

Evaluation Of Entrepreneurship-Based Link and Match Program With Cipp Model For Early Childhood

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Abstract

The link and match program is designed to bridge the gap between the world of education and the world of work through the development of children's entrepreneurial competencies. This study aims to determine the planning, implementation, supervision, and evaluation of the entrepreneurship-based link and match program at TKIT Insan Adzkie Marelان. The place or location of this research is at TKIT Insan Adzkie Marelان located in Tanah Enam Ratus, Kec. Medan Marelان, Medan City, North Sumatra. The research was conducted for five months starting from August 5, 2024-December 20, 2024. This study used a qualitative method with the research subjects being the principal and teachers. Data collection techniques were carried out through observation, interviews, questionnaires, and documentation. Data analysis was carried out through data reduction, data presentation, as well as drawing conclusions and verification. The results of the study showed that program planning includes entrepreneurship development, theoretical and practical learning, improving soft skills, and expanding networks with the business world. Program implementation is carried out through curriculum integration, mentoring of teachers and industry partners, project-based learning, internships, and competency certification. Supervision is carried out with the right methods, technology-based monitoring, and collaboration with industry partners. Evaluation of the link and match program: Ensuring the effectiveness of the program from the government and the industrial world, identifying the strengths and weaknesses of the program, improving program implementation, strengthening relations with DU/DI, absorption of graduates into DU/DI, evaluation of all link and match programs.

I. Introduction

Based on the results of initial observations, IT Kindergarten (TK) Insan Adzkia Marelan is an educational institution that has an entrepreneurship-based link and match program. Although the curriculum implemented already includes various entrepreneurial materials, there is still a gap between what is taught in the classroom and the real needs in the industrial world. Existing curricula tend to place more emphasis on the basic theories and concepts of entrepreneurship, such as business planning, management, and finance, without providing enough practical experience relevant to current industry developments. Meanwhile, the business world continues to change and develop, with various technological innovations that affect the way businesses are run.

Therefore, the material taught in schools is often not by market trends and needs, making it difficult for students to apply their knowledge when entering the workforce. For example, there is a lack of discussion about digital marketing, e-commerce, or new technologies in product production and distribution, even though these sectors are highly developed and require skills mastered by vocational school graduates. These limitations affect students' readiness to compete in the job market, where companies now prioritize practical skills that suit the needs of the industry, rather than just the theory taught in school.

Furthermore, the existing TKIT Insan Adzkia Marelan facility, the existing facilities are often inadequate to meet the needs of students. Many of the equipment used is obsolete and no longer relevant to technological developments in the industrial world. This has a direct impact on the limitations of students to learn and innovate using technology that is the standard in the modern workplace or business. For example, equipment for the field of digital marketing or product processing is still incomplete, so students have difficulty developing skills that are suitable for the needs of the current market.

In addition, the available practice space is also limited, both in terms of capacity and function. The large number of students is not proportional to the available practice space, so practice is often carried out in turns with a very limited time. This situation causes students not to get an optimal learning experience. Some entrepreneurship programs, such

as making innovative products or business simulations, are also constrained by the lack of supporting facilities. Some teachers admit that they often have to find creative ways to accommodate students' practical needs, even with limited resources.

Then one of the main problems in the implementation of the entrepreneurship-based link and match program at TKIT Insan Adzki Marelan is the lack of training for teachers. Most teachers who teach entrepreneurship have not received special training that is relevant to the latest developments in the business world and technology. This condition causes limitations in the delivery of applicable materials, especially related to entrepreneurial practices that are by industry needs. Teachers often rely only on previous teaching experience without being supported by new knowledge or skill updates, making it difficult to answer the challenges of a competency-based curriculum.

The absence of this training also has an impact on the ability of teachers to guide students in dealing with real situations in the business world. For example, teachers are not familiar with the use of digital marketing technology or modern application-based financial management, which is now the standard in the world of entrepreneurship. As a result, students only get basic theory without being supported by relevant simulations or practices. To overcome this problem, schools need to collaborate with industry partners and training institutions to provide debriefing to teachers, so that they can become more competent facilitators in building students' entrepreneurial spirit.

