




Research Paper

Evaluation of Entrepreneurship Education in Souvenir Bag Home Industry Learning Community Using CIPP Model

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Abstract

Community-based entrepreneurship education is an important strategy to answer the challenges of family economic empowerment, especially in areas that have home industry potential, such as Papringan Village, Kudus Regency. This study aims to evaluate the effectiveness of entrepreneurship education programmes in the souvenir bag home industry learning community using the CIPP (Context, Input, Process, Product) evaluation model. The research used descriptive qualitative methods, with data collected through in-depth interviews with five key respondents (managers and employees), direct observation of the training and production processes, and documentation such as archives of activities, photos of products, and training materials. Data analysis was conducted using an interactive model, namely data reduction, data presentation, and conclusion drawing. The results showed that in the context aspect, the programme is aligned with the needs of the local community to improve entrepreneurial skills and family economic independence. The input aspect shows the existence of competent human resources, practical training materials, and adequate facilities, although governance improvements are still needed. In terms of process, the implementation is participatory and practice-based through a learning-by-doing approach, despite challenges with raw material supply. The product aspect shows improved skills in sewing, graphic design, packaging, and entrepreneurship, as well as increased confidence and strengthened family income. Some alumni have successfully launched their businesses. The novelty lies in the application of the CIPP model in a cottage industry context that has rarely been explored in previous research, and integrating a community-based vocational learning approach. This research contributes both academically and practically to the formulation of non-formal education policies for inclusive and sustainable community-based economic development in Indonesia.

Keywords: *Entrepreneurship Education, CIPP Evaluation, Learning Community, Home Industry, Economic Empowerment, Vocational Training, Souvenir Bags.*

INTRODUCTION

Entrepreneurship education plays an important role in improving the economic welfare of the community, especially in the midst of increasing demands for financial independence and limited formal employment (Suhartanto, 2024). In this context, education not only functions as a means of knowledge development but also as an empowerment tool capable of encouraging communities to create business opportunities based on local potential (Suryono et al., 2023). Through a non-formal education approach, communities can be directly empowered with practical skills training and entrepreneurship coaching relevant to their needs and socio-economic conditions (Vasylyk et al., 2023).

Entrepreneurship in the realm of non-formal education is often realized through empowerment programs based on learning communities (Irvansyah et al., 2023). Learning communities are an alternative forum that can bridge the needs of the community with access to applicable skills training (Zamiri & Esmaeili, 2024). One form of empowerment is a home industry-based learning community, such as the one that developed in Papringan Village, Kudus Regency. This community focuses on the production of souvenir bags, where community members,

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especially women and housewives, are trained to develop production and business management skills collectively. Through a practice-based learning approach and experience sharing, this community not only increases productivity but also strengthens family solidarity and economic independence.

In the context of community empowerment, entrepreneurship education programs must be evaluated regularly so that their implementation can be effective and sustainable (Toumi et al., 2024). Evaluation is needed to determine whether the program is in accordance with the needs of the community, utilizes resources optimally, runs according to plan, and provides the expected results (Chen et al., 2024). Without a thorough evaluation, programs may be ineffective or even fail to achieve their goals (Mkwela et al., 2024). Therefore, a systematic and comprehensive evaluation framework is needed so that programs can be continuously adjusted and improved based on empirical data.

The CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam and Zhang (2017) is one of the appropriate approaches to evaluate entrepreneurship education programs in this context. The CIPP model allows researchers and program implementers to assess the four important aspects sequentially and interrelated (Iqbal et al., 2021). Context evaluation is used to understand the needs of the community and the background of the program (Feuerherm & Oshio, 2020). Input evaluation evaluates resources, strategies, and planning (Hasanah, 2024). Process evaluations assess the implementation of activities (Van Zelm & Lockwood, 2021). Product evaluation measures the achievement of program outcomes and impacts (Suklani, 2023). With this approach, evaluation is not only summative but also formative, so that it can be used for continuous improvement of the program.

