

## I. INTRODUCTION

### A. Research Background

National education development is to embody the aim of Indonesian independence, particularly to make intellectual life of the nation so that it will become a civilized nation and it will be able to compete in the international world. Vocational School (SMK) as one of the formal types of the education also participated in achieving national education goals.

One of the efforts to embody the goal of education at the SMK has developed and implemented through the entrepreneurship as the subject included in the national curriculum for vocational education. This subject is given to vocational follow each study program with composition in theory and practice. Such a combination like this is expected for students to have knowledge and skills after graduating vocational and job search.

One of the biggest vocational school (SMK) in Blora is SMK Muhammadiyah 1 Blora. It is located 1 km from the town of Blora, precisely in the Kajangan village, Blora district. This school is located in an area of its private land and the width of this school is 8000 m<sup>2</sup> and the building is 7270 m<sup>2</sup>. At first, this school only consists of 2 classes with automotive engineering technique, then it has light vehicle engineering and electronics engineering, and now it includes audio video technique. It has 41 classes consisting of 30 classes of light vehicles engineering and 11 classes of audio video technique. SMK Muhammadiyah 1 Blora has 1573 students, 67 teachers, and 23 administrative staff.

The time allotment for teaching learning process is in the morning and in the afternoon due to the limited workshop for practice. This becomes a problem for the teaching and learning process in SMK Muhammadiyah 1 Blora. Most students of SMK Muhammadiyah 1 Blora are from lower-middle income families and their houses are very far from the school. With the time study until 18:00 pm students returned to their houses late and were too tired to study. If on the next day they should go to school in the morning, many of them are always late. Based on the evaluation score, their achievement is low, especially in Entrepreneurship subject. So, it is necessary to manage learning, especially character-based of Entrepreneurship at SMK Muhammadiyah 1 Blora.

According to Gunawan (2012: 239) management is:

The utilization and empowerment of all resources (human and other resources), through a process and approach in order to achieve objectives efficiently and effectively. Those processes includes: planning, organizing, implementation (*actuating*) and monitoring (*controlling*). Management essence is work with others in order to achieve the expected results. Through management, the process of integrating is made through variety of resources and tasks to achieve the purpose. In relation to the management of learning in school, the purpose is defined curricular objectives based on the goals of institutions and educational.

Learning is a process of changing behaviour through individual experience (Asrori, 2007: 6). Gunawan (2012: 246) said that:

Learning process of in the educational unit held as interactive, inspiring, fun, challenging, motivating learners to became active in participate and provide enough space for initiative, creativity, and independence according to their talents, interests, and physical and psychological development of students with the example from their teacher.

Planning the learning process includes syllabus learning and the lesson plan (RPP), which contains at least the purpose of learning,

teaching materials, learning methods, learning resources and learning assessment.

The implementation of learning process must consider for maximum number of students per class and a maximum teaching for teacher, a maximum ratio textbooks for each student and maximum ratio for each teacher. Implementations of the learning process through write and read culture.

Assessment in learning process use evaluation techniques according to the basic competencies. Evaluation techniques may include written tests, observation, practice tests, and individuals' assignment or groups.

SMK Muhammadiyah 1 Bora is part of vocational school that has entrepreneurship subjects (Source: SMK Muhammadiyah 1 Bora). The importance of placing this subjects in the national curriculum of vocational school, because entrepreneurship education will be able to produce a large national impact if we success to educate all our students and are able to produce millions of new entrepreneurs from Indonesia graduates from educational institutions for the next 25 years.

