
EDUCATION OF ENTREPRENEURSHIP BASED ON ENTREPRENEURSHIP PROGRAM IN MIDDLE VOCATIONAL SCHOOL (SMKN) 3 BANDUNG

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Abstract

The purpose of this study is to describe the model of implementing entrepreneurship programs in developing entrepreneurial behavior, finding obstacles in managing and developing programs and products, and finding the results of the application of the program to the behavior of students at SMKN 3 Bandung. The research approach uses descriptive qualitative analysis. Data collection techniques using observation, interviews, and documentation. The Entrepreneurship Program at SMKN 3 Bandung in developing entrepreneurial behavior of students is categorized as a partnership program. This is because the entrepreneurship program collaborates with several parties namely the Government of West Java in providing aid funds, as well as coffee observers to help students in producing coffee. In addition, the program is also categorized as a participatory program, because this program involves the school community in its implementation including the principal, students, teachers, and other staff members.

Keywords: Entrepreneurial Behavior, Entrepreneurship, Entrepreneurship Programs.

A. INTRODUCTION

It is undeniable that Indonesia faces the problem of limited job opportunities for high school and college graduates. Every year educational institutions always graduate hundreds or even thousands of students and scholars, the effect is increasing competition for very tight jobs. The increase in human resources every year is not directly proportional to the increase in the availability of vacancies or job opportunities.

The 2017 International Labor Organization (ILO) report records the average unemployment rate at the national level of 5.6% where the youth group has a fairly large number, which is around 19.4%. Recorded among young men

the figure is slightly higher (19.8%) compared to young women (19%), where vocational education background (24.4%) is recorded as a high percentage of unemployment compared to high school background (22.4 %). What's interesting is the data showing that as many as 2,127 young people who have post-graduate degrees in the job market are unemployed. Most of the young unemployed with post-graduate degrees are 23 years old. Given their age, it is very likely that most of them have just graduated and are just starting to look for work. In terms of the national average for all age groups, only 1.2% of the workforce with post-graduate degrees are unemployed.

In this case schools and even colleges as centers of education and teaching are expected to be able to change the mindset of students and students who are always oriented to become civil servants, or employees to become entrepreneurs. Especially in the midst of the spirit of globalization and autonomy echoed by the government, of course, requires a process of full independence from the perpetrators, of course, independence behavior can be developed through educational processes such as entrepreneurship (Darmawan, 2007). Most policy makers and academics agree that entrepreneurship is very important for the development and welfare of society, where employers create jobs (Opoku-Antwi, et al., 2012).

For this reason, entrepreneurship must be taught from kindergarten to tertiary institutions to instill entrepreneurial values that will shape the character and behavior as an entrepreneur, although not all of these characteristics are applied. Therefore, the government through schools innovates in providing education, teaching, and training services that are scientific and technological in nature, with the aim of encouraging the formation of attitudes and skills for students including the mental attitude of entrepreneurship (Mulyani, 2011). As we know the high unemployment rate at the level of productive young age with an educational background, due to the lack of skills-based knowledge, so it has no orientation to create creativity and innovation in new business (Horn, 2006).

The government has implemented an entrepreneurship-based curriculum that began in the 2010-2011 school year, this is in line with the instructions of the President of the Republic of Indonesia Number 4 of 1995 on the national movement to promote and cultivate entrepreneurship, which was followed up by the Ministry of National Education with the launch of an entrepreneurship development program in the form of education packages and activities for vocational students and students (Hariyanto, 2012).

Vocational High Schools (SMK) are an integrated part of the national education system which has an important role in preparing and developing Human Resources. The school provides knowledge and skills to students, including entrepreneurship education so that students know and understand about entrepreneurship so they can do business independently. Vocational High Schools (SMK) provide entrepreneurial education in theory and practice to their students. Entrepreneurship education and training are conducted to hone the entrepreneurial skills of students towards quality Human Resources.

The emphasis of entrepreneurship education and training not only focuses on creativity and innovation alone but also focuses on the everyday reality of running the business world, where communication and leadership skills also need to be learned and practiced. So that the goal of presenting entrepreneurship education and training can be achieved and implemented perfectly (Leitch & Harrison, 1999).

At the vocational high school (SMK) there is a curriculum on entrepreneurship, namely subjects about creative products and entrepreneurship with an output stimulating student entrepreneurial attitudes to create innovation and creativity as well as giving students an understanding of the scope of entrepreneurship. Where the entrepreneurial attitude in question is a picture of a person's personality born through physical movements and thought responses about entrepreneurship. This attitude is a positive attitude that has the characteristics of being prepared to be able to work independently or entrepreneurship (Rahayu, 2012).