Papringan Village, as the research location, is one of the representative areas with the development of community-based creative industries, where there are several branches of home industries that focus on the production of souvenir bags. The souvenir bag home industry run by the local community has succeeded in attracting market interest and providing significant additional income for its members (Khamidah et al., 2024). However, although the program has been running, there is no adequate evaluative data to determine the effectiveness of the program from all aspects of its implementation. Therefore, the use of the CIPP Model is relevant and important in this context, in order to obtain a complete picture of the successes and obstacles faced in the entrepreneurship education program through the learning community.

Several previous research studies have shown that the CIPP evaluation model has proven effective in assessing the success of entrepreneurship programs in various educational institutions. Research conducted by Nurusy (2024) on the Entrepreneurial Skills Education program in the field of food and beverage at SKB Purwokerto shows that the four components of context, input, process, and product evaluation are quite good. The program is considered relevant to the needs of students, supported by adequate human resources and budget planning, and produces outputs and outcomes that are in accordance with the objectives. The research was strengthened by a study by Purnawirawan and Prilestari (2022) that evaluated the implementation of the School of Entrepreneurship Program at SMK Ibu Kartini. The results showed that the implementation of the program was following official guidelines, supported by human resources who had an entrepreneurial background, and succeeded in creating independent entrepreneurial activities among students. Furthermore, Afifahtul et al. (2024), through a Systematic Literature Review study, also found that entrepreneurship programs in high schools showed good achievements, although further development was recommended. The three studies show the effectiveness of the CIPP model in evaluating entrepreneurship programs, but all of them still focus on formal institutional contexts such as schools and institution-based non-formal education units.

Although all three studies emphasize the importance of systematic evaluation in

entrepreneurship programs, they all focus on institutional units or agencies such as schools and SKB with a structured institutional approach. This research brings novelty by shifting the focus to home industry-based entrepreneurship learning communities, particularly the souvenir bag home industry in Papringan Village. This approach has not been widely explored in the context of program evaluation, even though communities like this play an important role in directly empowering the family economy. By comprehensively applying the CIPP evaluation model to a non-formal learning community that grows from local roots and is based on real entrepreneurial practices, this research fills the void of previous studies and offers a new evaluative perspective on efforts to improve economic welfare through community-based entrepreneurship education. This also answers the need for an evaluation model that is not only applicable in institutions or agencies, but also relevant in the context of locally-based community empowerment.

This study aims to evaluate the entrepreneurship education program implemented through the learning community of the souvenir bag home industry in Papringan Village using the CIPP Evaluation Model approach. This research also aims to identify the supporting and inhibiting factors of the program as well as its impact on increasing family income and economic independence. The urgency of this research lies in the need for accurate and systematic evaluative data as a basis for decision-making and the development of more targeted community empowerment programs. This research is expected to contribute to the development of educational evaluation studies, especially in the field of learning community-based entrepreneurship.

LITERATURE REVIEW

Entrepreneurship Education

Entrepreneurship education is globally recognised as a key strategy to enhance individual and community economic capacity (He et al., 2024). Locally, it builds not only technical skills but also fosters mindset change, creativity, and self-reliance (Liu et al., 2020). Community-based entrepreneurship education is considered more contextual, as it reflects local potential and real-life needs (Talmage, 2021). Despite this, most studies still focus on formal institutions such as schools and universities (Webb et al., 2020), leaving a research gap in evaluating non-formal entrepreneurship learning in community-based home industries. This study addresses that gap by exploring the souvenir bag home industry in rural Indonesia, providing insight into the role of community-based entrepreneurship learning in local empowerment and poverty reduction.

Programme Evaluation with the CIPP Model

The CIPP model (Context, Input, Process, Product) developed by Stufflebeam and Zhang (2017) is widely used for evaluating educational programmes comprehensively from planning to impact. Globally, it has been successfully implemented in practical training programmes across Latin America and Southeast Asia (Otomo, 2022). In Indonesia, the CIPP model is relevant for vocational and community education (Yusuf & Basrowi, 2023), though underutilised in community-based home industries. This study adopts the CIPP model to evaluate programme relevance to community needs, input adequacy, implementation effectiveness, and the programme's impact on participants' economic outcomes. As such, CIPP serves as a guiding framework for evaluation design and data interpretation.