The imbalance between local and global needs in the link and match program at TKIT Insan Adzki Marelan is one of the challenges that affect students' readiness to compete in the international market. The program is more focused on developing entrepreneurial skills relevant to the needs of the local market, while rapidly growing global trends in technology, product innovation, and digital marketing have received less attention. As a result, students are only exposed to business opportunities that are limited to a local scale, without gaining enough insight to compete in an increasingly connected global market. For this reason, this program needs to place more emphasis on developing skills that can be applied in the international market, including through the use of digital technology, e-commerce, and international marketing, so that students can take advantage of global opportunities more optimally.

Based on the above explanation, the researcher is interested in conducting research at TKIT Insan Adzkia Marelan which has experienced a decline in terms of planning, implementation, supervision, and evaluation of entrepreneurship-based link and match programs. Therefore, the researcher views the need for a study on the efforts made by vocational high schools to increase the use of the link-and-match program to achieve graduates who are optimally able to compete in the field of entrepreneurship. Therefore, the researcher is very interested in researching "Evaluation of Entrepreneurship-Based Link And Match Program with the Cipp Model for Early Childhood".

2. Research Method

This study uses a qualitative method with the principal and teachers of TKIT Insan Adzkia Marelan (Albi & Johan, 2018; Anggito Albi & Johan Setiawan, 2018; Handoko et al., 2024; Hasibuan et al., 2022). Data collection techniques can be carried out by observation, interviews, questionnaires, and documentation. The data analysis technique of this study uses data reduction, data presentation, as well as conclusion drawing and verification (Handoko et al., 2024; Jailani, 2023; Pahleviannur et al., 2022; Rukhmana et al., 2022). The place or location of this research is at TKIT Insan Adzkia Marelan located at Tanah Enam Ratus, Kec. TKIT Insan Adzkia Marelan is a place for research with the consideration that. The research was carried out for five months starting from August 5, 2024 – December 20, 2024.

3. Results and Discussion

Entrepreneurship-Based Link and Match Program Planning with CIPP Model for Early Childhood

The results of the study show that the planning of an entrepreneurship-based link and match program with the CIPP model at TKIT Insan Adzkia Marelan has great potential to increase the relevance of education to the needs of the world of work. According to (Sukirman, 2020), good planning must include an analysis of job market needs and the integration of entrepreneurial competencies into the curriculum. TKIT Insan Adzkia

Marelan has identified local and national job opportunities as the basis for program development.

This is in line with the opinion (Tilaar, 2019) which states that vocational education programs require synergy between educational institutions and industry to create a ready-to-use workforce. TKIT Insan Adzkia Marelan, stakeholder involvement is realized through cooperation with local companies and practical training. This research is in line with (Nasution et al., 2022) that (1) planning is designed by reviewing government regulations on the implementation of the link and match program. (2) The organization is determined by the principal by forming a professional work team. (3) Implementation is carried out by establishing cooperation with industry, optimizing the special job market (BKK), and providing industrial classes. (4) Control is carried out by the supervision of the principal.

The use of SWOT analysis in planning at TKIT Insan Adzkia Marelan helps identify strengths, weaknesses, opportunities, and threats related to the implementation of entrepreneurship-based programs. As explained by (Ghozali, 2021), this analysis is important to determine the right strategy in achieving educational goals. Curriculum adjustment is one of the concrete steps in planning a link-and-match program (Wayan et al., 2024). TKIT Insan Adzkia adopts a competency-based curriculum approach to meet industry standards. This approach is supported by an opinion (Sudjana, 2020), which emphasizes the importance of an adaptive curriculum for vocational education.

TKIT Insan Adzkia Marelan received entrepreneurship training to strengthen their understanding and ability to teach business skills to students. Entrepreneurship training for educators is an important step to ensure students get relevant and applicable learning (Komara et al., 2024; Kusuma & Muharom, 2025; Putri & Suwardi, 2024; Radiyah, 2024). The results of the study show that the school has formed a student business unit as part of the entrepreneurship program. This is in line with the opinion (Hisrich, 2018) Which states that hands-on experience in managing a small business helps students understand the principles of entrepreneurship.

Some of the obstacles in the implementation of the program include limited facilities, funds, and lack of involvement of several industry parties. This challenge is common in vocational education, so mitigation strategies are needed through multi-sector cooperation

(Indadihayati & Hariyanto, 2023; Ubihatun et al., 2024; Zukna & Sassi, 2024). The use of technology is an important component of this program. Digitalization in the planning and implementation of entrepreneurship programs at TKIT Insan Adzkia Marelan is in line with the recommendation (Prensky, 2021) Which emphasizes the importance of technology for 21st-century education.

