

## CIPP BASED EVALUATION OF THE WIRAUSAHA MERDEKA PROGRAM AS ENTREPRENUERSHIP EDUCATION IN HIGHER EDUCATION INSTITUTIONS

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### ABSTRACT

Entrepreneurship education is widely promoted as a driver of economic growth through innovation and job creation. While university-based programs such as Wirausaha Merdeka emphasize experiential learning and business incubation, empirical evidence on their effectiveness remains limited and often lacks the use of comprehensive evaluation frameworks. This gap constrains a deeper understanding of how such programs translate into measurable entrepreneurial outcomes. This study evaluates the implementation of the SEMESTA (Sebelas Maret Startup Academy) program at Universitas Sebelas Maret using the CIPP (Context, Input, Process, Product) evaluation model. Adopting a qualitative evaluative design, data were collected through in-depth interviews, participatory observation, and document analysis involving program managers, mentors, students, and industry partners. The findings indicate that the program is contextually relevant and supported by adequate resources, with well-structured implementation processes that facilitate experiential learning. However, variations in mentoring quality and incubation intensity affect the consistency of outcomes. Despite these limitations, the program generates observable impacts, including startup formation and enhanced entrepreneurial competencies. This study advances the application of the CIPP model in entrepreneurship education and provides evidence-based recommendations to strengthen the design and delivery of university-based incubation programs.

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### INTRODUCTION

Entrepreneurship studies have experienced significant growth in recent years (Hammoda, 2023) driven by the increasingly recognized role of entrepreneurship as a key driver of national economic development (Ratten & Jones, 2021) particularly in developing countries such as Indonesia. The expansion of the business landscape and the growth of micro, small, and medium enterprises (MSMEs) reflect the tangible implications of strengthening entrepreneurial values (Fiernaningsih et al., 2024). Data from the Coordinating Ministry for Economic Affairs of the Republic of Indonesia (2023) recorded a 61% increase in MSME contributions to the national gross domestic product (GDP), reaching IDR 9,580 trillion in 2024. This figure correlates positively with the GDP structure in the first quarter of 2024, in which domestic consumption through the MSME sector dominated at 54.93%, significantly surpassing investment (29.31%), exports of goods and services (6.25%), and non-profit institutions (1.43%) (Statistics Indonesia/BPS, 2023). This positive trend is further reflected in employment data. Statistics Indonesia (BPS, 2023) recorded a decline in the number of unemployed individuals from 7,989,280 in 2023 to 7,885,080 in 2024, accompanied by an increase in the number of established entrepreneurs from 4,980,000 to 5,000,000.

These achievements affirm that entrepreneurship is increasingly positioned as a priority in higher education, manifested through research commercialization (Ip, 2024), innovation development (Wajdi et al., 2020), and the strengthening of entrepreneurship culture (Gani et al., 2024). Theoretically, the implementation of entrepreneurship education encompasses both curricular and extracurricular activities (Mustofo, 2024), in line with the growing trend of university-industry collaboration as a driver of entrepreneurial innovation in the modern era (Wang & Shao, 2023). The collaboration between academics and practitioners has catalysed the emergence of business incubators within higher education institutions (Rosyafah, 2021). The presence of business incubators fosters renewal in the modern business landscape (Zulkifli & Rachbini, 2022) through the development of startups (Hakim, 2020) which have been demonstrated to enhance entrepreneurial skills (Amjad, 2022) while simultaneously strengthening students' entrepreneurial intentions (Martins et al., 2023).

Business incubators serve as accelerating instruments for aspiring entrepreneurs through structured incubation programs within universities (Riza et al., 2023). In general, incubation functions to cultivate proactive entrepreneurial attitudes (Subedi & Bhandari, 2024) improve business performance (Rahim et al., 2024) and develop students' hard and soft business skills (Dharmastuti et al., 2024). Additional benefits include minimizing the risk of business failure (Atmaja, 2023) and reinforcing entrepreneurial intentions alongside students' leadership capacity (Kurjono et al., 2020). A concrete implementation of the incubation ecosystem within an academic setting is *The Innovation Hub* of Universitas Sebelas Maret (UNS), which has been officially operating since 2019. This incubator focuses on developing entrepreneurship programs across multiple domains, including sustainable entrepreneurship, the Wirausaha Merdeka program, regular entrepreneurship initiatives, and the downstream application of research findings. One of its flagship programs is SEMESTA (Sebelas Maret *Startup Academy*), a project portfolio under Wirausaha Merdeka scheme involving students from UNS and partner universities in the development of high-potential startups. Nevertheless, the positive contributions of university-based business incubators are not without challenges.

