

Implementation of Entrepreneurship Education for Students at SMK Negeri 1 Sampit for the 2022/2023 Academic Year

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Abstract

This research contains about how entrepreneurship education is implemented in class XI students at SMK Negeri 1 Sampit. Entrepreneurship education plays an important role in creating the next generation to be ready for future economic challenges. This study aims to determine implementation in class XI students of SMK Negeri 1 Sampit. This research is qualitative research. The subject of this research is a class XI subject teacher at SMK Negeri 1 Sampit. Meanwhile, the informants in this research were three class XI students. Data collection techniques in this research are interviews and documentation. Data analysis techniques through data reduction processes, data presentation, and data verification. To test the validity of the data using triangulation of sources and methods. The results of this research are (1) There are 6 aspects out of 7 aspects of implementing entrepreneurship education which are implemented in class XI students at SMK Negeri 1 Sampit. Of these 6 aspects, 5 aspects can be implemented effectively. The entrepreneurship education that has been implemented is: a). integrated entrepreneurship education in extracurricular activities, b), entrepreneurship education through self-development, c). changes in the implementation of entrepreneurship learning from theory to practice, d). integrating entrepreneurship education into materials or textbooks, e). integrating entrepreneurship education through school culture. The implementation of entrepreneurship education for class (2) entrepreneurship education is not implemented in the integration of entrepreneurship education through local content because local content subjects are not available in the 2013 curriculum.

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1. INTRODUCTION

In 2011, the international world was considered to have entered the 4.0 era, including increased connectivity, interaction and the development of digital systems, artificial (unnatural) and virtual intelligence packaged and wrapped in the digital world. The industrial revolution 4.0 was first introduced by a professor named Klaus Schwab who is an economist.

(Hadi Adha, Zaeni Asyhadie, & Rahmawati Kusuma, 2020) In his book entitled "The Fourth Industrial Revolution", Professor Klaus explains that the industrial revolution 4.0 has changed people's lives, thinking patterns and ways of working. In the era of globalization, various nations in the world have developed a knowledge-based economy (EKE), where humans must become more qualified. Therefore, education is one way to support economic development based on education for the knowledge economy (EKE).

Educational institutions must be involved in research and development centers to produce superior research products to support *knowledge-based economy (KBE)*, then it is necessary to create an entrepreneur. Therefore, to increase the number of entrepreneurs, you must have an

entrepreneurial attitude which will be measured by entrepreneurial values and creating something new that is valuable and useful for yourself and others.

According to Mulyani (in Rizky Fajar Ramdhani, et al., 2021) Based on the concept and characteristics of entrepreneurship, there are many values that students should have. Next, in developing this academic text model, several entrepreneurial values were selected which cover various subjects and are appropriate to the development of students, totaling 17 values. The following entrepreneurial values and descriptions that are integrated through entrepreneurship education are honesty, discipline, hard work, creativity, innovation, independence, responsibility, cooperation, leadership, never giving up, courage to take risks, commitment, realistic, curiosity, communicative, strong motivation for success and focused on action.

The growth of entrepreneurial values needs to be combined with mastery of science and technology, in educational activities, especially schools and universities. From an economic perspective, education produces reliable people who can be used as driving subjects in national economic development. To create entrepreneurship, it is necessary to form an entrepreneurial attitude through entrepreneurship education.

Jones and English (in, Hurriah Ali Hasan, 2020) defines entrepreneurial education as the process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on their own thinking.

According to (Hasanah, 2015) Entrepreneurship education can create jobs (job creator) rather than looking for work (job seeker). Apart from that, the Indonesian nation should make entrepreneurship education a way to solve the economic problems that exist in Indonesia, one of which is reducing unemployment.

Formal and non-formal educational institutions can apply entrepreneurship subjects in the learning process. So that we can have graduates who have an entrepreneurial attitude. Therefore, entrepreneurship education is certainly applied at all levels of education, such as basic education to tertiary education, one of which is vocational high school (SMK).