Experiential and Social-Based Entrepreneurship Learning

Learning in community entrepreneurship education often follows experiential methods hands-on production, design, and marketing. This aligns with Bandura's Social Cognitive Theory, particularly self-efficacy and observational learning (Kwon et al., 2022). Taneja et al. (2023)

found a strong link between high self-efficacy and entrepreneurial intention. Participatory learning is also central, where learners are active agents shaping the process. [Boley \(2025\)](#) emphasizes that education in community settings must be empowering. Yet, challenges remain such as sustainability, unequal access to resources, and facilitator disparities across regions ([Rydzewski, 2025](#)). This study aligns experiential and participatory learning with local contexts to assess its potential for meaningful skill transformation and improved family income.

RESEARCH METHOD

This research uses a descriptive qualitative approach with an evaluative research type, which aims to gain an in-depth understanding of the implementation of community-based entrepreneurship learning programs ([Busetto et al., 2020](#)). The evaluation model used is CIPP, developed by [Stufflebeam and Zhang \(2017\)](#), which emphasizes comprehensive program evaluation from four main dimensions: context (needs and objectives), input (resources and strategies), process (implementation of activities), and product (results achieved). The choice of this model is based on its ability to provide a systematic evaluative framework in assessing the effectiveness of non-formal education programs ([Alquraan et al., 2025](#)). The research was conducted in Papringan Village, Kaliwungu District, Kudus Regency, which is the location of the empowerment program based on the souvenir bag home industry. This location was chosen because it has creative economic potential as well as active entrepreneurial learning activities and involves the community directly.

This study involved five participants, consisting of two managers and three participants actively engaged in the home industry community. Participants were selected through purposive sampling, considering their direct involvement in the implementation and outcomes of the entrepreneurship education program. Although the sample size is small, it was deemed sufficient based on the principle of information power and thematic saturation, which was achieved after repeated data patterns emerged with no new insights during the final interviews ([Wutich et al., 2024](#)). Data collection techniques were conducted through observation, in-depth interviews, and documentation ([Mazhar, 2021](#)). The CIPP evaluation model guided the design of this study. Each component was operationalised with specific indicators: (1) Context, community needs and socio-economic background; (2) Input, availability and quality of human resources, training materials, and facilities; (3) Process, training methods, participant engagement, and challenges faced; and (4) Output, skill improvement, income increase, and business outcomes. Observations focused on the real-time learning environment and implementation dynamics; interviews explored participants' perceptions, motivations, and program impacts; while documentation included visual records, training modules, and work outcomes. Methodological alignment with the CIPP framework ensures a comprehensive and structured evaluation aligned with the study's objectives ([Duan et al., 2023](#)).

To ensure the validity of the data, this study used a triangulation strategy which includes source triangulation, technique triangulation. Source triangulation was conducted by comparing information from managers, participants, and program documents. Technical triangulation was carried out by combining data from observation, interviews, and documentation in order to increase the credibility of the findings. Data analysis in this study was conducted qualitatively using an interactive analysis model [Miles et al. \(2018\)](#), which includes three main stages, namely data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting and simplifying the results of observations, interviews, and documentation related to the four components of the CIPP evaluation model. The data that has been reduced is then presented in the form of descriptive narratives to describe the pattern of findings and relationships between evaluation aspects, both from the point of view of home industry community managers and training participants. The final stage of concluding is done through the interpretation of the data that has

been analyzed to assess the effectiveness of the entrepreneurship learning program in Papringan Village as a whole. This approach allows researchers to evaluate the program systematically and in depth, according to the characteristics of qualitative-based evaluative research.

FINDINGS AND DISCUSSION

The souvenir bag home industry community in Papringan Village is a micro-enterprise network consisting of several home industry branches, such as Zasna Souvenir and Nadira Souvenir, which are interconnected in one place of learning and community empowerment. Each home industry has similar business characteristics, namely the production of souvenir bags, but operates collaboratively to form a community-based entrepreneurial ecosystem.

Context Evaluation

The context aspect of the CIPP evaluation model aims to assess the needs, problems, and opportunities that form the basis for an educational program ([Stufflebeam & Zhang, 2017](#)).

