

ENTREPRENEURSHIP LEARNING MANAGEMENT IN IMPROVING THE INDEPENDENCE OF VOCATIONAL SCHOOL STUDENTS

Anton

Doctoral Student of Islamic Education Study Program
Nusantara Islamic University (UNINUS) Bandung
Email: antonmusa81.cjr@gmail.com

Iim Wasliman

Nusantara Islamic University (UNINUS) Bandung
Email: iim.wasliman@gmail.com

Agus Sudarya

Nusantara Islamic University (UNINUS) Bandung
Email: agus.sudarya@gmail.com

Yosal Iriantara

Nusantara Islamic University (UNINUS) Bandung
Email: yosal.iriantara@gmail.com

Abstract

This study examines the management of entrepreneurial learning in increasing student independence in SMK (Multi Case Study at Mutiara Qolbu Vocational School and Ar Rahmah Vocational School in Cianjur Regency). Approach The research carried out in writing this article is to use a descriptive analytical method with a qualitative approach. The use of this approach is adapted to the main objectives of the study, namely to describe and analyze. The results of this study conclude that, the Implementation of Entrepreneurial Learning Management in Improving Student Independence at SMK Ar Rahmah Cianjur and SMK Mutiara Qolbu Cianjur in an effort to prepare productive entrepreneurship teachers is optimized by various government regulatory policies so that there is an increase in student independence. However, there are problems in the management of entrepreneurial learning regarding efforts to improve the quality of entrepreneurship. First, the quality of student entrepreneurship standards has not been standardized nationally. Second, the quality of product marketing techniques is still centralized on productive entrepreneurship teachers. This means that product marketing techniques have not collaborated with the head of the business unit and the head of the expertise. Third, the quality of compiling a business plan is too heavy and congested.

Keywords: Management, Entrepreneurship, Independence

A. INTRODUCTION

Vocational High School (SMK) is a form of formal education unit that organizes vocational education at the secondary education level as a continuation of SMP/MTs or other equivalent forms or a continuation of the learning outcomes passed to the equivalent of SMP/MTs.

The existence of Vocational Schools has nothing but specific objectives in accordance with Law Number 20 of 2003. These special objectives are: (a) preparing students to become productive human beings, able to work independently, filling existing job vacancies as middle-level workers in accordance with competence in the chosen skill program; (b) prepare students to be able to choose a career, be tenacious, and have persistence in being competent, adapting to the work environment and developing professional attitudes in the field of expertise they are interested in; (c) equip students with science, technology, and art to be able to develop themselves in the future either independently or through higher education levels; and (d) equip students with competencies in accordance with the selected skill program (Depdiknas, 2003).

To increase the independence of quality graduates, entrepreneurship learning management must be in accordance with curriculum objectives, learning in the 2013 curriculum emphasizes the importance of applying High Order Thinking Skills (HOTS). In learning activities that develop HOTS, it is required to design challenging learning, build critical thinking skills, analyze, find, compile and apply problem-solving steps, conclude and reflect.

The implementation of entrepreneurial learning management involves students in the classroom to achieve common goals. Students are involved through positive learning activities such as discussion methods, role playing and so on. Through these learning activities, it is intended that students are motivated to think actively, critically and creatively so that learning objectives can be achieved.

In addition, these activities can increase the interaction between students with each other so that there will be a better relationship. Learning management can affect the level of quality of learning in the classroom because learning management will actually manage the classroom atmosphere to be as good as possible. So that students become comfortable and happy during the teaching and learning process (PBM) so that the objectives can be achieved optimally. In order for the quality of student learning to run well, the application of the basic functions of management is needed by the teacher to achieve optimal results and the basic competencies that are expected to be achieved properly and satisfactorily.

Thus, the absolute requirement for the implementation of an effective teaching and learning process (PBM) is the management of entrepreneurial learning. Learning in the classroom with its role and function as supporting the success of the teaching and learning process requires proper managerial and careful handling.

The latest innovation changes have been realized by SMK Negeri 1 Pinrang through a mini school bank (BMS) as a profitable and beneficial business unit for students, teachers, and the wider community. BMS at SMK Negeri 1 Pinrang has not only succeeded in becoming a training medium for students to carry out banking operations. However, it is able to provide benefits to teachers, administrative staff, and community members who live around the school which is located on Jalan Langa, RT. 001/01, Lampa Village, Duampanua District, about 3 kilometers from the administrative center of Pinrang Regency.

