ENTREPRENEURSHIP EDUCATION MANAGEMENT :

A SITE STUDY AT SMK MUHAMMADIYAH 1 BLORA

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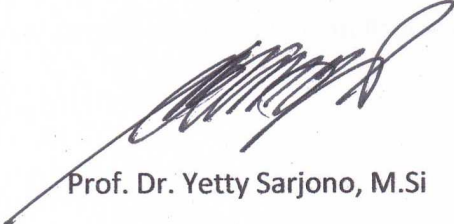# MUHAMMADIYAH UNIVERSITY OF SURAKARTA

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ABSTRACT

This Study entitled Entrepreneurship Education management: A site study at SMK Muhammadiyah 1 Blora has expected goals: 1) to describe the learning implementation of entrepreneurship, 2) to identify the learning implementation of Entrepreneurship, 3) to describe the learning evaluation of Entrepreneurship at SMK Muhammadiyah 1 Blora, in 2012/2013 year academic.

The approach used in this research was ethnography qualitative. The methods to colleat the data included observation, interviews, and documentation. Validity of the data obtained with the persistence of observation, triangulation, and examination peers through discussion, and detailed description. Techniques in an interactive data analysis through the collection process reducing, presenting, and draw conclusions.

The result of this research can be concluded that Entrepreneurship learning in SMK Muhammadiyah 1 Blora by using learning plan arranged systematically. Learning plan consists of syllabus and lesson Plan (RPP). The syllabus is arranged by team entrepreneurship teacher at school before the new school year, while lesson plan is arranged by each Entrepreneurship teacher which include the material given and based on the condition of school . The Learning implementation is based on lesson plan that is made by teacher. Learning s process was done by giving and developing Entrepreneurship. It consists of systematically learning, active, creative, effective, interactive, and communicative, so we can get the values from student learning entrepreneurship easily, student feel bling appreciated, interested, trained to solve problem, try to give ideas, and develop ability that they have. The Learning evaluation includes cognitive, affective, and psychomotoric during and after the learning process.

Keywords: Learning Management, Entrepreneurship.

INTRODUCTION

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.

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.

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) andmonitoring (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.

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.

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.

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 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.

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.

The writer hopes this research results have practical and theoretical benefits. 1. Practical Benefits from this research is to contribute knowledge in Entrepreneurship Education, References for similar research, to develop research with the theme of Entrepreneurship Learning Management. 2. Theoretical Benefits For the principal of SMK Muhammadiyah 1 Blora can be as media to effort and improve the learning of Entrepreneurship, for teachers, can use to minimize or even to eliminate weaknesses in learning Entrepreneurship, and for students, it can improve their achievement in learning

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).

Terminology of management as a discipline knowledge related to other scientific disciplines, such as philosophy, psychology, social culture, sociology and technology, even management science has got contributions from other disciplines knowledge (Hamalik in Gunawan, 2012:237).

To achieve educational goal base on expectations, so it is important for regulating and managing education. According Arikunto (2008:4), education management is an activity or activity series to manage process of human effort relationship who become members of educational organizations, to achieve educational goals previously, to be effective and efficient.

Learning is a kind of process to change behaviour through individual experience (Asrori, 2007:6). According to Dengeng (Uno, 2007:83), learning is an efforts to make students study. In learning activities there are selecting, establishing, developing methods to achieve learning that we want. The selection, establishment, and methods development is based on conditions of learning.

Learning is a systematic system which has interactive and communicative among teachers and students, learning resources and the environment to create a condition that allows the actions of learners (Arifin, 2009:10).

As effort to make students study, the learning can be begun with the design. It means to make students easy in study; the objectives learning can be achieved. In this step, teachers prepare syllabus and lesson plans. A lesson plan is necessary in order to achieve improved learning. According to Uno (2007: 84) lesson plan is:

> Efforts to improve the quality of learning. It should begin with a learning plan that is realized by the learning design. To design learning, it needs to use a approach systems. Designing learning plan referred to how people learn. To plan an instructional design referred to the student as an individual. Learning is done will lead to the achievement of learning objectives, in which case there will be immediate learning goals and objectives of the learning accompanist. The last objective of learning design is how easy for students to learn.

