

The Role of Entrepreneurship Learning in Implementing Entrepreneurship Attitudes in Vocational School Students

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Abstract

The purpose of this research is to describe the role of entrepreneurship learning in instilling entrepreneurial attitudes in students and to find out the challenges faced in instilling entrepreneurial attitudes in the XI class Accounting program at SMK Negeri 11 Jakarta. The approach in this study uses a qualitative case study methodology. The subjects in this study were students of class XI Accounting Skills Program, while the respondents in this study consisted of key informants, 2 entrepreneurship teachers and for informants consisting of 6 representatives of students of Class XI Accounting Skills Program. Techniques and instruments for collecting data using interviews, observation, and documentation. Data analysis techniques in this study used data collection, data reduction, data presentation, and drawing conclusions. The results of research that has been carried out at SMK Negeri 11 Jakarta, the role of entrepreneurship learning in instilling an entrepreneurial attitude in students has not run optimally because the learning process carried out only maximizes learning so that there is an imbalance between theory learning and practice, which causes a small number of entrepreneurial attitudes in students. blocked. And the obstacles faced by entrepreneurship teachers in cultivating an entrepreneurial attitude are that there are still some students who are less disciplined in collecting assignments, when given assignments late, not collected or not done and students' creativity has not been seen because they have not done practical learning.

Keywords : The Role of Entrepreneurship Learning ; Entrepreneurial Attitude .

INTRODUCTION

Education has an important role in ensuring the progress of the nation and state. In the National Education System Law No. 20 of 2003 concerning the National Education System article 1 paragraph 1, it is stated that "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals.

noble values and skills needed by himself, society, nation and state." One of the efforts to improve the quality of students through education and training can be done in Vocational Schools (SMK).

Vocational School (SMK) is a school that is prepared to produce graduates who are competent in their fields and improve the skills of their students. One of the skills that must be possessed by Vocational School (SMK) students is entrepreneurship skills. One of the programs that can provide direct experience in entrepreneurial attitudes to students in Vocational Schools (SMK) is the entrepreneurship education program. According to Fahmi (2013), entrepreneurship is "a science that examines the development and development of the spirit of creativity and dares to take risks for the work done in order to achieve the results of the work." Through entrepreneurship education at this Vocational High School, students are instilled the attitude to be creative, innovative, independent and dare to take risks.

Moreover, entrepreneurship education plays a role as a place for training and education activities in developing creative and innovative power for students in understanding an opportunity and manage existing resources into a valuable item. This activity can certainly foster attitudes and encourage students to develop entrepreneurial skills. Moreover, the thought is still embedded that students after graduating from school must find work. In addition, students are also haunted by the fear of failure and entrepreneurship. Therefore, entrepreneurship needs to be instilled in students to one's self-confidence and creativity.

Based on the observations, the researchers found that SMK Negeri 11 Jakarta is still not optimal in embed entrepreneurial attitude to their students. It is seen from condition learning conducted online by students since March 2020 until now so that learning which done by entrepreneurship teacher only how much theory, even though previously the school carried out practical learning to develop students' creativity and besides still there is a number of student who think easy entrepreneurship learning. Then based on a trace study the number of graduates in 2018-2021 who after graduating from Jakarta State Vocational School 11 did not there are those who are entrepreneurship, which is a condition where the Jakarta State Vocational School 11 has not been maximized in producing graduates who are ready to enter into entrepreneurship,

so this is a mistake. one the form of entrepreneurship education has not been maximized at SMK Negeri 11 Jakarta. This is something interesting to study in order to see the extent of the role of entrepreneurship learning in instilling an entrepreneurial attitude in students at SMK Negeri 11 Jakarta, especially in students of the XI class Accounting expertise program.

before further _ discuss the problems above, there are several studies Previously conducted by Rahma Maulida, et al (2017) in this study it was explained that the attitudes embedded in students with entrepreneurial activity programs through SMK Mart were self-confidence, action-oriented, risk-taking and honest. In addition, Ferra Dwi Agustina, et al (2019) in their research stated that training can improve entrepreneurial attitudes. Then the last one is Mahmuda Hafiana (2017) according to him that entrepreneurship education to shape student attitudes can be integrated into subjects, extracurricular activities, school activity programs, local content, and teaching materials or books.

Based on the three studies above, the authors can conclude that entrepreneurial attitudes can be integrated into subjects, school activity programs and conduct training so that students can have a confident attitude, action-oriented, risk-taking and honest. From the description of the background of the problem above, the authors are interested in conducting research with the title "The Role of Entrepreneurship Learning in Instilling Entrepreneurial Attitudes in Students of Class XI Accounting Skills Program at SMK Negeri 11 Jakarta". in the introduction as reinforcement of the research problem. written in flowing paragraphs. The literature review describes the study of various references sourced from general scientific books, theoretical books and scientific journals and is closely related to research, previous research related to research titles, research hypotheses. This is done to show *the state of the art* of this article in the form of a comparison with our research.