Table 1. Context Evaluation

Indicator	Result
Context Evaluation	
Program Needs Analysis	<ol style="list-style-type: none"> 1. The identification of participants' needs was carried out through observation and social reflection on the conditions of the surrounding community, especially housewives who do not have permanent jobs and adequate income. Initial research was conducted by the managers to map the potential of human resources and local economic opportunities. 2. The needs of the trainees include aspects of practical skills-based job fulfillment and entrepreneurial capacity building that are relevant to the local context, namely the creative industry based on souvenir bag convention. Previous experience in the garment sector formed the basis for program development.
Program Objectives	<ol style="list-style-type: none"> 1. The strategic objective of this entrepreneurship education program is to improve the quality of human resources through a learning-by-doing approach and to create a participatory learning environment that empowers participants economically and socially. 2. Operational objectives include developing technical skills while building entrepreneurial soft skills, such as discipline, collaboration, and responsibility. The program is expected to establish participants' economic independence through sustainable income generation.

This study found that entrepreneurship education through the souvenir bag home industry community was designed based on the real needs of housewives who do not have a steady income. Based on an interview with Rona, the manager of Zasna Souvenir, she explained that she conducted preliminary research on socio-economic conditions and identified many women who had experience in the garment industry but were not absorbed into the formal workforce. This is in line with [Arsathong and Julsuwan \(2024\)](#), who emphasize the importance of a needs-based approach in non-formal education. Similarly, the manager of Nadira Souvenir built her business based on community observation, recognizing the sewing potential of housewives who lacked employment

opportunities. Furthermore, the suitability of the program with local potential is the main indicator of success in the context aspect. This community-based entrepreneurship education program was developed to respond to existing local potential, namely sewing skills and experience working in the convention sector. This is in line with the concept of community-based entrepreneurship education proposed by [Talmage \(2021\)](#), which emphasizes the importance of training based on local potential so that there is a link between the competencies trained and the economic opportunities available. The training program not only offers theory, but also emphasizes the real work process in the production of souvenir bags that directly involves participants as actors. With a learning by doing approach, this program indirectly applies the principle of experiential learning as described by [Taneja et al. \(2023\)](#), namely that direct experience is key in internalizing entrepreneurial skills and knowledge.

Adika as home industry managers, said that the learning method was tailored to an informal and participatory approach, creating an inclusive and supportive learning space for participants. This supports Vygotsky's theory of social constructivism, which states that learning occurs optimally through social interaction within the community ([Saleem et al., 2021](#)). In this context, the home industry community becomes a zone of proximal development where participants can develop through the guidance of more experienced members. Support among participants also forms a collective learning environment that accelerates the transfer of skills and knowledge.

In this case, Adika, as the manager of Nadira Souvenir, emphasized that this entrepreneurship education program aims to increase the economic income of the participants' families. This goal shows the link between the program and the economic empowerment dimension of the community, as described by [Toumi \(2024\)](#) in the concept of people-centered development. Entrepreneurship education is not only seen as a means of technical learning but as a strategic tool to transform the socio-economic conditions of the community. An interview with Zalfa, one of the employees at Zasna Souvenir, said that by joining the home industry community program, they can learn new skills while earning a steady income. This emphasizes Boley's opinion in *Pedagogy of the Oppressed*, that liberating education is education that is relevant to the context of the participants' lives, and can bring concrete changes to their lives.

Overall, the context aspect of entrepreneurship education through the souvenir bag home industry reflects thoughtful alignment with the community's social, economic, and cultural background. The program's relevance and impact stem from the harmony between its objectives, participant characteristics, and local needs. This aligns with the contextual evaluation principle in the CIPP model, which emphasizes that a program's success depends on clear objectives and its suitability to the needs and characteristics of the target community ([Stufflebeam & Zhang, 2017](#)).

Input Evaluation

In this study, input evaluation assesses the readiness and adequacy of components supporting the entrepreneurship education program in the souvenir bag home industry community. According to [Mbago \(2023\)](#) it involves strategic planning, resource management, and identifying relevant needs for program success. According to [Chen et al. \(2020\)](#), input evaluation guides policymakers in effective resource allocation. It helps determine whether the program's foundational elements are optimally designed to support community-based entrepreneurship.