Learning plan should involve all the variables of learning. The point of learning design made is to determine the optimal method of learning activities to achieve the goals.

Teacher as important actors in the learning has been required to be able to create an interesting learning. The Interesting learning can improve learning motivation for students, good learning emphasis on how students study, and not about what material students learned.

Entrepreneurship is the ability to create something new and different (Drucker,1996). Entrepreneurship is a creative process to create something with higher value by optimizing all efforts such time, money, psychological and receiving reward for one's satisfaction

(Hisrich,1997). Entrepreneurship is the process of pursuing an opportunities variety to fulfil needs and wants through innovation (Robins,1996).

Some research has been done in this topic. The first is done by Abduh, et.al (2012). The research is entitled as "An Evaluation of Entrepreneurship Education in Indonesia: A Case Study of Bengkulu University". The purpose of the research is to explore and provide recommendations on entrepreneurship education programs at Bengkulu University. The results of the study identify increase in student participation, as well as overal satisfaction with entrepreneurship education.

Another research is conducted by Idogho and Augustine (2011). The research is entitled "Entrepreneurship Education and Small-Scale Business Management Skill Development among Students of Auchi Polytechnic, Auchi, Edo State, Nigeria". The study investigated the extent to which the entrepreneurship education introduced in tertiary institutions in Nigeria as part of Federal Government initiatives, has imparted in students, the management skill developmenr needed to set up small-scale businesses, using Auchi Polytechnic, Auchi as a case study. The study concluded that the entrepreneurship education introduced into the curriculum for tertiary institutions had made some appreciable impact on the students. It thus recommends an intensification of the programme.

RESEARCH METHOD

This research is a qualitative study, because in reviewing the problem, the researcher did not prove or disprove a hypothesis that was made before the study but process data and analyze a problem in non-numerical. Based on a series of theories about qualitative research, by the way of description using the words and concentrate on the description of the data in form of sentences that have deep meaning derived from informants and observed behaviour.

The study design was ethnography. Ethnographic research is the reconstruction of the cultural group of people or things that are considered culturally in different arena of human life. Ethnography is a culture of Perian (description) culture (Mantja, 2005: 2). According to Wolcot and Gay (catatannana.blogspot.com/2011/04, update 25 Oktober 2012), there are: 1) Based on natural, not in laboratory experience 2). Cultural theme about individual someone 3). Close interaction and meet the participant 4). Take the main source from experience 5). Use kind of

collecting data such as interview, observation, and   document 6). Use description and high details 7). Apply story informally 8). Pay attention to social phenomena exploration, not hypothesis 9). Whole format is descriptive analysis and interpleads.

Data is the raw material that needs to be processed to produce information or testimony, both qualitative and quantitative point to the fact. While to get the data, it should be relevant. It means the acquisition of the data should have direct relation to the research problem (Riduwan, 2010: 106).

According to Lofland and Lofland cited Moleong (2007:157), that "The primary source of qualitative research is the words and actions, the rest is additional data such as documents and others". Otherwise, the type of data is divided into words and actions, the written data sources, photos, and statistics.

The Collecting data in qualitative research is conducted in a natural setting (under natural conditions), the primary data sources and a lot of data collection techniques for participate in observation (participan observation), interviews (in depth interviews) and documentation (Sugiyono, 2008: 225). The writer uses the following techniques to collect the data.

1. Observation

Observations is observations directly to the research object to know the activities (Riduwan, 2010: 104). Meanwhile, the observation data collection techniques used when research regarding human behavior, work processes, natural phenomena and observable when respondents are not too large (Sugiyono, 2008: 145).In this research, observations were conducted on the device in the stacking teacher learning, the implementation of learning Entrepreneurship, and Entrepreneurship teacher evaluation done in SMK Muhammadiyah 1Blora.

2. Interview

According Riduwan (2010: 102), states that the interview is a data collection method which is used to obtain information directly from the source. Interviews are used if a researcher wants to know the things of the respondents in more depth as well as the number of respondents. The

factors that influence the interview: the interviewer, the respondent, interview and the interview situation.