Product uncertainty and market segmentation difficulties (Kemenko.go.id, 2023), as well as time constraints that must be balanced with academic schedules (Baraka, 2024) represent persistent obstacles. Furthermore, inconsistencies in entrepreneurship research findings add to the complexity of this issue. (Herdiyana et al., 2024) found that the exploration of hard and soft skills does not significantly affect the success of the incubation process. Similarly, (Ramadhaniyati et al., 2024) demonstrated that students' entrepreneurial intentions and leadership capacity bear no significant relationship to long-term business sustainability. Additionally, limited human resources have been identified as a contributing factor to these challenges and overall inconsistencies (Hana & Kurjono, 2023). In light of these research gaps, a comprehensive evaluation of the existence and impact of university-based business incubator programs is imperative. To date, no study has specifically evaluated the SEMESTA Wirausaha Merdeka program at *The Innovation Hub* UNS using a structured evaluative model. The CIPP (*Context, Input, Process, and Product*) model was selected as the evaluative framework given its proven capacity to assess program effectiveness at all stages from needs assessment and resource readiness through to implementation quality and output achievement making it particularly well-suited for evaluating complex, multi-stakeholder incubation programs (Stufflebeam, 2003). Unlike outcome-focused models such as Kirkpatrick's, the CIPP model enables evaluators to identify not only what a program produces, but also why it succeeds or fails at each stage, thereby generating more actionable recommendations for program improvement (Redondo et al., 2022). Accordingly, this study aims to evaluate the SEMESTA Wirausaha Merdeka program at *The Innovation Hub* UNS by examining its context, input, process, and product components using the CIPP evaluation model, in order to generate evidence-based recommendations for improving entrepreneurship incubation programs in higher education.

## METHOD

This study employs a qualitative approach with a program evaluation design. The qualitative approach was selected based on the need to obtain an in-depth understanding of the context, process, and impact of the business incubation program in a holistic manner (Creswell, 2018). The CIPP (*Context, Input, Process, and Product*) evaluation model developed by (Stufflebeam, 2003) was utilized as the primary analytical framework, given its capacity to assess program effectiveness comprehensively from the planning stage through to output achievement (Feng et al., 2025). This model has been widely applied in the evaluation of education and entrepreneurship programs in higher education institutions (Yunikawati et al., 2024). The research object is the SEMESTA (*Sebelas Maret Startup Academy*) program under Wirausaha Merdeka scheme, organized by *The Innovation Hub* of Universitas Sebelas Maret (UNS) Surakarta. Informants were determined using a purposive sampling technique, with the criterion of direct involvement in the program, including *The Innovation Hub* managers, program mentors, student participants, and industry partners.

Data collection was conducted through three techniques. First, in-depth interviews were carried out to explore informants' perspectives regarding the implementation and impact of the program. Second, participatory observation was applied to obtain data on the dynamics of the incubation process directly. Third, documentation studies were employed to analyze program reports, startup portfolios, and policies related to the Wirausaha Merdeka program. The collected data were analyzed using the interactive analysis model of (Miles, 2005) which encompasses four stages: data collection, data reduction, data display, and conclusion drawing. Data validity was ensured through source triangulation and method triangulation (Sugiyono, 2020) as well as member checking to verify the accuracy of the findings' interpretation. The evaluation was conducted based on the four CIPP components, operationalized as follows. The *Context* component analyzes the relevance and needs of the program within UNS's academic entrepreneurship ecosystem. The *Input* component examines the readiness of resources, policies, and supporting infrastructure of the program. The *Process* component evaluates the program's implementation and the obstacles encountered during the incubation process. The *Product* component measures program outcomes in the form of high-potential startups and the enhancement of students' entrepreneurial intentions as the final output of the program.