Program evaluations at TKIT Insan Adzkia Marelan are carried out periodically to ensure effectiveness and relevance to industry needs. According to (Stufflebeam, 2022), the CIPP (Context, Input, Process, Product) evaluation model is the right approach for entrepreneurship-based education programs. The findings of this study have important implications for the development of vocational education programs nationally. Stronger policy support from the government is needed to improve the implementation of the link-and-match program in various schools. As stated by (Djojonegoro, 2020), synergy between the government, schools, and industry is the key to the success of entrepreneurship-based vocational education.

In planning an entrepreneurship-based link and match program with the CIPP model at TKIT Insan Adzkia Marelan, the Context aspect plays an important role in adapting the program to the needs of the industry and the educational environment. Context analysis includes identifying opportunities and challenges faced by schools in preparing graduates who are ready to work or entrepreneurial. TKIT Insan Adzkia Marelan is in an environment that supports the development of entrepreneurial skills, both in terms of resource availability, partnership networks with the business and industry world (DUDI), as well as education policies that emphasize the importance of synergy between schools and the world of work. However, challenges such as the gap between graduates' skills and industry needs, limited practice facilities, and the readiness of educators to implement an entrepreneurship-based approach are still the main focus that needs to be overcome in planning this program. Therefore, the mapping of initial conditions is carried out so that the policies implemented can be relevant and provide real solutions to the needs of students and the industry that is the school's partner.

The Input aspect of the CIPP model focuses on the resources and strategies used to support the implementation of entrepreneurship-based link-and-match programs. TKIT

Insan Adzkia Marelان relies on various elements such as an industry-based curriculum, training for teachers, strengthening partnerships with the business world, and providing adequate facilities and infrastructure to support practice-based learning. In the planning process, the involvement of stakeholders, both from schools, industry, and the government, is a key factor in ensuring the sustainability of the program. In addition, strengthening the internship system and developing school business units are strategies implemented to provide direct experience to students in carrying out entrepreneurial activities. With careful planning in the Input aspect, it is hoped that this link-and-match program will not only produce competent graduates according to industry needs but also encourage an independent entrepreneurial spirit among students.

Implementation of the Entrepreneurship-Based Link And Match Program with the CIPP model for Early Childhood

The link and match program is one of the strategic solutions to bridge the gap between education and the needs of the world of work. This approach aims to increase the relevance of vocational education to market demands so that graduates are more ready to work (Abdulmajid, 2015; Harini et al., 2024; Pramestya & Sofyan, 2025). The findings at TKIT Insan Adzkia Marelان show that this entrepreneurship-based program has been designed to provide practical skills as well as an entrepreneurial mentality to students. TKIT Insan Adzkia Marelان as a vocational education institution plays an active role in supporting local economic growth. The implementation of the program at TKIT Insan Adzkia Marelان involves collaboration with various parties, including local companies and MSMEs. The findings show that students not only learn theory but also get directly involved in business practices, such as internships at partner companies. This is in line with the theory of Experiential Learning from (Kolb, 1984), which states that effective learning occurs when students get hands-on experience. The results of this finding are in line with the research (Maulina & Yoenanto, 2022) The link and match program is very helpful in establishing cooperation between TKIT and DUDI with various approaches such as competency-based training (CBT) and strategies such as the MoU program for the business world and the industrial world (DUDI), curriculum alignment, industrial work practices (PRAKERIN), and

skill competency tests (UKK) so that link and match will be effective and beneficial for both parties.

The program teaches not only technical skills but also soft skills such as communication, leadership, and creativity. According to (Goleman, 1995), soft skills are a key factor for a person's success in the world of work. At TKIT Insan Adzkia Marelان, activities such as business simulations and product presentations are a means of developing this ability. One of the important findings is the existence of innovation in the curriculum. Entrepreneurship subjects are taught through a project-based learning approach, where students are tasked with creating a real business plan. This is in line with the opinion (Trilling & Fadel, 2009) Which states that 21st-century learning should be project-based to develop critical and creative skills.

However, the implementation of this program also faces obstacles, such as limited funding, lack of practical facilities, and a gap between theory and practice. This challenge is common in vocational education in Indonesia and requires solutions in the form of more inclusive funding policies and closer collaboration with the industrial world (Indadihayati & Hariyanto, 2023; Ubihatun et al., 2024; Zukna & Sassi, 2024). Teachers at TKIT Insan Adzkia Marelان play a central role in the success of this program.

