreneurs if they have graduated (Nian, Rosni, & Md. Aminul, 2014). Schaper (2007) states that the entrepreneurship curriculum leads to an increase in the level of knowledge about how to start and manage a new business venture. As a conclusion in 21st century education, entrepreneurship curriculum is a way to provide students with skills in any field of study or discipline to produce creative, innovative, and entrepreneurial students (Welsh, Tullar, & Nemati, 2016). Through the entrepreneurship curriculum, flexibility, adaptability, and resilience will be applied to students so that success in employment can be achieved due to the changing demands of the workforce over time (Welsh, 2014).

Evaluation of Input Dimensions

Input dimension evaluation is the second component of the model (CIPP), which is Context-Input-Process-Product, introduced by Daniel Stufflebeam (2000). Input assessment is designed to provide information and determine how to use resources to meet curriculum objectives. Input evaluation focuses on the planning, strategies, procedures, and resources involved in helping to achieve program goals and objectives (Ornstein & Hunkins, 2009; Stufflebeam, 2003). A good entrepreneurship curriculum requires good curriculum development planning, which, if implemented correctly, will benefit Community College students and lecturers. The methods used to perform input evaluation of the Community College entrepreneurship curriculum include inventory and analysis of available facilities and materials, proposed budgets, entrepreneurial activities, recommended solution strategies, and program implementation design. The input evaluation criteria in the resource category involves infrastructure such as classes, audio and video aids, special rooms, entrepreneurship labs, libraries, workshops, and others that are important physical facilities (Rooholamini et al., 2017; Patel & Kalekar, 2015). In this study, the sub-construct of the input dimension factor involves curriculum content, teaching and learning materials, and infrastructure facilities.

Input Dimension Evaluation Factors

Curriculum content is one of the inputs that can attract and motivate students towards a subject or curriculum (Nurzulaikha & Noor Aslinda, 2021). Appropriate content from both theoretical and practical aspects plays a role in determining the success of a curriculum (Mumtaz et al., 2016; Kolb, 2014). Kurniawan et al. (2015) stated that teaching and learning materials are also elements of the input dimension that are used so that teachers or lecturers are more efficient in delivering learning content. Teaching and learning materials are defined as learning and teaching tools that function to facilitate the achievement of learning goals (Saifuddin & Muhammad Idham, 2017).

Another factor that involves the input dimension is the infrastructure facilities in an institution. Factors in the provision of infrastructure facilities by educational institutions can contribute to the impact on student achievement. Among the infrastructure facilities that can be provided by educational institutions are libraries, lecture rooms, and activity facilities (Sepideh et al., 2013). There are several past studies that examine infrastructure facilities, among them the study carried out at two Community Colleges, namely Paya Besar Community College by Wong (2021) and Kuala Langat Community College by Siti Nor Hayati & Karimah (2018). Some studies in other educational institutions, such as a study by Syed Khalid (2018) and a study by Mohd Zailani (2019), found that the infrastructure facilities in their respective educational institutions were at a medium and high level.

Methodology

The design of this study is a quantitative study, which is an evaluation in the form of a survey. In this study, the study population consists of 4836 students from 8 Cluster 1 Community College in Peninsular Malaysia who are in the third and fourth semesters. In this study, the researcher used the probability sampling method, which is simple random sampling, to select student respondents. Based on Krejcie and Morgan's (1970) sample size determination table, the researchers finally managed to get 416 sets of questionnaires from respondents. Therefore, in this study, a total of 416 samples that have been selected consist of students as respondents.

Questionnaire research instruments were constructed and modified with reference to existing instruments as well as discussions with Polytechnic and Community College lecturers. Table 1 below shows the measurement level set by the researcher, taken from Ghazali Darusalam and Sufean Hussin (2016).

Table 1: Measurement Level

Scale	Score
1	Strongly disagree
2	Disagree
3	Less agree
4	Agree
5	Strongly agree

Source: Ghazali Darusalam and Sufean Hussin (2016)

The objective analysis of Study 1 used in this study is a descriptive analysis using SPSS (Statistical Packages for Social Science for Windows) software. While the objective analysis of study two uses SPSS AMOS by conducting Confirmatory Factor Analysis, CFA against the input dimension factors. Table 2 shows the level of interpretation of the mean score used in this study, according to Jamil Ahmad (2002). Table 3 shows the Interpretation of Goodness of Fit Index of the model to determine the validity of input dimension evaluation factors based on Zainudin Awang et al. (2018) and Nor Hasnida (2015).