Article 15 of Law No. 20 of 2003 concerning the National Education System regulates that vocational education is secondary education which prepares students primarily to work in certain fields. As part of the national education system, Vocational Schools aim to produce skilled workers who have the ability to meet the demands and requirements of the world of work, and are able to develop their potential in adopting and adapting to developments in science, technology and art.

2. RESEARCH METHOD

This research is qualitative research. Data collection techniques in this research are interviews and documentation. Data analysis techniques through data reduction processes, data presentation, and data verification. To test the validity of the data using source triangulation. This research was carried out on 09 August 2022- 16 November 2022. The subject of this research was a class XI subject teacher at SMK Negeri 1 Sampit. Meanwhile, the informants in this research were three class XI students.

3. RESEARCH RESULTS AND DISCUSSION

Based on the results of interviews and documentation conducted by researchers from various sources, it can be concluded that SMK Negeri 1 Sampit has appropriate entrepreneurship education (Irjus Indrawan, Hadion Wijoyo, & Bero Usada, S, 2020) as follows:

1. Entrepreneurship education is integrated in all subjects.

In the implementation of integrated entrepreneurship education in all subjects, it is still not integrated in several subjects. In these subjects there are several things that can be explained, namely lessons on accounting practices for service and manufacturing companies in these lessons learning how to record sales transactions, purchases, cash receipts, and calculating inventory of

merchandise, creative product and entrepreneurship subjects learning about planning, the process of making a product to add value, computer accounting entrepreneurship education makes it easier to record business transactions or entities and Islamic religious learning discusses the laws of buying and selling and so on. Subjects that integrate financial accounting, manufacturing accounting, service accounting practicum, trade accounting, Islamic religion, tax administration, graphic design, retail business, mathematics, and Indonesian. For subjects that are not integrated with PKN and PALP (Government Institution Accounting Practices) because they have nothing to do with entrepreneurship. The entrepreneurial values applied at SMK Negeri 1 Sampit are in accordance with the 17 entrepreneurial values. According to Mulyani's theory (in Rizky Fajar Ramdhani, et al., 2021), the development of this academic text model selected several entrepreneurial values which cover various points and are appropriate to the development of students with 17 values, as follows: honesty, discipline, hard work, creativity, innovative, independent, responsible, cooperative, leadership, never give up, dare to take responsibility, commitment, realistic, curious, communicative, strong motivation for success and action oriented. According to theory (Irjus Indrawan, Hadion Wijoyo, & Bero Usada, S, 2020), integrated entrepreneurship education in the learning process is internalizing entrepreneurial values in lessons so that the result is gaining awareness of the importance of entrepreneurial values, forming an entrepreneurial attitude and getting used to these values. the value of entrepreneurship in students' daily behavior through the learning process both directly and outside the classroom in all these subjects.

2. Integrated entrepreneurship education in extracurricular activities

In implementing integrated entrepreneurship education, extracurricular activities, the school provides a number of activities that can be chosen, one of which is scouting, where in its implementation students are taught to use used materials and goods to make a product to gain selling value, cultivate medicinal plants, and process food. According to theory (Irjus Indrawan, Hadion Wijoyo, & Bero Usada, S, 2020) extracurricular activities are educational activities outside of subjects and counseling services to help develop students according to students' needs, talents, potential and interests through activities specifically organized by education and/or educational personnel who are capable and authorized within the school.

3. Entrepreneurship education through self-development

In implementing entrepreneurship education through self-development, students are instructed to make a business proposal and submit it to students who are interested in becoming entrepreneurs. In preparing the next proposal, students will carry out entrepreneurial activities to support students' abilities. Then students will make an accountability report on the business they have developed to motivate other students to become young entrepreneurs because they get results. According to theory (Irjus Indrawan, Hadion Wijoyo, & Bero Usada, S, 2020) self-development is an educational activity outside of subjects as an integral part of the school curriculum. Personal development specifically aims to support students' education in developing: interests, competencies, talents, creativity and habits in life, religious life abilities, social abilities, learning abilities, career insight and planning, problem solving abilities and independence.