This is an innovation that needs to be developed together. Students must be accustomed to being independent, having their own creativity to create businesses according to the imagination and talents of students. Creativity is also understood as the ability to generate, change and develop

ideas, processes, products, models and services as well as certain behaviors. In the definition of creativity, there are characteristics of originality (new, unusual, unexpected) and potential utility (useful, good, adaptive, appropriate) of ideas, products, modes or models and processes produced and the behavior played by the actors.

In Vocational Schools there are many skill programs, but when looking at job opportunities if the skills programs obtained by Vocational High School students are not in the field then they will become unemployed, because they are prepared to work not to create jobs or entrepreneurship.

Based on field observations of interviews at Mutiara Qolbu Vocational School, Cianjur Regency with entrepreneurship teachers, it was found that approximately 20% of students who were able to succeed independently got their own pocket money from online buying and selling businesses, 80% of students did bad deeds to get pocket money such as asking for money. parents, even asked to be treated by friends so that the level of independence is not good. In other behaviors such as forcing a weak friend to give some of his pocket money without thinking.

Researchers continued to observe the field, the results of interviews at Ar Rahmah Vocational School, Cianjur Regency with entrepreneurship teachers were inversely proportional, it was found that approximately 80% of students who were able to succeed independently got their own pocket money from online buying and selling businesses, 20% of students did bad deeds to earn money. pocket money is like asking for parents, even asking a friend to be treated so that the level of independence is not good. On other behaviors such as forcing his weak friend to give some of his pocket money without thinking.

The phenomenon that appears today is the circulation of facts about SMK as the biggest contributor to unemployment. This is based on news from the Sindo News newspaper on Thursday, June 13, 2019 along with the news.

The Minister of National Development Planning (PPN)/Head of the National Development Planning Agency (Bappenas) Bambang Brodjonegoro admits that the unemployment rate for Vocational High School (SMK) graduates is higher than that for Senior High School (SMA) graduates. This makes him surprised, considering that the majority of Indonesia's population is still dominated by the younger generation.

"The demographic bonus is dominated by young people, but one thing that must be overcome is the unemployment rate is still high. Where the age of 15 to 19 years at most do not have a job which reaches 26.67%," said Bambang Brodjo at the DPR Building, Jakarta, Thursday (13/6/2019).

He mentioned the high unemployment rate of vocational high school graduates (SMK) compared to high school graduates (SMA), making it necessary to increase vocational education. "So the highest unemployment is contributed by SMK and high school graduates, which are only 8%".

Theoretical Framework

Based on the research title, the theoretical framework in this study is as follows.

1. Entrepreneurship learning is the formation of the entrepreneurial spirit of students, so that those concerned become creative, innovative and productive individuals (Suherman, 2013 : 38).

2. Independent graduates are graduates who have the ability or competence. Both academic competence and vocational competence, which are based on personal and social competence, as well as noble moral values, all of which are life skills, education that is able to produce a complete human being (a complete human being) or a human with an integral personality (integrated personality).) those who are able to integrate faith, knowledge, and charity (Sudrajat, 2011 : 17).

B. METHOD

Approach The research carried out in writing this article is to use a descriptive analytical method with a qualitative approach. The use of this approach is adapted to the main objectives of the study, namely to describe and analyze. As suggested by Sugiyono, descriptive research is research conducted to find out the value of independent variables, either one or more (independent) variables without making comparisons or connecting with other variables (Sugiyono, 2010 : 13).

Based on this theory, quantitative descriptive research is data obtained from a sample of the research population analyzed according to the statistical method used. Descriptive research in this study is intended to obtain descriptions and information regarding the learning management system of entrepreneurship teachers in increasing student independence at Mutiara Qolbu Vocational School and Ar Rahmah Vocational School.

C. RESULT AND DISCUSSION

The discussion of the findings of the study of Entrepreneurial Learning Management in Improving Student Independence in Vocational High Schools (Multi Case Studies at Mutiara Qolbu Vocational School and Ar Rahmah Vocational School in Cianjur Regency) includes several discussions that are reviewed both practically and theoretical studies and relevant research results that researchers have included in chapter two.

Government policy regarding the implementation of efforts to prepare entrepreneurial productive teachers in increasing student independence at Mutiara Qolbu Vocational School and Ar Rahmah Vocational School. While the theory of independence is used to analyze the efforts made in increasing the independence of students at Mutiara Qolbu Vocational School and Ar Rahmah Vocational School.

Meanwhile, in order to have quality student independence, it is necessary to first understand the concept of quality. Quality is a comprehensive description of the characteristics of a product or service that shows its ability to satisfy customer needs. While the quality in the field of education includes the quality of inputs, processes, outputs and outcomes.