The findings show that they serve as facilitators and mentors in students' entrepreneurship projects. Cooperation between TKIT Insan Adzkia Marelان and the business world is the key to ensuring the sustainability of the program. For example, partner companies provide training on product innovation and digital marketing. This reflects the Triple Helix model (Etzkowitz & Leydesdorff, 2000), which emphasizes collaboration between government, academia, and the business world.

Students who take part in this program are reported to have increased entrepreneurial competencies, such as the ability to analyze market opportunities and manage businesses. According to (Schumpeter, 1934), entrepreneurship involves creativity in creating new value, which is the focus of this program. This program also has an impact on the surrounding community, where entrepreneurial students can create new jobs. This is by the opinion (Yunus, 2007) Social entrepreneurship, states that entrepreneurship is not only economically profitable but also has a social dimension. Routine evaluations are carried out

through monitoring and surveys of student satisfaction and industry partners.

This shows the commitment of TKIT Insan Adzkia Marelan to ensuring that the program continues to grow. According to (Stufflebeam, 2022), CIPP (Context, Input, Process, Product) model-based evaluation is important to improve the quality of educational programs. With the increasing need for a competent and creative workforce, this program has bright prospects to continue to be developed. Strengthening synergy with the industrial sector and the use of digital technology is expected to expand the impact of this program. This is in line with the Industrial Revolution 4.0, which demands integration between technology and human skills (Schwab, 2017).

In the implementation of the entrepreneurship-based link and match program at TKIT Insan Adzkia Marelan, the Process aspect in the CIPP model focuses on the implementation mechanism, the strategies implemented, and the involvement of various parties in supporting the success of the program. The school works closely with industry and business partners to align the curriculum with the needs of the job market, so that students not only gain technical skills but also an in-depth understanding of real-world business practices. The program begins with the preparation of an entrepreneurial project-based learning plan, which involves students in real business simulations. These activities include theoretical learning in the classroom, skills training in workshops or school laboratories, and internships in industry as part of work-based learning efforts. In the process, industry teachers and instructors act as facilitators who not only provide theory but also hands-on practical guidance in the field. In addition, periodic monitoring and evaluation are carried out to ensure the effectiveness of program implementation. The evaluation includes observation of the learning process, interviews with students and industry partners, and analysis of obstacles faced during implementation. One of the challenges faced is the adjustment of the curriculum to dynamic industry developments, so flexibility in teaching methods and periodic material updates are needed.

In addition, students' readiness to face the world of work is one of the main focuses of the evaluation, by looking at the level of skills they have acquired after participating in the program. The results of this evaluation are the basis for schools to continue to improve their implementation strategies, ensuring that the entrepreneurship-based link and match

program with the CIPP Model at TKIT Insan Adzkia Marelan can provide optimal benefits for students and meet industry standards.

Supervision of Entrepreneurship-Based Link And Match Programs with CIPP Model for Early Childhood

The link and match program aims to bridge the needs of the industrial world with the educational curriculum, especially in TKIT. According to (Sudira, 2016), the application of this concept aims to produce graduates who have skills according to the needs of the job market as well as entrepreneurial abilities. In the context of TKIT Insan Adzkia, this program is a strategic effort to prepare students to enter the world of work while creating independent business opportunities. Supervision is a key element in ensuring the success of the program. According to (Stoner et al., 1996), supervision includes activities of monitoring, evaluating, and providing feedback to ensure that program objectives are achieved. TKIT Insan Adzkia, supervision of this program functions to monitor the implementation of project-based learning and industrial internships.

The findings show that supervision planning is carried out through the preparation of clear achievement indicators. (Robbins & Judge, 2018) Emphasized the importance of careful planning to support successful supervision. In this school, indicators such as the achievement of the entrepreneurship curriculum and partnerships with industry are the main focus. Program supervision is carried out in a structured manner through evaluation meetings and visits to industry partners. Structured supervision ensures that the process runs according to the planned procedures (Agusnawati et al., 2024; Sukardi, 2014). Teachers at TKIT Insan Adzkia use student internship reports to evaluate the effectiveness of the program.