Table 2. Input Evaluation

Indicator Input Evaluation	Result
Learning Citizens	<ol style="list-style-type: none"> 1. Participants were aged between 24 and 50 years old, with most of them being housewives. They had diverse educational backgrounds, ranging from junior high school to university degrees. 2. No entrance test, main requirements: willingness to learn and commitment to work.
Instructor	<ol style="list-style-type: none"> 1. Senior staff in the community. 2. Have professional skills in their respective fields.
Curriculum	<ol style="list-style-type: none"> 1. The curriculum is unwritten (implicit), based on hands-on work practices, covering five key competencies according to production needs.
Funding	<ol style="list-style-type: none"> 1. The source of training costs comes from the home industry community. 2. Trainees do not incur any costs to attend the training. 3. Participants receive a weekly salary, free working facilities such as machinery and raw materials.
Facilities and Infrastructure	<ol style="list-style-type: none"> 1. Infrastructure, including sewing machines, working and learning spaces, and other facilities have supported the implementation of the program. 2. In terms of quality, the infrastructure has supported the program because the sewing machines used are up-to-date and always under regular maintenance before and after the program implementation. 3. In terms of quantity, the amount of spare parts is sufficient, as evidenced by the availability of spare sewing machines for urgent needs in the event of an error from the main machine.

In evaluating entrepreneurship education through the souvenir bag home industry community, the input aspect plays a very important role in ensuring the success of the learning process. The first component to be assessed is the characteristics of the learners. The following is data on participants or employees who join the home industry community.

Table 3. Participant's Demographic

Zasna Souvenir Employee Name	Role/Position	Nadira Souvenir Employee Name	Role/Position
Rona	Founder and community mentor	Adika	Founder and community mentor
Zalfa	Graphic designer and community mentor	Pur	Quality Control & Packing
Ayuk	Quality Qontrol	Farhana	Graphic designer
R	Administrator	Ulya	Tailor

Zasna Souvenir Employee Name	Role/Position	Nadira Souvenir Employee Name	Role/Position
Kuriah	Tailor	Ida	Tailor
Yun	Tailor	Lis	Tailor
Bila	Tailor	Ulfa	Tailor
Wulan	Tailor	Mami	Tailor
Yeni	Tailor	Siti	Tailor
Puspita	Tailor	Solikul	Tailor
Noor	Tailor	Izzah	Tailor
Idah	Tailor	Giarti	Tailor
Irma	Tailor	Rehan	Tailor
Wiwin	Tailor	Eva	Tailor
Siti. D	Tailor	Sadono	Tailor
Eny	Tailor	Naning	Tailor

Program participants are predominantly women, with the majority coming from housewives who are highly motivated to improve the economic welfare of their families. Interestingly, there are no formal requirements, such as a certain level of education or work experience, to join this home industry community, but what is emphasized is the willingness to learn and work. This is in accordance with [Ampler et al. \(2024\)](#)'s principle of andragogy, which states that adult learning should center on participants' life experiences, practical needs, and intrinsic motivation. In this case, housewives who want to be economically empowered show readiness and compatibility with the approach. According to [Grummell \(2023\)](#), in his approach of learner-centered learning also stated that adult education will be successful if learners are given the confidence to direct their learning process. The absence of formal selection in this program also shows the application of the concept of non-formal education as proposed by [Almeida and Morais \(2025\)](#), which emphasizes flexibility, social involvement, and results orientation.

In addition, Rona, as the manager of the Zasna Souvenir home industry, said that the instructors in this program are senior community members who have experience and expertise in souvenir bag production. They act as facilitators, mentors, as well as technical supervisors in learning-by-doing activities. This model is in line with the peer teaching approach as described by Brookfield ([Ries et al., 2023](#)), which emphasizes the importance of horizontal learning between individuals in the community. The contextualization of learning that occurs directly in the workplace also reflects a contextual learning approach, whereby knowledge and skills are learned more effectively in the social environment where the practice takes place. According to [Müller et al. \(2024\)](#) through transformative learning theory adds that the role of the facilitator is crucial in helping participants critically reflect on their experiences and change their perspective to grow. In addition, the experiential mentorship approach, according to [Beauchamp et al. \(2022\)](#), shows that

mentors or instructors who come from real work environments are able to provide more relevant and contextualized guidance.