Entrepreneurship education programs in schools, especially in vocational entrepreneurship education can be developed through strategies including: (1) integrated entrepreneurship education in all subjects, (2) entrepreneurship education integrated in extra-curricular activities, (3) entrepreneurial activities through self-development, (4) changes in the implementation of entrepreneurship learning from concept / theory to learning entrepreneurial practices, (5) integrating entrepreneurship education into materials / textbooks, (6) integrating entrepreneurship education through school culture, and (7) integrating entrepreneurship education through local content (Roskina and Sumo, 2017).

In addition, in order for the entrepreneurship education program to be properly applied by students, the education provider must prepare a program evaluation report that has been planned, with the aim of the students actually completing their training or apprenticeship according to the specified schedule and program. Not only that, students who have passed the training process are also given certificates, which certificates can be used as proof of expertise (Velde & Cooper, 2000).

SMKN 3 Bandung is an example of an Educational Institution that supports entrepreneurship education programs through entrepreneurship subjects. Implementation of the program in the form of theory by bringing in external motivators to provide the understanding and motivate students in entrepreneurship. In practice, there are still some students of SMKN 3 Bandung who are less interested in becoming an entrepreneur, this is because they think that being an entrepreneur is complicated, must have large capital and they are afraid of failure or bankruptcy in running the business. However, not a few of the students were enthusiastic and wanted to become successful entrepreneurs, as evidenced by several students who were able to pay for school fees and their own needs from the results of entrepreneurship. Forms of entrepreneurship that have been carried out by some of the students are: selling owls, opening

computer install services, selling online shops, and bringing food from home and sold to colleagues and teachers at school.

B. METHODOLOGY

This research takes place in SMKN 3 Bandung, this is based on the existence of products created by this SMK in supporting the entrepreneurship program launched by the government. The type of research used in this study is descriptive qualitative analysis. This research is based on data collection followed by data analysis, so that data collected through data collection techniques using observation, interviews, and documentation, can be verified by triangulation method where the final point that can be drawn conclusions in the form of valid research results. Subjects in this study include students, principals, teachers, motivators, alumni of SMKN 3 Bandung. Where the selection technique or determining the informant is done by purposive sampling technique.

C. RESULTS AND DISCUSSION

1. Model of Application of Entrepreneurship Program in Developing the Entrepreneurial Behavior of Students.

Trustful coffee is a form of practical application carried out by SMKN 3 Bandung. The program initiated by the Principal aims to stimulate the entrepreneurial behavior of the students, which of course is adjusted to the SMK curriculum model that has been established by the Ministry of Education and Culture. In addition, a trusteeship coffee program is a form of student operational assistance that is fully supported financially by the Provincial Government.

Amanah coffee entrepreneurship program outlines the types of business sectors that can be grouped into three types namely production, trade and services. In terms of the business sector, the researchers concluded that the entrepreneurship program at SMKN 3 Bandung is included in the category of

entrepreneurship programs in the field of business production. In general, the field of production business is a field that can produce goods, both in the form of extracting natural resources, garden products or agriculture (Fadiati & Purwana, 2011).

To succeed in the entrepreneurship program and launch the mandate coffee production activities, the principal works closely with renowned coffee observers and entrepreneurs to foster and assist students in producing the typical products of SMKN 3 Bandung. Amanah coffee entrepreneurship program involves many stakeholders in it ranging from teachers, coaches from outside the school environment and students. In this case, the authors conclude that the SMKN 3 Bandung entrepreneurship program is a participatory entrepreneurship program.

Participation is always involved with participation. A scientist named Keith Davis suggested that participation is mental or thought involvement in group situations which encourages him to make a contribution to the group in an effort to achieve goals and take responsibility in the business concerned. Based on this opinion, participation is not only in the form of physical involvement in work, but it involves a person's involvement, resulting in a great responsibility and contribution to the group. In other words, participation means a willingness to help the success of each program in accordance with the capabilities of each person without sacrificing self-interest (Aim, 2008).

In general, the management of joint ventures in companies is carried out by people who have the skills and abilities in certain fields in carrying out the company's operational operations. In a joint venture, there is a formal agreement between the parties doing the cooperation. This is done to avoid disputes in many aspects, such as wealth, rights, responsibilities, obligations and authority (Kristianto, 2011).