Good supervision helps schools forge closer relationships with industry partners. As stated by (Moekijat, 2008), solid partnerships between schools and industry create relevant employment and training opportunities. The results of supervision also encourage the strengthening of entrepreneurship education. According to (Drucker, 1985), entrepreneurship is a skill that can be taught and trained through hands-on practice. The school integrates the internship experience with entrepreneurship learning to produce

students who are better prepared for business.

Supervision also provides benefits for teachers in improving teaching methods. According to (Arikunto, 2009), effective supervision encourages teachers to continue to innovate in designing learning. TKIT Insan Adzkia, teachers feel helped by the existence of routine evaluations that improve the implementation of the program. For the program to be more optimal, it is necessary to strengthen the aspects of continuous monitoring and evaluation. According to (Mulyasa, 2013), supervision must be a dynamic process that is adaptive to the changing needs of the world of work. TKIT Insan Adzkia needs to increase training for teachers related to entrepreneurship and expand the network of partner industries.

Meanwhile, supervision of the product aspect in the CIPP model aims to assess the results of the implementation of the entrepreneurship-based link and match program. In this case, supervision is focused on the extent to which graduates have skills that are relevant to industry needs and can apply entrepreneurial principles in the world of work or independent business. Product evaluation is carried out by looking at the level of success of students in obtaining competency certification, the level of achievement of key performance indicators (KPIs) such as the absorption rate of graduates in the world of work, and the success of students in building their businesses. This oversight also includes alumni tracking to find out the long-term impact of the program, including increasing the competitiveness of graduates in the world of work and their contribution to the entrepreneurial ecosystem. With systematic and data-based supervision, TKIT Insan Adzkia can continue to improve the effectiveness of the link-and-match program and ensure its sustainability and relevance to industry developments.

Evaluation of the Entrepreneurship-Based Link And Match Program with the CIPP Model for Early Childhood

The entrepreneurship-based link and match program at TKIT Insan Adzkia aims to bridge the gap between the world of education and the world of work. The results of the study show that this program has great potential to improve students' skills, especially in preparing them for the world of work or independent entrepreneurship. The theory

(Schumpeter, 1934) Emphasizes the importance of innovation in entrepreneurship as the basis for economic development, which is relevant to the goals of this program.

The findings reveal that the curriculum at TKIT Insan Adzkia has been adjusted to the needs of local industries. This is in line with the opinion (Arifin, 2015), which states that a curriculum based on the needs of the world of work can significantly improve students' skills. However, several aspects of learning still need to be improved, such as alignment with the latest technology trends. The results of a different study (Reinaldo, 2024) on The Influence of the Implementation of the Iduka-based curriculum on Increasing Student Competence at SMKN 5 Sijunjung showed that: (1) The evaluation of the IDUKA program context is classified as high. This aspect consists of: (a) The quality of student competence. (b) The suitability of the implementation of the IDUKA program with the policies and objectives set by the school. (c) The readiness of the implementation management carried out by the school is classified as high.

DUDI has an important role in supporting the success of this program. The findings show that partnerships with local companies have been going well through internships and training activities. According to Permendikbud No. 50 of 2020, DUDI's involvement is a core component of the link and match program to ensure the relevance of vocational education. Entrepreneurial facilities and infrastructure at TKIT Insan Adzkia are quite adequate, but not fully optimal. For example, some practice tools still do not meet industry standards. Adequate infrastructure greatly determines the quality of learning (Randan et al., 2025; Sholeh, 2023).

Students who participate in this program show increased entrepreneurial skills, such as creative thinking and simple business management. The role of teachers and trainers is very important in implementing this program. Teachers at TKIT Insan Adzkia have been trained to use project-based learning methods. Piaget's constructivism theory supports this approach, as it emphasizes active learning where students construct knowledge based on experience. The main obstacles in the implementation of this program are budget limitations and a lack of continuous coaching from DUDI. According to (Robbins, 2001), efficient resource management is essential for the success of educational programs. Students generally respond positively to the program. They feel better prepared to face the

challenges of the world of work. This is by research by (Bandura, 1997), which states that successful experiences can increase students' self-efficacy.