The program applies an implicit yet systematically structured curriculum through hands-on practices, covering key skill areas such as customer service, graphic design, printing, tailoring, quality control, and packaging. This approach represents the hidden curriculum as described by [Park et al. \(2023\)](#), which is a curriculum formed from activities and values that are indirectly learned in the context of real life. In addition, practice-based learning also refers to Kolb's experiential learning theory, where participants acquire knowledge through a cycle of concrete experience, reflection, abstract conceptualization, and active experimentation ([Liu & Wang, 2020](#)). The curriculum is also in line with the work-based learning approach as described by Liu and Wang (2020), which emphasizes the importance of integration between learning and real work practices as an effective way of building skills. According to [Suguna et al. \(2024\)](#) in their theory of responsive curriculum emphasized that a good curriculum adapts to the needs and context of learners, a principle that is strongly reflected in this community-based entrepreneurship education system.

The funding aspect shows that the program uses a participatory and empowerment approach, where participants are not charged any training fees. Instead, they receive incentives in the form of weekly work wages according to their production output. In addition, working tools and raw materials are provided free of charge by the community manager. This supports the incentive-based learning theory proposed by [Zeng et al. \(2022\)](#), which states that incentive systems can increase motivation and participation in work-based learning activities. Furthermore, this approach reinforces [Laszlo et al.'s \(2020\)](#) theory of economic empowerment, which states that access to economic resources, in this case through productive training and direct remuneration, will strengthen individuals' position in decision-making and control over their economic lives. According to [Almeida and Morais \(2025\)](#) through the principle of sustainable non-formal education asserts that the sustainability of non-formal programs will be more assured if they are designed with the principles of efficiency, community-based, and have a direct economic impact on participants.

The facilities and infrastructure of this program are considered adequate in both quantity and quality. Key tools such as sewing machines, design computers, printing machines, raw materials, work tables, and packaging tools are available in sufficient numbers and are well-maintained. The presence of spare tools for emergencies further reflects the community's preparedness to maintain continuity in learning and production activities. According to the input-output model theory, the quality of inputs, including physical facilities, significantly influences the quality of educational outcomes ([Dwaikat, 2021](#)). [Weng and Qin \(2023\)](#) also emphasize that a comfortable, clean, and complete learning environment positively impacts learning effectiveness and participant satisfaction. In line with this, [Liu et al. \(2023\)](#) argue that vocational education is most effective when supported by appropriate technological resources and practical tools relevant to the industry. Moreover, [Liu et al. \(2021\)](#) highlight that a conducive physical environment is essential within a comprehensive entrepreneurship education ecosystem.

Process Evaluation

Process evaluation is a crucial stage in assessing program implementation, ensuring activities align with plans while identifying dynamics and constraints. According to [Van Zelm and Lockwood \(2021\)](#), it functions as quality control through continuous monitoring, strategic adjustments, and evidence-based decisions.

Table 4. Process Evaluation

Indicator	Result
Process Evaluation	
Training Schedule	<ol style="list-style-type: none"> 1. Training is held every Monday-Saturday. 2. 08.00-16.00 WIB, flexible to suit the work rhythm of the community.
Trainee Activity	<ol style="list-style-type: none"> 1. Participants are directly involved in production activities according to their respective divisions (admin, graphic design, sewing, printing, quality control, and packing). 2. They learn by doing, discussing, solving production problems, and developing new products with their team.
Instructor Activity	<ol style="list-style-type: none"> 1. Provide explanations, practice, and conduct discussions with trainees. 2. Supervise and assist participants in the implementation of the training program.
Learning Strategy	<ol style="list-style-type: none"> 1. Using experiential learning, learning by doing, project-based learning, and situated learning approaches. 2. Learning takes place through hands-on practice, group discussion, and reflection on experience. Social interaction and peer learning dominate the learning process.
Barriers	<ol style="list-style-type: none"> 1. The main obstacle is the difficulty of procuring raw materials when demand increases or materials are scarce.