In addition, the holding of the program can increase financial resources at SMKN 3 Bandung, which can be used for learning needs at school. In the

opinion of Hodgetts and Kuratko who explained that entrepreneurship as a driver of economic growth (Ahsam, 2016).

In terms of legality, researchers can conclude that the entrepreneurship program at SMKN 3 Bandung is included in the category of foundation business entities. This is because the profits from the entrepreneurship programs and products are back to the interests of SMKN 3 Bandung. In addition, the funds used for the program are grants or grants from the government. In general, a foundation business entity is a business entity that is not looking for profit and puts more emphasis on its social activities. In addition, business capital comes from donations, endowments, grants and other donations (Fadiati & Purwana, 2011).

There are three strategies in establishing a business including a business strategy in the form of starting a business from scratch, buying an existing company and a partnership in the form of a franchise. In this case, according to the researchers, the strategy used by SMKN 3 Bandung in establishing a business is a strategy to start a business from scratch. This is because SMKN 3 Bandung is free to choose the type of product, brand, and location of sales. In addition, the benefits generated from the entrepreneurship program are fully owned by SMKN 3 Bandung (Fadiati & Purwana, 2011).

The researcher found that the chief executive of the entrepreneurship program determined the vision and mission in the typical product of SMKN 3 BANDUNG so that it was easier for the school to achieve its intended goals. Where the vision and mission of trustful coffee products are: Trustful It feels the trustworthy quality. Mission: a) Be selective in choosing coffee beans for the realization of different tastes from the others. b) Supervise students in producing coffee for the sake of maintaining coffee quality.

In managing the entrepreneurship program, the Principal of SMKN 3 Bandung began to run the program by making plans (planning) to facilitate the school in determining the flow and objectives of the entrepreneurship program. Planning is the process of determining the direction and targets to be carried

out and the activities required to achieve predetermined goals. Besides planning is the most crucial management activity, even planning is the first step to carry out the management of a job and is very influential on the elements or other management functions (Farid, 2017).

In this stage, the school principal determines the entrepreneurship program, funds, targets in the entrepreneurship program, parties in implementing the entrepreneurship program and the time needed to carry out the entrepreneurship program. All aspects are included in the business plan document at SMKN 3 Bandung.

The organizing stage of organizing the school formed an entrepreneurial program implementation team, most of whom were teachers from SMKN 3 Bandung. In addition, the principal also groups the team according to their expertise. The school principal also formulated the work that had to be carried out by the entrepreneurial implementation team. Organizing is the process of ensuring the human and physical needs of every resource available to carry out plans and achieve goals related to the organization. Business ventures require people with various types of skills and talents to work together to achieve organizational goals (Kristianto, 2009).

At the implementation stage, the school carries out the activities of the entrepreneurship program which consists of four types of activities carried out by students and activity partners. In addition, these activities are carried out every Saturday morning until noon. These entrepreneurial activities include:

a. Production Division

In this production division, students begin their activities from selecting coffee beans, frying, grinding to mandate coffee packaging. Production division requires accuracy and caution in doing it. This is because if students are not careful in choosing coffee beans, it will affect the taste of the coffee itself.

b. Marketing division

This division has the duty to sell distinctive SMKN 3 Bandung products namely trustful coffee in two ways namely offline and online. The offline way can be done by selling coffee at the stalls, cooperatives, exhibition events, close friends or introducing the typical product of SMKN 3 Bandung at the Care Free Day or CFD event at the park in the area. For online means, it can be done by promoting coffee products in online markets such as Olx, Tokopedia, and open shanties. In this division, high confidence is needed. This is because students must mingle and offer trustful coffee products in the wider community.

c. Administrative Division

In this division, students process finances from the sale of coffee made by the marketing division and other students. In this division, high seriousness is needed in doing it and eliminating shame. This is because students must ask the teacher concerned about the mandate coffee sales report.

d. Design Division

The design division has the duty to design creatively packaging the Distinctive Products of SMKN 3 Bandung before the products are promoted in the wider community. In this division high creative power is needed to make the design of trustful coffee packaging and also high discipline in providing the results of the design of trustful coffee packaging to the teacher concerned.

In the supervisory stage, the head of the entrepreneurship program executive committee oversees the ongoing practice of the entrepreneurship program. This is done to determine the technical obstacles that arise from the entrepreneurship program. In addition, the chairman of the committee held a meeting with all members of the executive along with the chairman of each division to find out the existing obstacles and negotiate ways to overcome them.