Interview guide contains a description of the research that is usually stated in the form of a questions list so the interview process can be run well. Interview situations relate to the time and place interviews. Time and place of the interview is not appropriate to make the interviewer feel awkward to interview and the respondents were reluctant to answer questions.

Interviews are used as data collection techniques if researchers want to conduct a preliminary study to find study problems, but also when the researcher wants to know the things from respondents were more profound (Sugiyono, 2010: 231).

The results of the interview should be recorded immediately in order to prevent the data loss. Because the interviews were conducted in an open and unstructured, the researcher needs to make a summary be more systematic (Sugiyono, 2010: 240).In this research interview:

a. Entrepreneurship teachers, asking about the preparation of the study, the implementation of learning and evaluation of learning.

b. Students, asking their opinions on the implementation of learning Entrepreneurship.

c. Vice principal affairs of curriculum, asking about school programs for training the manufacture and use of the character-based learning.

d. The school principal, asked about the planning, implementation, supervision, and evaluation.

3. Documentation

The documentation is intended to obtain data directly from the research, it includes relevant books, rules, activity reports, photographs, documentary films, data relevant data for research (Riduwan, 2010: 105). In qualitative research document is a complement of the interviews and observations. The relevant documents such as syllabus, lesson plans, activity schedules In House Training(IHT).

4. Triangulation / combined

Triangulation of data is collected data to combine various techniques of collection data and data sources that already exist. Researchers collected data as well as testing the credibility of the

data. Triangulation technique is used for participant observation, in-depth interviews, and documentation for the same data source and simultaneously (Sugiyono, 2008: 241). This research use striangulation of data sources is a physics teacher, students, affairs curriculum vice principal and principal of SMK Muhammadiyah 1Blora.

Analysis data is in qualitative research conducted before entering the field, while in the field, and after the field (Sugiyono, 2008: 245). According to Miles and Huberman in Sugiyono (2007: 246), argues that the activities carried out in the analysis of qualitative data in an interactive and continuously until its complete, so the data is already saturated.

To analyze the data in this problem, researcher uses domain analysis stage, taxonomy, and componential, analysis of cultural themes. According to Spradley (1980 in Sugiyono 2008: 255), domain analysis is to obtain a general and comprehensive picture of the object/research or social situation. The second step is the taxonomic analysis it is selected domain that will be translated into more detailed, focused observation. The third step of analysis is to look for specific componential traits on any internal structure by making contrasts between elements. It is done by observation and interview. The next step is to look for cultural theme analysis of the relationship between the domains, and how the relationship with the whole of it, and then expressed into the theme/title of the study.

According to Miles and Huberman (1984 in Sugiyono, 2008: 247), the activities in data analysis are data reduction, data display, and conclusion drawing/verification.

In this study the author at the time of data collection is always made:

5. Reduction data

Researcher reduces the data is for summary the activities from the beginning to the end, choose the basic things, focus on the things that are important, look for themes and patterns. Having summarized the data is hopefully can expected to provide a clear and facilitate researcher to collect the data.

6. Display Data (Presentation data)

   The second step is researches reserve the data, in this study the data takes in the form of a short description, researchers used narrative text. Activities in this stage to make a summary of the data and information from records management interviews and observations of physics teaching in SMK Muhammadiyah 1 Blora made descriptively and systematically, so that the central the me can be known easily.

7. Conclusion drawing/verification

   The third step contains making inferences, conclusions in qualitative research is a new, not previously exist. The findings may be a description or picture of an object that previously were dim so that after investigation it becomes apparent, may be causal or interactive, hypothesis, or theory (Sugiyono, 2008:253).

   In this study the researcher uses a technique of drawing conclusions deductively, it is drawing conclusions from the data commonly to get the special character conclusion.

FINDINGS AND DISCUSSION

1. **Entrepreneurship Learning Plan in SMK Muhammadiyah 1 Blora**

    Before conducting a learning process, teacher arranges lesson plan (RPP) in the beginning of the semester. It has function as a tool for planning, implementing and evaluating the teaching-learning process which will be carried out. The lesson plan is made based on the existing syllabus.