## RESULT AND DISCUSSION

The evaluation of the SEMESTA (Sebelas Maret Startup Academy) program under the Wirausaha Merdeka scheme was conducted using the CIPP (Context, Input, Process, and Product) model (Harold & McKee, 2003). The evaluation results for each component are presented systematically below.

### Context Evaluation

Context evaluation was conducted through in-depth interviews with the coordinator of the startup and entrepreneurship program at The Innovation Hub UNS. The findings reveal five key contextual aspects that underpin the relevance and legitimacy of the SEMESTA program. First, in terms of program policy and objectives, The Innovation Hub operates under the Directorate of Innovation and Downstream Application at UNS, oriented toward enhancing innovation and accelerating the downstream utilization of research outputs. The program operates in three phases: pre-immersion (startup ecosystem development), immersion (startup development and management), and post-immersion (market introduction). Second, The Innovation Hub cultivates an innovative organizational culture that serves as a platform for idea development, knowledge sharing, and research commercialization aligned with the demands of Industry Revolution 5.0. Third, the program is supported by adequate facilities and infrastructure, encompassing working spaces, downstream application facilities, mentoring by expert practitioners, external partner investments, and institutional funding.

Fourth, the socioeconomic impact of the program is evidenced through concrete achievements: the commercialization of lithium batteries in collaboration with PT INKA, an increase of 40 intellectual property units, the establishment of 10–15 business entities, collaboration with 500 MSMEs in Central Java, and the participation of 8 I-Hub groups in pitching at the Road to G-20 event (2021–2023). Fifth, the regulatory foundation references the Regulation of the Minister of Industry No. 40 of 2022, Government Regulation No. 7 of 2021, Presidential Regulation No. 38 of 2018 on the National Research Master Plan (RIRN) 2017–2045, and the Regulation of the Minister of Research, Technology, and Higher Education No. 38 of 2019 on National Research Priorities (PRN) 2020–2024. Within the SEMESTA ecosystem, five project portfolios are operated in parallel: (1) SEMESTA New Renewable Energy, focusing on renewable energy innovation; (2) SEMESTA SME, collaborating with the Ministry of Social Affairs in MSME development; (3) SEMESTA Wirausaha Merdeka, operating under the Kampus Merdeka scheme; (4) Sebelas Maret Startup Academy, functioning as the incubator's regular program with research acceleration and new startup innovation; and (5) SEMESTA Ministry of Cooperatives and MSMEs, providing mentoring and empowerment for micro and small enterprises.

### Input Evaluation

Input evaluation examined the readiness of resources, strategies, and supporting infrastructure for program implementation (Endrizal et al., 2021). The findings cover four primary dimensions: program strategy, collaborators, communication and coordination processes, and participant competency. The planning of the SEMESTA Wirausaha Merdeka program is grounded in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 on National Standards for Higher Education and Law Number 12 of 2012 on Higher Education. The program was designed with measurable outcomes, including periodic reporting, business project development, and the achievement of participants' business development targets. Program participants consist of active undergraduate to doctoral students from across Indonesia, recruited selectively based on curriculum vitae, academic performance indices, and supporting documents. The organizing team, comprising staff from The Innovation Hub UNS, undergoes technical briefings and training prior to program commencement to ensure operational readiness.

### Process Evaluation

Process evaluation reviewed the overall implementation of the program, including obstacles encountered during execution (Miles, 2005). The Wirausaha Merdeka program under the SEMESTA scheme is implemented through three structured stages. The first stage is pre-immersion, which encompasses program orientation activities through workshops and general study sessions covering seven core topics: (1) Startup 101; (2) Research & Problem Validation; (3) Business Communication; (4) Sales & Market Validation; (5) Product Development; (6) Finance; and (7) Venture Development. This stage establishes a shared foundational understanding of entrepreneurship among all participants prior to the core program. The second stage is immersion, constituting the core of the program and running for two to three months. This stage comprises five sequential activities: (1) Idea Generation, encompassing market research and business model analysis of SMEs; (2) Business Model Validation, in which students validate their business models alongside SMEs, field supervisors (DPL), and mentors; (3) Prototyping, involving the materialization of validated ideas into tangible products; (4) Product Testing (Product Validation), consisting of prototype trials to understand consumer expectations; and (5) Product Evaluation, conducted based on user feedback to produce quality products or services meeting market demands.