Supporting and Inhibiting Factors faced by entrepreneurial productive teachers in improving the quality of student entrepreneurship in the two Vocational High Schools interpretation results include: quality planning (quality planning), quality control (quality control) and quality improvement (quality improvement).

In line with the findings above, the quality of education consists of the words quality and education. Quality in Arabic "means good" (Abidin, 2016 : 110). In English "quality means quality, quality"

(Echols & Shadily, 1988 : 460). In the Big Indonesian Dictionary "Quality is (a measure of), good or bad an object; level or degree (intelligence, intelligence, etc.)" (Poerwadarminta, 1993). In terms of quality is "Quality meets or exceeds customer expectations" (Nasution, 2010 : 13). Thus, quality is the level of quality that has met or even exceeded expectations.

"Based on the quality review in terms of processes and results, it can be detected from the following characteristics: competence, relevance, flexibility, efficiency, yield power, credibility".

Based on some opinions, it can be concluded that quality is the quality or measure of good or bad in the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans to get closer to God through teaching and training guidance efforts. Quality in the field of education includes the quality of inputs, processes, outputs, and outcomes. Educational inputs are declared qualified if they are ready to process. The quality education process is able to create an atmosphere of Active, Creative, and Fun Learning (PAKEM).

Quality is measured universally in terms of input, process, output and outcome. There are 13 characteristics that are assessed in terms of quality, namely::

- a. Performance.
- b. Reasonable time (timelines).
- c. Reliable.
- d. Durability data.
- e. Beautiful (aesthetics).
- f. Human relations (personal interface).
- g. Easy to use.
- h. Special shape (feature).
- i. Certain standards (conformance to specification).
- j. Consistency.
- k. Uniformity.
- l. Able to serve (serviceability).
- m. Accuracy (Usman, 2006 : 411).

Performance (performance) is related to the functional aspects of the school which consists of the performance of teachers in teaching. "Teachers are one of the actors in school activities. Therefore he is required to know the place of work. Teachers need to understand the factors that directly and indirectly support the teaching and learning process" (Soetjipto, 2000 : 146)

Timelines are in accordance with a reasonable time which includes starting and ending lessons on time, with the right test time. Reliable (reliability), namely the service life lasts a long time. Including the excellent service provided by the school is the principle that the parties served feel happy and satisfied with the services provided so that they become good and loyal customers.

Durability is resilient, for example, despite the monetary crisis, schools still survive. Beautiful (aesthetics), for example, the exterior and interior of the school are attractively arranged, the teacher makes interesting educational media. Human relations (personal interface), namely upholding moral values and professionalism. This can be achieved if there is healthy communication. "From this communication, a friendly and harmonious atmosphere can be obtained, even reconciling the

two warring parties"¹². Easy to use (easy of use), namely the facilities and infrastructure used. For example, school rules are easy to implement, library books are easy to borrow and return on time.

A special form (feature) is a certain superiority, for example a superior school in terms of mastery of information technology (computerization). The first requirement for teaching leadership is that teachers should have a vision of excellence in teaching. Certain standards (conformance to specification) that meet certain standards. For example, the school has met the minimum service standards. Consistency is constancy, constant and stable, for example the quality of schools has not decreased from the past until now, school residents are consistent with their words. Uniformity is without variation, not mixed. For example, schools implement rules, not indiscriminately, dress uniforms. Able to serve (serviceability) that is able to provide excellent service. For example, the school provides a suggestion box and the incoming suggestions can be fulfilled properly so that customers feel satisfied. Accuracy, namely accuracy in service in accordance with what school customers want.

There are differences in understanding and perception in terms of quality standards caused by differences in viewpoints between one expert and another.

First, some people, even parents in general, say that school comfort is one of the best benchmarks. Second, the other party argues that learning outcomes or academic results that show the school is a good school because according to this opinion you can recognize them from their results. Third, some people argue that there are several characteristics or benchmarks that will show the quality of a school (Soetjipto, 2000 : 213).

Cyil summarizes quality opinions from different points of view using different benchmarks. Some people use benchmarks based on school conditions, others use benchmarks for learning achievement, and a broader opinion states that quality benchmarks need to be reviewed from various relevant benchmarks.

The third view is reinforced by Mujamil's view which states that "Educational institutions are said to be of quality if their inputs, processes, and results can meet the requirements demanded by users of educational services."

Although Mujamil uses input, process and result benchmarks. However, according to Mujamil, the benchmark point for measuring the quality of education is users of educational services, which means focusing more on output, namely the potential and use value of alumni in life.