    Based on the results obtained by the researcher, the entrepreneurship teacher has the teaching tools which are the syllabus and lesson plan. Syllabus is already compiled / prepared by the entrepreneurship teachers, while the lesson plan is derived from the syllabus.

    Based on the interviews and observations we can conclude that all teachers must arrange the learning equipment consist of syllabus and lesson plan. The syllabus contains the school name, subject, class / semester, standard of competence, competency codes, basic competencies, indicators, learning materials, learning activities, assessment, time allocation,

and learning sources. Syllabus made by the subject teachers at the school which become the school's curriculum later.

RPP (Lesson Plan) is made for the basic competence (KD), which is divided into several meetings. RPP contains lesson materials, classes / semester, meetings, time allocation, standards of competence (SK), basic competence (KD), the indicators, learning objectives, learning materials, teaching methods, learning strategies, learning tools and sources and assessment methods.

2. **Entrepreneurship Learning Implementation in SMK Muhammadiyah 1 Blora**

Entrepreneurship learning implementation is done by School Principal, teachers, staffs (counsellors), and students together as an educational community. Entrepreneurship learning is applied to the curriculum by identifying the types of activities in schools which can embody the entrepreneurial learning in daily life.

The observations result shows that the entrepreneurship teacher is conducted the teaching-learning process based on the syllabus and lesson plans in the entire session.

Based on the interview and observation it can be concluded that SMK Muhammadiyah 1 Blora has already used learning equipment such as audio and visual aids such as audio-video player and pictures, but it still needs other learning aids that can support the entrepreneurship learning process.

For its fluency, the learning process is conducted as follows:

A. Opening Activities which include:

1) Greeting and Prayer

2) Preface.

B. Main Activities

1. Exploration.

2. Elaboration,

3. Confirmation.

C. Closing Activities

1. Conclusion.

2. Closing,

3. **Entrepreneurship Learning Evaluation in SMK Muhammadiyah 1 Blora**

Entrepreneurial learning assessment includes: cognitive assessment, affective and psychomotor. Based on the interview,

Based on the interviews and observations, it can be concluded that:

a. Evaluation does not only measure students' achievements in knowledge (cognitive) and skills (psychomotor0, but also on the students' character development (affective) in order to make students be more discipline and pay more attention at the beginning of the lessons.

b. Feedback is associated with processes and product, it should convey competence and character in order to encourage the students to thinking logically, creative, thorough, independent, cooperative, and respecting other people. The assessment is done with the students taking part actively on learning and practice both in individuals and group activities.

c. The existence of prayer, daily tests, semester test, remedial activities, enrichment programs, giving task individually or in groups in order to develop the academic skills that is fostering the religious, honest, hard-working, logical thinking and creative, confident, independent and work together is done in closing activities.

d. Assessment instruments and techniques are implemented to measure cognitive achievement (product assessment sheet), affective (affective assessment sheet), and psychomotor.

CLOSING

Character-based Entrepreneurship Learning Management in SMK Muhammadiyah 1 Blora includes the followings:

1. **Entrepreneurship Learning Plan**

Every teacher at SMK Muhammadiyah 1 Blora should make learning plan consist of syllabus and lesson plans. The syllabus was arranged together based on the subject before the school

academic year. The lesson plan was arranged in one basic competency (KD) that is divided into several meetings to describe the syllabus.

2. **Entrepreneurship Learning Implementation**

Learning aids in the entrepreneurship learning at SMK Muhammadiyah 1 Blora are not quite complete, because there is not a laboratory of entrepreneurship yet in the school. However, other learning media such as audio and video player and pictures are already available to help the teaching-learning process.

3. **Entrepreneurship Learning Evaluation**

Student learning assessment in the entrepreneurship subject are using cognitive assessment to observe the students' knowledge, psychomotor assessment to assess the students' skills and affective assessment to measure the character of the students. With all of those assessment methods, teacher is able to educate the students in both of science as well as behaviour. Entrepreneurship learning evaluation assessing three aspects of education, they are:

a. Cognitive aspect, which consists of individual task and group, daily and semester test.

b. Affective aspect, it consists of class-attendance rate in learning process.

c. Psychomotor aspect represented by the student's performance in class practice.