Table 2: Interpretation of The Mean Score

Mean Score Range	Interpretation
1.00 – 2.33	Low
2.34 – 3.66	Moderate
3.67 – 5.00	High

Source: Jamil Ahmad (2002)

Table 3: Interpretation of Goodness of Fit Index

Goodness of Fit Index	Agree Value	Reviews
Absolute fit index:		
Chi-square (χ^2)	$p > 0.05$ (not significant)	shows model fit. Values are sensitive to large sample sizes.
Root Mean Square Error of Approximation (RMSEA)	$RMSEA \leq 0.08$	RMSEA < 0.05: good fit RMSEA 0.05 - 0.08: adequate fit values Value to 0.10: poor fit
The Goodness-of-Fit Index	[0.00, 1.00]	GFI = 1.00: perfect fit

(GFI)		GFI > 0.9: good fit
Incremental fit indices:		
Adjusted Goodness of Fit (AGFI)	[0.00, 1.00]	approximate value to 1.00 good fit AGFI > 0.9: good fit
Comparative Fit Index (CFI)	CFI ≥ 0.90	0.00 > CFI > 1.00 acceptance value
Tucker-Lewis Index (TLI)	TLI > 0.90	0.0 > TLI > 1.00 acceptance value
Normed Fit Index (NFI)	NFI > 0.90	NFI = 1.00: perfect fit approximate value to 0.00: poor fit
Parsimonious fit:		
Chi-square (X^2/df)	$X^2/df < 5.0$	this is to reduce the sensitivity of X^2 to sample size $X^2/df < 3.0$: good fit

Source: Zainudin Awang et al. (2018) and Nor Hasnida (2015)

Findings

Based on the demographic analysis of the respondents, it was found that the gender of the respondents was more or less the same, with 219 male students (52.6%), and 197 female students (47.4%). As for the race of the respondents, it is clear that the majority of students at Community College are Malay, as many as 404 (97.1%). Next, for the respondent's area of residence, it was found that respondents from urban and rural areas were approximately the same, namely 228 people from urban areas (54.8%) and 188 people from rural areas (45.2%). Based on the discussion above, the results of the study can be applied to students of both genders, students from urban and rural areas, but for the race type category, it is more suitable for Malay students only. Table 4 shows a summary of the demographic analysis results.

Table 4: Demographic Analysis

Variables	Groups	Frequency	Percentage
Gender	Male	219	52.6
	Female	197	47.4
Race	Malay	404	97.1
	Chinese	1	0.20
	Indian	10	2.40
	Others	1	0.20
Area	Urban	228	54.8
	Rural	188	45.2
Entrepreneurial Experience	Yes	280	67.3
	No	136	32.7
Entrepreneurial Family	Yes	116	27.9
	No	300	72.1
Family Income	RM 500 - RM 2000	204	49.0
	RM 2001 - RM 3000	134	32.2
	RM 3001 - RM 5000	43	10.3
	> RM 5000	35	8.40

Student Perception In The Implementation Of The Entrepreneurship Curriculum For The Input Dimension

The results of the descriptive analysis of the input dimension factors of the three sub-constructs, namely curriculum content, teaching and learning materials, and infrastructure facilities, are high. Tables 5, 6, and 7 are the results of the analysis of the mean scores and standard deviation of the input dimension factors in this study.