According to Usman "Output is declared qualified if the academic and non-academic learning outcomes of students are high. Outcomes are declared qualified if the graduates are quickly absorbed in the world of work, the salary is reasonable, all parties recognize the greatness of the graduates and are satisfied"¹⁶. Meanwhile, according to Hari Sudradjad, quality education is education that is able to produce graduates who have the ability or competence, both academic competence and vocational competence, which are based on personal and social competencies, as well as noble moral values, all of which are life skills. , education that is able to produce a complete human being or a human with an integral personality (integrated personality) those who are able to integrate faith, knowledge and charity (Sudrajat, 2011 : 17).

A more comprehensive view of the quality of education is put forward by Sardi, quality standards according to ISO 9001: 2008 are as follows:

- a. Components of content standards, quality objectives:
 - 1) Development of KTSP based on subject teachers, DU/DI, counselors, and school/madrasah committees or organizers
 - 2) More than 76% Syllabus was developed according to the guidelines
 - 3) Schools meet the standards of meeting the needs of students
- b. Components of process standards, quality objectives:
 - 1) All teachers make lesson plans according to the rules
 - 2) 76% of teachers do technology-based learning
 - 3) 76% of students can do internships according to their competence
 - 4) The teacher evaluation results are all good
- c. Components of graduate competency standards, quality targets:
 - 1) Average National Examination Results and Skill Competency Test
 - 2) KKM class X and class XI
 - 3) Students acquire various skills
- d. Components of educational and educational standards, quality targets:
 - 1) Improve CAR qualifications
 - 2) Improving CAR competence (training)
- e. Standard components of facilities and infrastructure, quality targets:
 - 1) All teaching materials needed by students are available
 - 2) Adding facilities and infrastructure
- f. Components of management standards, quality objectives:
 - 1) All elements are involved in the work of the development team
 - 2) RKS/RAKS have an impact on improving learning outcomes
 - 3) Information system using the website / softcopy
- g. Components of financing standards, quality objectives:
 - 1) The school pays the salaries of teachers and employees on time
 - 2) 95% of budget usage is according to plan
 - 3) 90% of students pay tuition on time
- h. Components of assessment standards, quality objectives:
 - 1) 100% of teachers assess based on the syllabus that has been set
 - 2) There are assessments in both academic and non-academic fields
 - 3) All student assessment results are documented (Sardi, 2012 : 44)

Differences in perceptions about the quality of education are natural, because each party defines it from various perspectives and abilities in analyzing. Implementing agencies/institutions involved in quality assurance activities, both at the elementary, secondary and tertiary levels, are the National Education Standards Agency, hereinafter referred to as BSNP, which is an independent and independent body tasked with developing, monitoring the implementation, and evaluating national education standards. The National Accreditation Board for Non-formal Education, hereinafter referred to as BANPNF, is an independent evaluation body that determines the feasibility of programs and/or educational units for non-formal education with reference to the National Education Standards.

A policy is an action that leads to the goals proposed by a person, group or certain environmental government in connection with the existence of certain obstacles while looking for opportunities to

achieve the goals or realize the desired goals, then the policy strategy issued by the Government through student independence to learn entrepreneurship cannot be separated from optimizing the preparation of productive entrepreneurship teachers as has been determined to be a program for developing and increasing the competence of productive entrepreneurial teachers based on Government Regulation Number 74 of 2008 which explains that all educators in secondary schools must have a minimum qualification of S-1/D4 in 2015.

This qualification is needed so that educators have adequate knowledge about the subjects held. In addition, the professional competence of educators from pedagogic competence, personality competence, professional competence, and personality competence. Developing and fostering entrepreneurship productive teachers through a continuous teacher professional development and development system which includes; education and training (In House Training); industrial apprenticeship program; preparation of KTSP; curriculum analysis; syllabus development; and writing lesson plans.

This, looks different from some previous studies with this study, the following is a clear difference. Sholih (2016), "Management of Community Entrepreneurship Education in Shaping the Independence of Learning Citizens (Study at the Center for Community Learning Activities of Banten Province)." Dissertation, UNINUS, pp. 155-177. The main problem of this research is the effectiveness of the implementation of Community Entrepreneurship Education (PKM) program management in PKBM Banten Province in the implementation of learning programs that are held to establish the independence of learning citizens. This study produced the following findings. (1) at the planning level, 16 PKBMs have launched the program witnessed by the proposed managers, instructors, and learning residents; (2) at the implementation level, program implementation is carried out in accordance with technical guidelines, namely 30% theoretical weight and 70% practice of the planned program of 200 hours each with an allotted time of 60 minutes; (3) monitoring and evaluation have been carried out with monev instruments including; process activities, outcomes, and program impacts. Therefore, the changes that occur before and after the implementation of the program are visible and measurable with evidence of the success stories of learning residents; (4) There are many parties involved in the success of the program, including the Ministry of National Education, the Directorate General of PAUD and DIKMAS and the assessment team, the Provincial Education Office and the assessment team, and the District/City Education Office, namely the Head of the PNF and Head of Institutional Section assisted Owner of PNF DIKMAS in Banten Province; (5) the supporting and inhibiting factors for the implementation of the program are revealed from the following facts: (a) 90% of learning citizens who can complete the program completely and (b) 65% of graduates of the PKM program who can start a business.