Evaluation of the process component in the entrepreneurship education program through the souvenir bag home industry community shows that the implementation of the program has been designed and run systematically, reflecting an experiential, collaborative, and contextual learning approach. The educational process begins with the introduction of tasks and responsibilities to new members according to their respective work divisions, such as admin, graphic design, sewing, printing, quality control, and packing. This procedure reflects a learning approach following the principles of experiential learning ([Duchatelet et al., 2024](#)), where effective learning occurs through direct involvement in real experiences.

In the evaluation of the methods used, the program applied a learning by doing strategy as the main form of learning, where participants learn while being directly involved in production and managerial activities. This approach proved effective in improving technical skills and a thorough understanding of the entrepreneurial process. This is in line with the concepts of project-based learning and situated learning, which emphasize the importance of learning through meaningful activities that take place in a real context ([Duchatelet et al., 2024](#)). Although the program has been running effectively in practice, the evaluation results also show that there is no formal document, such as a systematically written entrepreneurship education program module or curriculum. Reliance on the experience of managers and informal learning is an important note for the development of sustainability and consistency of program quality. This is an aspect that needs to be improved so that the program can be replicated or adapted more widely.

Interaction between program managers and participants takes place intensively, both face-to-face and through online communication media such as WhatsApp groups. This communication model supports the creation of an interactive and participatory learning environment, in accordance with the social constructivism approach ([Saleem et al., 2021](#)), which emphasizes the role of social interaction in building knowledge. Regular discussions to discuss production constraints, product development ideas, and collective problem solving also strengthen horizontal

learning (peer learning) among community members. The evaluation process in this entrepreneurship education program has been carried out regularly, at least once a month. The evaluation includes assessing the performance of members based on the tasks they perform and the quality of the products they produce. This evaluation not only aims to measure results, but also acts as feedback that encourages continuous improvement. This strategy reflects the formative assessment approach of [Sortwell et al. \(2024\)](#), where the assessment process becomes an integral part of learning. Documentation of participants' progress is also done systematically to support reflection and capacity building, in line with the principle of continuous improvement.

The flexibility of the program implementation time from Monday to Saturday at 08.00-16.00 WIB to adjust to the work routines of community members shows sensitivity to local needs and conditions. This reflects the application of contextual teaching and learning [Kovačević and Barbir \(2024\)](#), which emphasizes that learning must be relevant to the context of participants' real lives to make it more meaningful. Although the program has successfully improved entrepreneurial skills and family economic empowerment, its implementation still faces several significant challenges. The main obstacle is the difficulty in procuring raw materials when demand increases, which disrupts production and highlights the need for integration of logistics systems and supply chain management in the program's strategic planning ([Kovačević & Barbir, 2024](#)). Additionally, limitations arise in terms of sustainability, such as uncertainty regarding long-term income stability. To ensure the sustainability and expansion of the program, strategic steps are needed, such as strengthening documentation, developing adaptive modules, and addressing operational and social barriers more comprehensively. Overall, the process in the entrepreneurship education program through the souvenir bag home industry community has shown effectiveness in building entrepreneurial skills and family economic empowerment. The integration of experiential, collaborative, and contextual learning has contributed significantly to the capacity building of individuals and communities. In the future, strengthening documentation, module development, and managing operational barriers are strategic steps that need to be taken to improve program sustainability and replication more broadly.

Product Evaluation

Product evaluation in the CIPP model focuses on the extent to which the program achieves the expected results, both in terms of output and long-term outcomes. In the context of the entrepreneurship education program through the souvenir bag home industry learning community, the results and benefits of the program show that participants experience significant improvements in work skills and family economic welfare.

Table 5. Product Evaluation

Indicator	Result
Product Evaluation	
Program Outcomes and Benefits	<ol style="list-style-type: none"> 1. Participants became more skilled in design, sewing, packaging, and customer service. 2. Increase self-confidence and work motivation. 3. Income is used for basic needs, home renovations, and children's education.
Graduation	<ol style="list-style-type: none"> 1. Some participants opened souvenir bag businesses. 2. Participants have entrepreneurial competence and technical skills in bag production.