Learning plan contains of learning objectives, indicators, subject, methods, media, learning resources, time allocation, guidelines for the implementation and evaluation of teaching-learning process. By planning the learning process, it will be successful. The teacher will also able to teach easier with the aids of learning plan. The students will also able to comprehend the lesson better.

The interview result with the Principal, Vice Principal of Curriculum Affairs and the entrepreneurship teacher as well as the researcher's observation shows that the entrepreneurship teacher creates learning device. Before the new school year is conducted, there is a training session for the teacher to prepare the syllabus and arrange the lesson plan. However, the training to develop the learning aids, methods and strategies to support the entrepreneurship learning is not done yet. But the training of making and using those learning tools has been conducted such as in the activity of creating the test question in December 2012.

This study supports Rodrigues, et al. (2010) research which states that in order to overcome the lack of communication in the classroom, it is important to document the classroom situations, teacher's plans and the classroom dialogue.

The entrepreneurship laboratory is not yet available, but a practical tool such as audio player, video and pictures are already available. The practice tools are stored inside the cupboard at the teacher's room. If it is going to be used, the teacher will bring it to the classroom.

Implementation of the entrepreneurship learning in SMK Muhammadiyah Blora is carried out through the following steps:

a. Opening activities

b. Main activities

   This session is divided into three parts, they are:

    1) Exploration

    2) Elaboration

    3) Confirmation

c. Closing activities

    1. Conclusion

    2. Closing

    This research supports Kulsum (2011) research who stated that entrepreneurship learning in vocational education gives more emphasis on marketing. The entrepreneurship lesson plan in KTSP refers to the school potential based on the syllabus and lesson plans. The teachers prepare the learning equipments which are syllabus and lesson plans. Learning evaluation is carried out with regard of all aspects of learning from both inside or outside the classroom.

    This research also supports the research of Sumardiningsih (2011). She said that the character, attitudes, interests and behaviour of entrepreneurial students prior to the intervention is in quite good category in both of the control group and the experiment group. Integrated model of character values and entrepreneurship learning is embodied in

the form of a syllabus and lesson plans which integrated the value of the character and entrepreneurship value.

This research supports another research who says that entrepreneurship learning management is based on entrepreneurship learning which consist of character development. Entrepreneurship material is to actualize the attitude and entrepreneurial behaviour and to manage a small business. The characteristic of interaction in the entrepreneurship learning is teacher with students then back to teachers instead of teachers to students only. The characteristic of learning evaluation consists of the cognitive, affective and psychomotor.

This study supports research from Riyanto (2009) who stated that entrepreneurship is a vital component of economic development. He stated that to develop entrepreneurship, it needs adequate structured curriculum implementation to evaluate entrepreneurship learning.

This study also supports Sahriani (2012) research who stated that in entrepreneurship learning, the presented material includes seven stages of exploration, elaboration and confirmation.

Learning evaluation is assessment of the result of learning and the teaching-learning process. It is cannot be separated from those activities. Assessment of the learning process includes the assessment on the teacher's activities, student activities, teacher-student interaction pattern as well as teaching-learning program implementation.

Assessment of student's study result combines cognitive values taken from student's class activities individual or group assignments, practices, daily tests, and the semester test with the affective values which includes attendance rate and behaviour during teaching-learning process as well as psychomotor values which includes the student's performance during class practice.

This study supports the research done by Kulsum (2011) who stated that entrepreneurship learning in vocational education gives more emphasis on marketing.

Planning the development of entrepreneurship education means that to prepare a set of learning equipment such as teacher's syllabus and lesson plans. The evaluation gives respect to all aspects of learning both from inside and outside.

Entrepreneurship Learning Management would be successful if it is done through following steps:

Learning plan consists of the syllabus and lesson plans. It is compiled by the teachers in school before the academic year is conducted. The learning plan contains all of entrepreneurship learning materials

A successful entrepreneurship learning implementation needs assistive learning aids both in form of audio and video as well as other relevant learning medias.

Entrepreneurship learning evaluation describes the student's oral and written skills in both of learning process and learning outcomes.

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.

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