Ahmad Basri (2016), "Entrepreneurial Value-Based Education Management to Foster Student Independence (Descriptive Study at Darussalam Islamic Boarding School and Darul Hikmah Islamic Boarding School, Bungo Regency, Jambi Province)." Dissertation, UNINUS, pp. 136-149. The main problem of this research is that Islamic boarding schools do not apply the provision of entrepreneurship skills to their students. This study produced the following findings. (1) the management of entrepreneurship education has not been managed optimally; (2) the education curriculum has not been arranged neatly; (3) the training place is still not sufficient; (4) the role of the kyai is more dominant in taking all educational policies rather than implementing education management which can be a guide for the implementation of activities; (5) trainers/educators are

still not professional; and (6) the kyai's vision and mission in developing entrepreneurship is still lacking in response.

Ida Widaningsih (2013), "Management of Teacher Quality Improvement to Grow Entrepreneurship Spirit (Qualitative Study at Vocational Schools in Garut Regency)." Dissertation, UNINUS, pp. 140-174. The main problem of this research is the low quality of teachers, especially in SMK Garut Regency. This study produced the following findings. (1) teacher quality improvement management to foster an entrepreneurial spirit requires continuous improvement. (2) the principal has the role or task of moving all school members, especially teachers, in implementing entrepreneurial values. (3) make entrepreneurship values a school culture so that the character of students who are creative, innovative, independent in accordance with the expectations of DU/DI will be formed.

From the three studies above, it can be concluded that entrepreneurship learning requires continuous improvement to realize the entrepreneurial spirit by implementing entrepreneurial learning management in improving the quality of productive teachers.

D. CONCLUSIONS

Based on the results of research in the field, interpretation, discussion results and according to research objectives, the general conclusion of this study is the Implementation of Entrepreneurial Learning Management in Improving Student Independence at SMK Ar Rahmah Cianjur and SMK Mutiara Qolbu Cianjur in an effort to prepare entrepreneurial productive teachers optimized by various policies government regulations so that there is an increase in student independence. However, there are problems in the management of entrepreneurship learning regarding efforts to improve the quality of entrepreneurship. First, the quality of student entrepreneurship standards has not been standardized nationally. Second, the quality of product marketing techniques is still centralized to productive entrepreneurship teachers. This means that product marketing techniques have not collaborated with the head of the business unit and the head of the expertise. Third, the quality of preparing a business plan is too heavy and congested.

References

- Abidin, Y. (2016). *Desain Sistem Pembelajaran dalam Konteks Kurikulum*. Refika Aditama.
- Depdiknas. (2003). *Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*. Depdiknas RI.
- Echols, J. M., & Shadily, H. (1988). *Kamus Inggris Indonesia*. Gramedia Pustaka Utama.
- Nasution, S. (2010). *Kurikulum dan Pengajaran*. Bumi Aksara.
- Poerwadarminta, W. J. S. (1993). *Kamus Besar Bahasa Indonesia*. Balai Pengembangan Bahasa.
- Sardi. (2012). *Bahan Ajar Penyusunan Bisnis Proses Kebijakan Mutu Sasaran Mutu*. Pusat Pengembangan dan pemberdayaan Pendidikan dan Tenaga Kependidikan Seni dan Budaya.
- Soetjipto. (2000). *Profesi Keguruan*. Rafli Kosasi.
- Sudrajat, H. (2011). *Manajemen Peningkatan mutu Berbasis Sekolah*. Cipta Cekas Grafika.

- Sugiyono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Suherman, H. (2013). *Strategi Pembelajaran Matematika Kontemporer*. Jurusan Pendidikan Matematika fakultas Pendidikan Matematika dan Ilmu Pengetahuan Alam: Universitas Pendidikan Matematika Indonesia.
- Usman, H. (2006). *Manajemen Teori, Praktik dan Riset Pendidikan*. Bumi Aksara.