This program has increased the competitiveness of TKIT Insan Adzkia graduates. Many students have managed to get a job or open their own business. These findings are in line with research by (Timmons & Spinelli, 2009), which shows that entrepreneurship education can create new job opportunities. The Context, Input, Process, Product (CIPP) evaluation approach shows that this program is relevant to the needs of students and the industry. The CIPP model of (Stufflebeam, 1971) Is very effective for evaluating competency-based educational programs. The main recommendations are to strengthen collaboration with DUDI, update practice facilities, and provide intensive training to teachers. This is by the opinion (Suyanto, 2013), which emphasizes the importance of continuous innovation in the vocational education system. The entrepreneurship-based link and match program at TKIT Insan Adzkia shows positive results, but there is still room for improvement. With the optimization of this program, it is hoped that TKIT graduates can become pioneers of entrepreneurship in the community. As an implication, the government needs to increase policy and budget support for similar programs.

Product evaluation in the entrepreneurship-based link and match program with the CIPP model at TKIT Insan Adzkia School with the CIPP (Context, Input, Process, Product) model is focused on the usefulness of program results for students, schools, and the industrial world. The product aspect of the CIPP model focuses on achieving the program's goals of producing graduates who are competent in the field of entrepreneurship and their readiness to enter the world of work or open an independent business. In this context, the evaluation includes an analysis of the program's outputs, such as students' entrepreneurial skills, the sustainability of the business that has been pioneered during the study period, and the level of satisfaction of the industrial world with TKIT Insan Adzkia graduates. Data collected through interviews with students, teachers, as well as industry partners show that most graduates already have basic skills in business management, digital marketing, as well as product innovation, which are indicators of program success.

In the legal context, the entrepreneurship-based link and match program at TKIT Insan Adzkia has a strong foundation based on various regulations that have been

established. Law Number 20 of 2003 concerning the National Education System emphasizes that education aims to develop the potential of students to become individuals who are faithful, pious, and have life skills, including in the field of entrepreneurship (UU Pendidikan Tahun 2003). In addition, Permendikbud Number 50 of 2020 regulates the synergy between educational institutions and the business world and the industrial world (DUDI) to ensure that graduates have skills that are relevant to the needs of the labour market. Furthermore, Law Number 13 of 2003 concerning Manpower emphasizes the importance of job training and skills development to increase the competitiveness of the Indonesian workforce (Fikri, 2020).

Government Regulation Number 17 of 2010 concerning the Management and Implementation of Education emphasizes the obligation of schools to provide skills and competency-based education to prepare students to face the world of work (Peraturan Pemerintah No. 17, 2010). With this regulation, the implementation of the link and match program at TKIT Insan Adzkia increasingly has a clear foothold in the national education system.

The government, schools, and industry need to continue to strengthen cooperation to ensure that graduates are better prepared to face global challenges. In addition, optimizing educational facilities and improving the quality of skills-based learning are crucial aspects of the sustainability of this program. Thus, the entrepreneurship-based link and match program at TKIT Insan Adzkia can run more effectively and provide a wider positive impact on the world of education and the world of work.

4. Conclusion

Based on the discussion of problems related to the Evaluation of the Entrepreneurship-Based Link And Match Program at TKIT Insan Adzkia, the following are the conclusions that can be obtained from the research results: First, Planning (Context & Input). The planning of the entrepreneurship-based link and match program at TKIT Insan Adzkia has been designed according to the needs of the industrial world and vocational education standards. However, there is still a need for improvement in mapping job market needs, involving industry partners, and strengthening a more applicable and

entrepreneurship-oriented curriculum. Second, the implementation of the entrepreneurship-based link and match program at TKIT Insan Adzkia has been running according to plan, involving various practice-based learning activities and collaboration with industry. However, there are obstacles such as the lack of supporting facilities and infrastructure and the lack of optimal involvement of industry partners in providing direct training to students. Third, the supervision of the entrepreneurship-based link and match program at TKIT Insan Adzkia has been carried out periodically by the school and the education office, but there are still several aspects that need to be improved, such as feedback mechanisms from the business and industry and increasing teacher involvement in monitoring the development of students' entrepreneurial competencies. More intensive collaboration between schools and industry partners, as well as strengthening monitoring and evaluation mechanisms, are key to increasing the effectiveness of these programs. Fourth, the evaluation results show that the entrepreneurship-based link and match program at TKIT Insan Adzkia has had a positive impact on improving students' entrepreneurial skills. However, the effectiveness of the program can still be improved by improving the competency-based evaluation system, increasing the number of young entrepreneurs, and strengthening the relationship between the school and the business world for the sustainability of the program.

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