Entrepreneurship at SMKN 3 Bandung helps students to have an attitude as an entrepreneur. This attitude can be felt by students every time they carry out an entrepreneurial program in accordance with the divisions that have been determined. From these activities, it can foster the attitude of an entrepreneur such as discipline, conscientiousness, confidence, hard work and responsibility. This is in accordance with the understanding of entrepreneurial behavior according to Nanat Fatah who explains that entrepreneurial behavior is activities whose patterns are characterized by elements of entrepreneurship (Machendrawati, 2011). The management of the entrepreneurship program at SMKN 3 Bandung has been carried out well, this is evidenced by the increasing interest of students to become entrepreneurs as well as changes in behavior shown by students.

2. Obstacles in Managing and Developing Entrepreneurship Programs

The constraints contained in the trustful coffee entrepreneurship program lie in the internal constraints that lie in the students and the practice of coffee products. According to Priyanto, internal constraints originate in entrepreneurs in the form of individual willingness and ability that can provide individual strength for entrepreneurship (Purwanto & Sugiono, 2017). In developing entrepreneurship programs and special products of SMKN 3 Bandung, the organizing committee plans to include the program in entrepreneurship subjects that must be followed by students.

Marketing the school using online and offline methods. Marketing activities both run by companies that are still new and companies that have been running, with the aim of increasing sales lift. Marketing or marketing is one of the determining factors for the success of a company, therefore marketing always gets an important position and is seen as the heart of a company. Without marketing, companies will like to lose the urge to survive and compete which will then bring the company to a point of decline, even defeat in competition (Wijanto, 2009).

In developing trustful coffee entrepreneurship programs and products also found external constraints in the form of constraints in developing and marketing school products in the wider community offline. One of them is by entering school products into well-known minimarkets, where they have requirements that have not been able to be fulfilled by trustful coffee production management, which is able to meet the target of ordering as many as 1000 copies. This is felt hard by the school because of time and human resource constraints in producing it. The constraints felt by schools in developing entrepreneurial products and programs are among the obstacles faced by industrial businesses, namely time constraints. In industrial business or time production becomes very important and meaningful that can determine profit and loss.

3. Changes in Student Behavior with an Entrepreneurial Program

Behavior is a collection of reactions, actions, activities, a combination of movements, responses or answers made by someone such as thinking, working, learning and others (Aisha, 2015). Most of the behavior of students in SMKN 3 Bandung has shown the behavior of an entrepreneur. This is because students are not ashamed to offer their merchandise to friends or teachers. Zimmerer argued about the nature and personality of successful entrepreneurs, including having a Self Confidence attitude, which is self-confidence. The attitude of an entrepreneur tends to be optimistic and has a strong belief in his ability to succeed (Fery, 2011).

In the entrepreneurship program that has been implemented well by all elements of the school, there are several benefits that can be felt by the school principal, teachers and students. These benefits are increasing students' interest in entrepreneurship and changes in student behavior changes. Many students feel the benefits of the entrepreneurship program. The benefit is a change in behavior from within students. The behavioral change is felt by students in accordance with the division of work that has been previously formulated,

including behaviors such as being disciplined in gathering assignments, confident in presentation, careful, responsible, creative in doing assignments and firm in acting.

Discipline is the ability to make the best use of time. An entrepreneur is required to plan what is done today, tomorrow that will come and until a longer time he has to set targets for achievement and work hard to achieve them on time. If this is not done, then every business opportunity will be taken by someone else. Without an attitude of self-discipline, the target is not only a failure to achieve but also a business can not develop (Wicaksono, 2010).

D. CONCLUSION

The Entrepreneurship Program at SMKN 3 Bandung in developing entrepreneurial behavior of students is categorized as a partnership program. This is because the entrepreneurship program collaborates with several parties namely the Government of West Java in providing aid funds, as well as coffee observers to help students in producing coffee. In addition, the program is also categorized as a participatory program, because this program involves the school community in its implementation including the principal, students, teachers, and other staff members. In managing and developing entrepreneurship programs in SMKN 3 Bandung researchers found two obstacles, namely internal and external constraints. Internal constraints include discipline among students and production machinery. While external constraints regarding the terms of cooperation with outside parties. Changes in student behavior with the entrepreneurship program at SMKN 3 Bandung are the emergence of a disciplined attitude when entering school or in collecting assignments, the emergence of a sense of responsibility, confidence when presenting, thorough in doing something and creative.

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