RESEARCH METHOD

In this study using a qualitative approach, namely an approach whose data results are in the form of descriptive data and are not calculated using statistical formulas but using descriptive exposure, namely by trying to describe a symptom, event, and current event. According to Moleong (2008) a qualitative approach is "research that intends to

understand the phenomenon of what is experienced by research subjects." Based on the explanation above that qualitative research with descriptive methods in this study aims to describe the data obtained in the field about the implementation of entrepreneurship learning in an effort to instill an entrepreneurial attitude to students. Class XI Accounting Skills Program at SMK Negeri 11 Jakarta.

The subjects in this study were students of class XI Accounting Skills Program, while the respondents in this study consisted of key informants 2 entrepreneurship teachers and for informants consisting of 6 representatives of students of Class XI Accounting Skills Program. Techniques and instruments for collecting data using interviews, observation, and documentation methods. Data analysis techniques in this study used data collection, data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

In this section, it will be explained about the Role of Entrepreneurship Learning in Instilling Entrepreneurial Attitudes in Students of the Class XI Accounting Skills Program at SMK Negeri 11 Jakarta based on the research results that have been put forward, as follows:

1. The Role of Entrepreneurship Learning in Instilling an Entrepreneurial Attitude

Entrepreneurship learning at SMK Negeri 11 Jakarta uses the 2013 curriculum. This can be seen from the learning method used by entrepreneurship teachers, namely Discovery Learning where in this method students are encouraged to play an active role and think for themselves so that later students can find a concept based on the data that has been found. . This learning method is useful so that students gain new knowledge of what they have learned previously by using ideas, concepts and skills, so that the teacher only acts as a facilitator. In addition, this entrepreneurship learning is a subject that has just been obtained by students in class XI.

But in the process of learning entrepreneurship in the classroom XI Accounting is still hindered by the Covid-19 pandemic situation, so learning is done online and students only get a theoretical understanding. So, according to the researchers, the learning objectives of entrepreneurship learning still cannot be achieved optimally, especially on

psychomotor values (skills), because the purpose of good learning is to train students' intellectual abilities and stimulate curiosity and motivate their abilities. So that after the learning process is complete, it is expected that each student will have good cognitive, affective, and psychomotor abilities. This is in line with Blomm's opinion in Agustya (2017: 9) which divides "three categories in learning objectives, namely: 1) Cognitive, 2) Affective, 3) Psychomotor."

In addition, the school has planned practical learning so that the objectives of psychomotor learning (skills) can be achieved optimally. This practical learning has also been highly anticipated by students of class XI Accounting because students feel that during the learning process they still have difficulty understanding the material and lack of experience. However, for some students of class XI Accounting, it does not become a barrier to apply the entrepreneurial knowledge that is obtained into everyday life and the organizations they follow.

From the occurrence of entrepreneurship learning, it is expected that students will have an entrepreneurial attitude, because according to Isnaini (2012) entrepreneurial attitude is "a mental attitude that needs to be possessed by an entrepreneur which consists of being confident, creative and innovative, willing to take risks, independent, visionary, skill, and has inner energy which is defined as have a disciplined attitude, honest, tenacious, unyielding, strong, active."

So, based on the findings of the researcher, it was obtained from key informants and informants of entrepreneurial attitudes that need to be instilled through entrepreneurship learning, are:

a. Self-confident

Self-confidence is an important aspect of personality in life. Because confidence is what will determine a person's success in completing his tasks. This is in line with the opinion of Khairunnisa (2014) that "a person who has self-confidence tends to have confidence in his ability to achieve success."

Based on the results obtained by students of class XI Accounting, some students already believe in their abilities. This can be seen from the answers to the tasks they have done and their readiness to compete in entrepreneurship. However, most of the students feel that their abilities are not enough but they always try their best to get the best results.

Although some students do not have self-confidence, it is a natural thing because everyone's personality is definitely different.

So here the role of a teacher is needed to always provide motivation to form students' self-confidence because self-confidence is not only useful for students who want to become entrepreneurs but is also useful for all students.

b. independence

According to Vemmy (2012) independence is an "attitude" where everything is done himself, which allows that person to do whatever he wants to do freely." Being independent can also bring up other attitudes, such as self-confidence. Based on the research results obtained by students of class XI Accounting by looking at their seriousness in this learning, it can be seen that most students have shown independence in doing assignments and have started to think for the future even though sometimes they still need the help of friends and there are also some students who underestimate entrepreneurship learning.