SMK is demanded to adjust them into existing development, so there will not be any mistake that most graduates of vocational completed studies just to find a job as a factory worker, employee, and so on. It is rarely for SMK graduates who are willing and able to create and develop their own jobs. Vocational High School are required to create not only as a ready provider of workforce in jobs that is needed in the business / industry, but also required to develop themselves on the entrepreneurship, to advance their entrepreneurship despite conditions and circumstances. Entrepreneurship will get rewards and challenges. The reward consists of the profit from business

that is done, the freedom to creative and life satisfaction especially in the decision to struggle rather than working for the others. While the challenges of entrepreneurship appear in the private pressure so that the failure of private investment funds can be avoided. Another challenge of entrepreneurship is there is no guarantee of success especially in a short time, because no one wants to fail, the entrepreneur will try to be a successful person. Therefore we can conclude entrepreneurship challenge requires the individual to work hard, managing emotional reactions and minimize the level risk or in-vain sacrifice. Moreover, entrepreneur ownership characteristics are reflected in the need for success, willingness to take risks, confident and strong desire to do business (entrepreneurship).

Based from explanation above, it can be understood the importance of efforts to enhance the capabilities and skills of high school students through education and training. With the education and training, the ability of the students can be developed to start a business activity or start a job when they graduate later.

On the other hand, Indonesia is facing a lot of problems that needs to be solved and conclusion of it. One of the problems is related to employment. Ownership of knowledge and entrepreneurial skills as applied in vocational gives significant contributions to establish vocational graduates with prospective young entrepreneurs who will assist the local town because they are expected to have a business. These efforts are directly helping to

reduce unemployment. For some graduates of vocational currently have their own businesses such as beauty salon, women sewing business clothing, both of this business need skilled labour. Such a situation is of course excellent for vocational graduates who already have their own business. They had a role to develop of region, in particular on one of the pillars of development areas, namely human resource development (HRD). In addition, the self-employed graduates who pass on their knowledge and skills to others (employees), so that a moment later there are employees who are able to have their own business.

It is clear that one of the solutions to reduce unemployment and increase incomes in developing regions is through to develop of human resources, in addition to other resource development through formal education as an institution to develop independent attitude, develop knowledge, and motivate and also give interest in entrepreneurship for students of SMK.

Based on statement above, it encourages researchers to conduct a research on entrepreneurship learning management at SMK Muhammadiyah 1 Blora entitled *ENTEREPRENEURSHIP EDUCATION MANAGEMENT: A SITE STUDY AT SMK MUHAMMADIYAH 1 BLORA*.

## **B. Research Focus**

Based on the background problems mentioned, this research focuses on learning management of Entrepreneurship at SMK Muhammadiyah 1 Blora. Which can be elaborated into 3 (three) sub focus;

1. How is the learning plan of Entrepreneurship at SMK Muhammadiyah 1 Blora
2. How is the learning implementation of Entrepreneurship at SMK Muhammadiyah 1 Blora
3. How is the learning evaluation of Entrepreneurship at SMK Muhammadiyah 1 Blora

## **C. Research Objectives**

Based on research focus above, the research have 3 (three) expected goals as. There are:

1. To describe the learning plan of Entrepreneurship at SMK Muhammadiyah 1 Blora.
2. To identify the learning implementation of Entrepreneurship at SMK Muhammadiyah 1 Blora.
3. To describe the learning evaluation of Entrepreneurship at SMK Muhammadiyah 1 Blora.

## **D. Research Benefits**

The writer hopes this research results have practical and theoretical benefits.

1. Practical Benefits

- a. Practical benefit from this research is to contribute knowledge in Entrepreneurship Education
- b. References for similar research, to develop research with the theme of Entrepreneurship Learning Management

## 2. Theoretical Benefits

- a. For the principal of SMK Muhammadiyah 1 Blora can be as media to effort and improve the learning of Entrepreneurship.
- b. for teachers, can use to minimize or even to eliminate weaknesses in learning Entrepreneurship, and
- c. for students, it can improve their achievement in learning Entrepreneurship

## E. Glossary

### 1. Management

Management term comes from the word *manage* (English), which means to take care of, arrange, implement and manage, so the word *management* means implementation, leadership, arrange and management action. (Echols in Gunawan 2012:237).

### 2. Learning.

Learning is a kind of process to change behaviour through individual experience (Asrori, 2007:6).

### 3. Entrepreneurship

Entrepreneurship is the ability to create something new and different. (Drucker, 1996)