Table 5: Analysis of Mean Scores and Standard Deviation for Curriculum Content

Item	Mean	Standard Deviation	Interpretation
In the subject of entrepreneurship, I studied			
1 the correct definition of entrepreneurship	4.22	0.594	High
2 how to generate business ideas	4.27	0.516	High
3 business registration method	3.97	0.763	High
4 financial management methods	4.15	0.574	High
5 characteristics of successful entrepreneurs' competencies	4.20	0.601	High
6 today's type of entrepreneur	4.27	0.604	High
7 methods of marketing products and services	4.19	0.631	High
Average mean	4.18		

Table 6: Analysis of Mean Scores and Standard Deviations for Teaching and Learning Materials

Item	Mean	Standard Deviation	Interpretation
Learning the subject of entrepreneurship is equipped			
1 with audio visual equipment	3.73	0.773	High
2 sufficient reference material	3.88	0.702	High
3 with clear notes	3.96	0.670	High
4 with materials that facilitate my understanding	3.99	0.655	High
5 with interesting learning materials	3.97	0.719	High
Average mean	3.91		

Table 7: Analysis of Mean Score and Standard Deviation for Infrastructure Facilities

Item	Mean	Standard Deviation	Interpretation
Community colleges provide			
1 comfortable lecture room atmosphere	4.30	0.750	High
2 business space for entrepreneurship	3.95	0.748	High
3 equipment for entrepreneurial activities	3.94	0.813	High
4 suitable environment for the implementation of entrepreneurial activities	3.98	0.870	High
5 special room for student entrepreneurial activities	3.77	0.947	High
Average mean	3.99		

Based on the results of the descriptive analysis, the students' perception of the implementation of the entrepreneurship curriculum at the Community College is at a good level. This can be seen when all items in the input dimension factor reach a high mean in line with the mean score interpretation used in this study.

Validation Analysis of Input Dimension Measurement Model

Figure 1 shows the results of AMOS for the third input dimension measurement model after the improvement of the model was done as a result of the first and second analyses. Based on the figure, the researchers found that the third-time input dimension model has a better fit and completeness. Index values such as relative Chi-sq (1.650), GFI (0.947), AGFI (0.930), CFI (0.982), TLI (0.978), NFI (0.955), and RMSEA (0.040) have met the requirements of the Goodness of Fit Index. This means the Goodness of Fit Indexes (GoF) were successfully achieved as specified. This GoF index shows how good the proposed model is between the items in the measurement model for the input dimension construct and its sub-constructs. Therefore, this input dimension measurement model is valid and acceptable. Table 8 shows a summary of the evaluation of the measurement model for the input dimension construct and its sub-constructs.

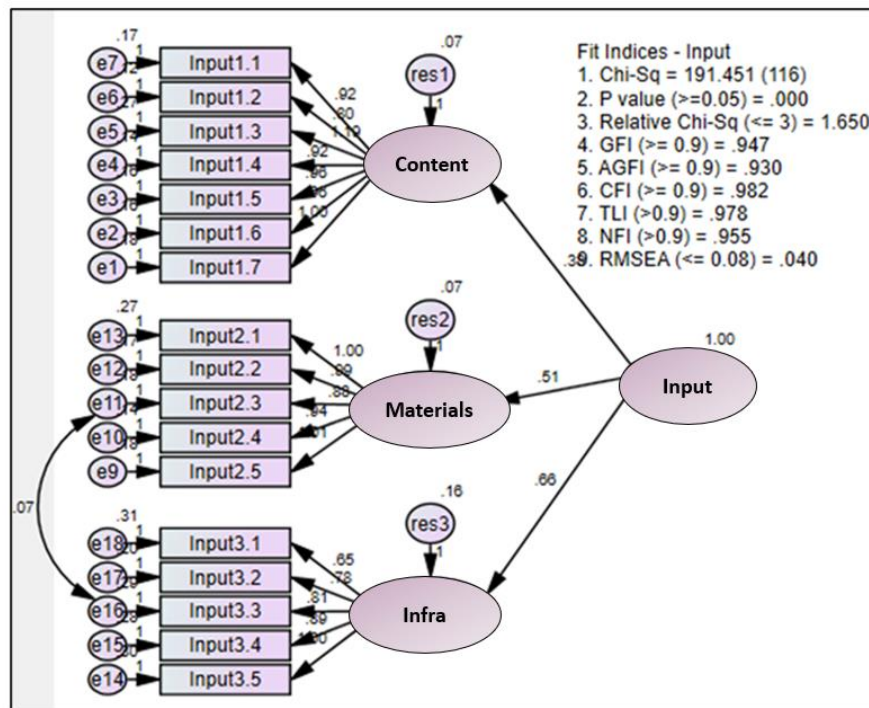


Figure 1: Input Dimension Factor Measurement Model

Table 8: Evaluation of Fit Index of Input Dimensional Construct Measurement Models