The third stage is post-immersion, the final phase of the program. Activities at this stage include a bootcamp (deepening of product design materials and pitching simulation before investors), an investment summit, graduation, and an expo serving as the final semester assessment before a panel of judges. This stage provides participants with access to investors, potential collaborators, venture capital, and global communities. Based on observation and interview data, the overall program process was implemented effectively. Obstacles identified were predominantly external in nature, including delays in project submission by participants and the sudden unavailability of investors or partners. As a mechanism for continuous improvement, feedback surveys are consistently distributed to participants and all event personnel after each session.

### Product Evaluation

Product evaluation measured the success of program implementation through output achievements (Meisarah & Lamada, 2023). The SEMESTA Wirausaha Merdeka 2024 program generated the following outputs: (1) 60 qualified students selected through a competitive process, with academic credit conversion equivalent to 20 credit units (SKS); (2) 20 market-ready products or business models encompassing goods and services; and (3) enhanced student soft skills, including creativity, innovation, leadership, and collaborative teamwork competencies (A. I. Amjad et al., 2022). At the institutional level, The Innovation Hub UNS has demonstrated its capacity as a center for innovation and entrepreneurship development through various derivative programs, including SEMESTA Bright, SEMESTA NRE, PPI, P3SD, the Technology Innovation Program (PIT), and the Patent Clinic. Additionally, the program contributed to strengthening students' entrepreneurial intentions as a long-term impact of the incubation process (Zhao & Wibowo, 2021). The evaluation findings across the four CIPP components provide a basis for critical analysis of the SEMESTA Wirausaha Merdeka program's effectiveness and its contributions to entrepreneurship education in higher education. This discussion situates the findings within the broader scholarly literature to identify patterns of convergence, divergence, and areas requiring improvement.

### Context: Alignment Between Program Relevance and Academic Ecosystem Needs

The context evaluation confirms that the SEMESTA program is grounded in a robust policy framework and responds directly to structural challenges of income inequality and youth unemployment within the higher education landscape. This finding is consistent with (Baral, 2023) who argues that effective program contexts must demonstrate both policy legitimacy and socioeconomic responsiveness. The program's positioning under five parallel project portfolios reflects a deliberate strategy to address diverse stakeholder needs, from renewable energy innovation to MSME empowerment. Notably, the context of the SEMESTA program aligns with the broader mission of Kampus Merdeka, which seeks to embed experiential entrepreneurship within formal academic structures (Khairi et al., 2023). However, unlike more narrowly focused incubation programs documented in prior studies, the multi-portfolio architecture of The Innovation Hub introduces a risk of resource fragmentation. The strength of the contextual foundation therefore depends not only on policy alignment but also on the institution's capacity to sustain coordination across multiple concurrent initiatives.

### Input: Resource Readiness and the Role of Human Capital

The input evaluation reveals that the SEMESTA program meets the baseline standards for resource readiness, consistent with the findings of (Dicky et al., 2023), who identified policy alignment and human resource quality as the

most critical input indicators in CIPP-based program evaluations. The selective recruitment of participants from across Indonesia's higher education institutions is a distinguishing feature that enhances the program's inter-institutional exposure and broadens its knowledge base. However, the evaluation also highlights that the adequacy of human resources extends beyond participant selection. The quality of mentors and field supervisors constitutes a pivotal yet underexamined input variable. Prior research by (Dharmastuti et al., 2024) and (Riza et al., 2023) emphasizes that variations in mentor expertise and engagement significantly determine incubation outcomes. This study corroborates that concern: while the organizing team undergoes pre-program briefings, the depth and consistency of mentor capacity-building remain areas that warrant further structural investment. This gap between formal input readiness and mentor quality is a critical tension that the program must address to ensure equitable incubation experiences across participant cohorts.