Based on an interview with Siti, one of Nadira Souvenir's employees, it was stated that employees acquired various new skills in their respective fields, such as sewing, graphic design, quality control, and customer service. This is in accordance with the constructivist learning theory by Vygotsky which states that learning will be effective if it is based on experiential learning (Le et al., 2023). In addition to technical skills, psychological impacts such as increased self-confidence and motivation were also felt by participants. This self-confidence is an important aspect in building entrepreneurial independence, as affirmed by Bandura in self-efficacy theory, which states that an individual's belief in their abilities has a major influence on their success (Caliendo et al., 2023). This is also supported by Maslow's theory that the need for self-actualization will grow after basic needs are met, including economic needs, which also increase as a result of the training (Schoofs et al., 2022).

In terms of the economy, the participants were able to use the income they earned to meet basic needs, children's education costs, and home renovations. This finding corroborates Venkataraman, (2022) statement in the capability approach concept, that economic improvement is not just about income, but about a person's ability to live a life that they value. This program not only provides skills but also increases participants' bargaining power and livelihood in the community. The graduation aspect is also an important highlight in the product evaluation. Some participants who have mastered bag production skills and have a good understanding of entrepreneurship choose to open their businesses. This is a positive outcome that indicates the success of the program in forming new entrepreneurs. According to Pinelli et al. (2022), entrepreneurs are individuals who create something new and can take risks to generate economic value. The opening of independent businesses by training alumni is a direct indicator of the success of community-based entrepreneurship education.

Overall, the product evaluation in this program shows success in various aspects. Not only does it have an impact on improving the technical and economic skills of families, but also on the psychological aspects and the development of new entrepreneurs. These results are in line with the main objectives of non-formal education, which, according to Kulgildinova et al. (2024), must be able to empower people holistically from social, economic, and personal aspects.

CONCLUSIONS

This study aims to evaluate the implementation of the entrepreneurship education programme through the souvenir bag home industry learning community using the CIPP (Context, Input, Process, Product) evaluation model. The results showed that in the context aspect, the programme was relevant to the needs of the local community in improving entrepreneurial skills and encouraging family economic independence. The input aspect indicates that the programme is supported by competent human resources, applicable training materials, and adequate facilities and infrastructure, although managerial management needs to be strengthened. In the process aspect, the program implementation is participatory and practice-based through a learn-by-doing approach, although there are sometimes challenges in the supply of raw materials for production at certain times, and the long-term stability of income is not yet guaranteed. Meanwhile, the product aspect showed positive results in the form of improved skills in sewing, graphic design, printing, quality control, packaging, and entrepreneurship. In addition, the trainees experienced an increase in self-confidence, technical ability, and strengthening of the family economy. Some programme alumni even managed to open their business units, indicating the transfer of knowledge and the sustainability of the programme's impact.

Community-based entrepreneurship education programs play a critical role in empowering grassroots communities and strengthening local micro-economies through practical, contextual, and inclusive learning approaches that are essential as a basis for strategic planning, continuous

improvement, and evidence-based decision-making by stakeholders at various levels. Evaluation using the CIPP model revealed a number of success factors, such as alignment with local needs, skilled facilitators, and community engagement. Conversely, there were also inhibiting factors, such as unstable access to raw materials and unpredictable income. Therefore, beyond general replication recommendations, these findings emphasize the need for concrete interventions, namely: (1) program managers need to build integrated production and inventory systems to stabilize supply and demand chains, (2) local governments need to integrate community entrepreneurship into regional economic development frameworks and provide technical support, and (3) policymakers need to institutionalize these programs through long-term funding, the establishment of cross-sector collaboration platforms, and regulatory mechanisms that recognize informal cottage industries as part of the formal economy. These targeted recommendations not only strengthen the scalability of the program but also position community-based entrepreneurship education as a transformative policy instrument for inclusive economic development and social resilience in vulnerable areas.

LIMITATION & FURTHER RESEARCH

This study is limited to the souvenir bag industry community in Papringan Village using a descriptive qualitative approach based on CIPP evaluation, without quantitative data support, thus limiting the generalization of findings. Variables such as income and learning motivation have not been statistically analyzed. Further research is recommended using a mixed methods approach with a broader sample scope and statistical testing to enhance validity. Additionally, future research should emphasize sustainability aspects, including tracking long-term impacts, gender empowerment, and the ecological dimensions of community-based entrepreneurship.

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