Category Name	Index Name	Index Value Obtained	Study Results
Absolute fit index	RMSEA $\leq$ 0.08	0.046	Fit value
	GFI > 0.9	0.947	Fit value
Incremental fit indices	AGFI > 0.9	0.930	Fit value
	CFI ≥ 0.90	0.982	Fit value
	TLI > 0.90	0.978	Fit value
	NFI > 0.90	0.955	Fit value
Parsimonious fit	Chi-square (χ^2/df) < 3.0	1.650	Fit value

Discussion

The evaluation of entrepreneurship perception from the input dimension construct involves sub-constructs of curriculum content, teaching and learning materials, and infrastructure facilities. This evaluation study found that these three elements have a high mean. This shows that the content of the curriculum, teaching and learning materials, and infrastructure facilities related to the entrepreneurship curriculum are appropriate and meet the needs of students. Appropriate and interesting curriculum content can provide stimulation and attract students' interest in a subject. The findings of this study are in line with the findings of Nurzulaikha and Noor Aslinda (2021), who found that curriculum content factors are important in attracting students' interest in entrepreneurship. This finding is further supported by Kolb (2014) and Mumtaz et al. (2016), who stated that the success of an entrepreneurship curriculum depends

on the appropriateness of the course content offered either from theory or practice in the curriculum that can be applied by students.

In terms of the preparation of teaching and learning materials, the overall implementation of the Community College entrepreneurship curriculum has been able to provide teaching and learning materials well. This can be seen based on the results of the study, which show a high mean score. At the Community College level, although the students are considered adults and can understand the content of the lesson without teaching and learning aids, preparation is very necessary to attract students' interest in the subject or curriculum offered. The availability of audiovisual materials, reference materials, notes, and reference materials at the Community College has helped launch the implementation of the entrepreneurship curriculum. This is supported by the fact that equipment such as computer applications and multimedia is essential to stimulating a teaching and learning environment that is fun, effective, and more meaningful to students (Subahan Mohd Meerah and Syed Ismail Syed Mustafa, 2017). Therefore, the preparation of teaching and learning materials in the entrepreneurship curriculum needs to be further improved, especially digital materials, in line with current technological developments.

The findings of this study also indicate that, overall students are satisfied with the infrastructure provided by the Community College on the implementation of the entrepreneurship curriculum. The students' perception of the facilities provided is at a high level, based on the analysis in Chapter 4. A good environment and adequate infrastructure facilities are very important to maintain the quality of the implementation of an educational program and the effectiveness of learning (Che Nidzam et al., 2013; Amina & Shehla, 2011). Therefore, based on the evaluation of the students in this study, it can be concluded that the infrastructure facilities provided have helped the implementation of the entrepreneurship curriculum at the Community College involved.

Based on the results of confirmatory factor analysis (CFA), the model that was formed was found to have met the appropriateness index set. This means that all items in the sub-constructs of the input dimension have measured what they were supposed to measure. Therefore, the model formed is valid and coincides with the construct of the study.

Conclusion

The evaluation of the input dimension has a great impact on the success of the entrepreneurship curriculum. The elements in the input dimension are related to learning facilities. The Community College management should have a comprehensive plan for upgrading or improving the learning infrastructure related to entrepreneurship. This makes it easier for lecturers to play a more effective role in their teaching delivery. The provision of learning facilities should be up-to-date according to the changing times. Community College management, through administrators and entrepreneurship lecturers should be able to take the role and initiative to build good relationships with industries involved in entrepreneurship. It is important for the Community College to seek expert advice in providing quality learning facilities to students and to strengthen the implementation of the entrepreneurship curriculum at the Community College. The management should also be more open to listening to all the problems and lack of learning infrastructure faced by lecturers and students in the implementation of the entrepreneurship curriculum. This is important to make it easier for lecturers to deliver the teaching and learning process more effectively.

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