#### **Process: Implementation Fidelity and Challenges of External Dependencies**

The process evaluation demonstrates that the three-stage structure (pre-immersion, immersion, post-immersion) was implemented as designed, representing a high degree of implementation fidelity. This structured sequencing aligns with the incubation frameworks documented (Stock & Erpf, 2023) who found that staged progression from knowledge acquisition to market validation is associated with stronger entrepreneurial outcomes. The integration of continuous feedback mechanisms through post-session surveys further reflects a commitment to adaptive program management (Baraka, 2024). Nevertheless, the identification of external obstacles particularly delays in project submission and investor unavailability reveals a structural vulnerability in the program's dependence on non-institutional actors. This challenge mirrors findings reported by (Fadhilah & Kurjono, 2023), who noted that time constraints and limited human resources are persistent obstacles in university-based incubation programs. (Kurjono et al., 2020). Unlike internal process failures, which can be addressed through procedural adjustments, external dependencies require strategic stakeholder management and more formalized partnership agreements. The absence of contingency mechanisms for investor or partner withdrawal represents a gap in the program's operational resilience.

#### **Product: Quantitative Achievements and the Question of Long-Term Impact**

The product evaluation records significant quantitative outputs: 60 participants, 20 market-ready products, and credit conversion equivalent to 20 SKS. These achievements are comparable to the outcomes reported by (Meisarah & Lamada, 2023) in the evaluation of the MBKM program using the CIPP model, and align with (Khairuddin et al., 2020) assertion that incubation program effectiveness is determined by the quality of implementation at each phase from planning to output. However, a critical analytical distinction must be drawn between immediate outputs and sustained outcomes. While the program successfully produces market-ready products and enhances participants' entrepreneurial competencies (Amjad, 2022) the longitudinal sustainability of the resulting startups remains unmeasured. This finding echoes the concerns raised by (Zhao & Wibowo, 2021) who demonstrated that entrepreneurial intention does not automatically translate into long-term business sustainability. Similarly, (Ramadhaniyati et al., 2024) found that students' entrepreneurial intentions and leadership capacity bear no significant relationship to long-term business continuity. The absence of post-program tracking data in the current evaluation therefore represents a limitation that constrains a comprehensive assessment of the program's true impact. Qualitative outcomes, including the enhancement of soft skills such as creativity, innovation, leadership, and collaborative teamwork, are noteworthy and reflect the broader educational value of the program beyond startup formation. These outcomes correspond to the competency development dimensions identified by (Riza et al., 2023) as essential for preparing the next generation of entrepreneurs within higher education incubation ecosystems. The integration of these competencies within a formally credited academic framework further distinguishes the SEMESTA program from extracurricular-only models, contributing to the institutionalization of entrepreneurship education at UNS.

#### **Implications for Program Improvement**

Taken together, the CIPP evaluation reveals a program with strong structural foundations but notable implementation gaps that must be addressed to maximize its potential. Three key recommendations emerge from this analysis. First, the consistency of mentoring quality should be elevated from an informal input variable to a formally monitored and standardized program component, with structured mentor selection criteria, performance evaluation, and ongoing professional development. Second, the program's operational resilience should be strengthened through formalized agreements with industry partners and investors to mitigate the risks associated with external dependency. Third, a longitudinal tracking mechanism for program alumni should be instituted to assess the sustainability of the startups produced and the long-term entrepreneurial trajectories of participants, thereby enabling evidence-based program refinement in future cycles.

## **CONCLUSION**

The evaluation of the Wirausaha Merdeka SEMESTA program using the CIPP model demonstrates that the program has been implemented effectively and has achieved its established objectives. The context and input components confirm a strong policy foundation and adequate human resource capacity, while the three-stage implementation process pre-immersion, immersion, and post-immersion systematically facilitated the development of participants' entrepreneurial competencies. In terms of product outcomes, the program produced 60 graduates with a 20-credit conversion, 20 market-ready products or business models, and a series of innovative prototypes. These findings affirm that academic-based business incubation represents a viable and strategic approach to cultivating educated young entrepreneurs while simultaneously addressing graduate unemployment. Future research should examine the long-term sustainability of the resulting startups and their contribution to regional employment creation and economic growth.

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