So that the role of the teacher here must continue to instill an attitude of independence to students through the tasks given, because with an independent attitude students can show an attitude of confidence in their abilities and responsibility for the tasks they do. In addition, students do not always depend on others.

c. Creativity

A person who wants to succeed is someone who does not follow others but based on his own thoughts. As stated by Vemmy (2012) creativity is "the process of generating new ideas or ideas that can provide a new view of something." Where the process is passed with the imagination of the creator himself. Because students of class XI Accounting have not done practical learning, students' creativity can be seen from their seriousness in realizing the idea or business they want and the ability to express ideas in the organization or group they participate in. But there are still some students who don't dare to come up with ideas or his opinion.

Through the learning methods carried out by entrepreneurship teachers so far, it has been illustrated that entrepreneurship teachers have tried to build student creativity even though students during one semester of learning do not carry out practical activities that can further develop students' creative attitudes.

d. Honesty

Honesty is an attitude that is very important and must be owned by everyone. Therefore, entrepreneurship teachers instill an honest attitude to students through the given tasks. Where the teacher explains the consequences if students are found who are not honest in doing entrepreneurship assignments, such as there are students who copy paste, imitate or copy a friend's assignment and the entrepreneurship teacher knows that it will parse the student's grades.

When viewed from the results of interviews conducted, most students have instilled an honest attitude to themselves and applied it in daily life, but there are still some students who sometimes violate these values.

e. Discipline

According to Yuda (2016) discipline is "obeying the rules made by yourself." This is done to gain tenacity and regularity of behavior in completing tasks on time. Discipline attitude This class XI Accounting student can be seen from the accuracy their time in collect assignments entrepreneurship. Because based on the results of the research obtained, most students are aware of the importance of disciplinary behavior and make good use of time. However in In this entrepreneurial learning, there are still students who are not disciplined in doing assignments . So that during one semester of entrepreneurship learning, there are still some students whose assignments are hollow and there are even students who don't do assignments from start to finish. This is very unfortunate because students have attitude discipline Then students will be trained to manage their own lives so that students will know their weaknesses and strengths the power that is within him.

2 . Obstacles in Instilling an Entrepreneurial Attitude

The obstacle faced by entrepreneurship teachers in instilling an entrepreneurial attitude to students is in instilling a disciplined attitude because there are still some students who are less disciplined in collecting assignments, when given the task of collecting assignments late, the assignments are not collected or not done . In addition, in instilling an attitude of creativity because they have not carried out practical learning, students feel that they lack experience so that entrepreneurship teachers are still unable to see the extent of the creativity attitude of students.

So that the solution made by entrepreneurship teachers in terms of discipline is when submitting assignments late, there will be a reduction in value even if it takes a week or more than a month to not do the assignment, the score is not more than the KKM , and of course the results will be different from students who submit assignments on time and late, even when they are a day late in submitting assignments their grades will also be reduced.

CONCLUSION

Based on the results of data analysis obtained about the role of entrepreneurship learning in instilling entrepreneurial attitudes in students of the Class XI Accounting Skills Program at SMK Negeri 11 Jakarta, the following conclusions can be drawn: (1) The role of entrepreneurial learning in embed The entrepreneurial attitude of students in the Accounting Skills Program class XI at SMK Negeri 11 Jakarta has not run optimally because the learning process carried out is only limited to delivering theory so that there is an imbalance between learning theory and practice, which causes the cultivation of entrepreneurial attitudes in students to be slightly hampered.

Following entrepreneurial attitudes that are trying to be instilled through entrepreneurship learning, namely:

a. Self-confident

Some students already believe in their abilities. This can be seen from the answers to the tasks they have done and their readiness to compete in entrepreneurship. However, most of the students feel that their abilities are not enough but they always try their best to get the best results.

b. independence

Most of the students have shown independence in doing assignments and have started to think for the future even though sometimes they still need the help of friends and there are also some students who underestimate entrepreneurship learning.

c. Creativity

Class XI Accounting students have not done practical learning, so students' creativity can be seen from their seriousness in realizing the ideas or businesses they want and their

ability to express ideas in the organizations or groups they participate in. However, there are still some students who have not dared to issue idea or his opinion.

d. Honesty

Most students have instilled an honest attitude to themselves and applied it in daily life, but there are still some students who sometimes violate these values.

e. Discipline

Most students are already aware of the importance of disciplined behavior and make good use of time.

2. The obstacles faced in instilling an entrepreneurial attitude in students of the Class XI Accounting Skills Program are that there are still some students who are less disciplined in collecting assignments, when given the task of collecting assignments late, the assignments are not collected or not done and the creativity of students has not been seen because they have not done it. practical learning.

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