4. Changes in the implementation of entrepreneurship learning from theory to practice

In implementing this learning from theory to practice, students make handicrafts or crafts that add value to the selling value of the product based on the price and how the product is made. Handicrafts or crafts are made, such as making lamps from plastic spoons, snack buckets, tables and chairs from bottles and sofas from used materials. The character instilled in students is innovative and creative. According to theory (Irjus Indrawan, Hadion Wijoyo, & Bero Usada, S, 2020), entrepreneurial learning is directed at achieving 3 (three) competencies which include the following:

- a. cultivating entrepreneurial character.

- b. understanding of concepts and abilities, with greater weight on achieving mental competence
 - c. Ability compared to understanding of concepts.
5. Integrating entrepreneurship education into teaching materials/books.

In implementing the integration of entrepreneurship education into materials/textbooks, the 2013 curriculum is used, where each textbook is updated. When delivering student materials/textbooks, adapt them to students and carry them out according to the order of the chapters in the materials/textbooks. According to theory (Irjus Indrawan, Hadion Wijoyo, & Bero Usada, S, 2020) Materials or textbooks are the learning component that has the most influence on what actually happens in the learning process. Many teachers teach by simply following the sequence of presentation and learning activities that have been designed by textbook authors, without making any significant adaptations. Internalizing entrepreneurial values can be done in teaching materials, either by presenting material, assignments or evaluations.

6. Integrating entrepreneurship education through school culture.

In the implementation of integrating entrepreneurship education through school culture, students are free to work in groups or individually to sell the products they make, such as selling firecrackers, chips, pudding, basreng, banana chips, cassava chips, aromatic bananas, cheese bananas, kripka and others, sold in school premises. Students become entrepreneurs without consciously motivating other students or friends to become entrepreneurs because they get results. According to theory (Irjus Indrawan, Hadion Wijoyo, & Bero Usada, S, 2020), culture or school culture is the atmosphere of school life where students interact with each other, teachers and teachers, counselors and each other, administrative staff when communicating with students, and use the facilities schools such as honesty, discipline, responsibility, commitment and entrepreneurial culture in the school environment (all school members carry out entrepreneurial activities in the school environment).

7. Integrating entrepreneurship education through local content

The implementation of entrepreneurship education through local content is not available in the 2013 curriculum so local content cannot be integrated at SMK Negeri 1 Sampit. According to (Irjus Indrawan, Hadion Wijoyo, & Bero Usada, S, 2020), this subject provides opportunities for students to develop their abilities which are considered necessary in the area concerned. Local content subjects are listed as follows

- a. Noble values of local culture.
- b. Skills.
- c. Local cultural characteristics
- d. Lifting the perma
- e. Tosocial and environmental problems which in the end are able to equip students with basic skills (life skills) as provisions and life so that they can create jobs.

4. CONCLUSION

Based on the results of the research and discussion described, it can be concluded that there are 6 aspects of implementing entrepreneurship education for students at SMK Negeri 1 Sampit for the 2022/2023 lesson with 7 aspects that can be internalized. There are 5 effective aspects of entrepreneurship education, namely the implementation of entrepreneurship education which is integrated with extracurricular activities, the implementation of entrepreneurship education in self-development activities, the change in the implementation of entrepreneurship learning from theory to practice, the implementation of entrepreneurship education into materials/textbooks, and the integration of entrepreneurship education through school culture. Meanwhile, what has not been effectively internalized in the implementation of entrepreneurship education in all subjects is due to accounting practical subjects in government institutions and citizenship education. The

implementation of entrepreneurship education has not been integrated into entrepreneurship education through local content because learning is not available in the 2013 curriculum.

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