



Implementation of Entrepreneurship Education Management at SMA Negeri 2 Labuapi Lombok Barat

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Abstract

The purpose of this study is to describe the implementation of entrepreneurship education management, its supporting factors and inhibiting factors in SMA Negeri 2 Labuapi. This study used qualitative research with a descriptive approach. Data collection by observation, interviews and documentation. Data analysis by data collection, data reduction, data presentation, and conclusions. Checking the validity of data with triangulasi sources and techniques. The findings of research on the implementation of entrepreneurial education management are identified through five aspects. First, entrepreneurship education planning uses simple planning. Secondly, the organization of the tenth grade teacher provides an introduction to the material, the eleventh grade teacher instills values and entrepreneurial attitudes and the twelfth grade teacher directs the creation of products. Third, the aspect of directing the principal as a leader and teacher provides an example. Fourth, coordination, a school entrepreneurship team was formed. Fifth, aspects of supervision through student product performance and results. Supporting factors are partnerships with the industrial world, alumni, environmental support. Inhibiting factors are lack of student motivation to learn entrepreneurship, limited funding and lack of entrepreneurial practice tools.

Keywords: *Education Management; Entrepreneurship*

Introduction

Education is one of the media to educate the life of a nation and equip students to have a strong positive mentality, balanced psychology and sufficient skills so that they are ready to face the future. The Central Statistics Agency, stated in the Official Statistics Gazette issued on November 7, 2022 with Number 82/11/Th.XXV, noted that as of August 2022 there was an open unemployment rate (TPT) of 5.86 percent. When viewed based on the highest level of education completed by the labor force, Vocational High Schools occupy a position of 9.42 percent, Senior High Schools at 8.57 percent, and the open unemployment rate for Elementary Education and Below is 3.59 percent.

Referring to Law No. 20 of 2003 concerning the National Education System states that students must be familiarized and introduced to entrepreneurial skills to equip the younger generation so that they do not have dependence and lack life skills. This has an impact on the lack of job creation and soaring

unemployment. Developing an entrepreneurial spirit is one of the efforts that can be done to overcome problems.

Saroni (2017) states that, *Entrepreneurship* learning and the development of productive skills that begin early in school, can help students become effective figures in life and become more personally and socially responsible individuals. This learning can be a strong foundation for students' ability to start entrepreneurship on their own.

Entrepreneurial skills are abilities that students possess that can develop knowledge and skills that can be applied in everyday life. When it comes to modern life, one's skills can be the key to success in the face of increasingly fierce competition. A person will be better able to survive and compete if his skills, abilities, and creativity are stronger. The better the ability of learners in applying the skills they learn during the educational process to sustain their lives and lives, the more creative they will be in life.

Entrepreneurship education aims to build an entrepreneurial spirit. Entrepreneurial spirit is a person who has the courage and desire to face life's problems and challenges reasonably, has a creative spirit to find solutions and overcome problems, and is independent. Entrepreneurship education in schools, both through extracurricular and intracurricular activities, is one of the entrepreneurial spirits that needs to be instilled in students.

This school is accredited A and has implemented integrated entrepreneurship education in the subjects of Crafts and Entrepreneurship as well as through extracurricular activities that have been running since 2017. Based on the previous explanation, researchers are interested in examining how the implementation of entrepreneurship education management has been carried out at SMA Negeri 2 Labuapi. This is important to learn, considering that high school is usually known as a general education institution whose focus is not only on preparing students for the world of work, but also continuing their education to college.

This school is already known to the community for its cultivation of Entrepreneurial character and religious character. SMA Negeri 2 Labuapi instills entrepreneurial characters in a tangible form where the school has a student entrepreneurship unit, making a donut making production unit by utilizing Moringa leaf vegetables which are processed into "Moringa Donuts" which have been marketed among schools and the surrounding community with the branding name "DONAT MORINGA SMANDALA". In addition, SMA Negeri 2 Labuapi has a student cooperative whose development is currently in the process of proposing to form a cooperative legal entity incorporated in the Student Cooperative named "KOPERASI SISWA USAHA BERSAMA".

The Covid 19 pandemic that hit Indonesia, including in our area West Nusa Tenggara, Entrepreneurship Education activities in the form of intracurricular and extracurricular activities experienced many problems and technical obstacles. In fact, it often does not run according to a set schedule and tends to vacuum. One of the reasons is the limited funding for the procurement of practice materials and equipment needed.

The application of entrepreneurship education management at SMA Negeri 2 Labuapi, carried out with objectives that are in line with the principles of curriculum development, is relevant to daily needs and is an interesting topic to be researched. Society, the world of work, and the business world are examples of the relationship between education and the needs of life. Entrepreneurship education in High School should build personal skills, academic skills, social skills, and vocational skills. So the title of this thesis research is: "Implementation of Entrepreneurship Education Management at SMA Negeri 2 Labuapi, West Lombok Regency".

Method

This study used qualitative research methods. This method is used to investigate natural situations or real contexts. The data sampling process is carried out intentionally (*purposive*) and through network expansion (*snowball sampling*). Data collection techniques involve triangulation. The study aims to obtain information about the implementation of entrepreneurial education management, supporting and inhibiting factors in SMA Negeri 2 Labuapi. This research uses case study research through observation methods, interviews, and archival or document investigations. Data sources of information collection are derived from primary and secondary data. The sources of this research data are the Principal, Waka Student Affairs and Waka Kurikulum, teachers and students at SMA Negeri 2 Labuapi. Data analysis through the stages of data collection, data reduction, data presentation and data reduction. Medium for checking the validity of data using techniques of readability, transferability, dependability, confirmability

Results and Discussion

This research focuses on discussing the implementation of entrepreneurship education management at SMA Negeri 2 Labuapi, including aspects of planning, organizing, directing, coordinating, supervising, supporting and inhibiting factors in the implementation of entrepreneurship education management in the school.

Planning

From the research findings, there is a vision of SMA Negeri 2 Labuapi, which is intelligent, independent, religious, trustworthy and skilled. Manifested in the mission and objectives of the school, including improving life skills and equipping students with entrepreneurial skills as a provision for graduates who continue or do not continue to higher education.

The entrepreneurship education planning implemented is in accordance with the vision and mission of the school. The school's vision includes intelligence, independence, religion, trustworthiness and skillful planning of entrepreneurship education integrated in the curriculum, extracurricular activities, and supporting the development of life skills must be done by combining the vision and mission and goals of the school.

Planning entrepreneurship education activities at SMA Negeri 2 Labuapi is integrated in the learning curriculum, involving two curricula, namely the Merdeka Curriculum for grade X and the K-13 Curriculum for grades XI and XII. Entrepreneurship education is included in the curriculum content under the subject name "Prakarya dan Entrepreneurship," with an allocation of 2 hours of lessons per week. The integration of entrepreneurship education into the two curricula, shows the school's commitment in providing entrepreneurial learning to students of various levels.

The importance of the integration of entrepreneurship in the curriculum as a way to prepare students for global demands and a changing job market. This approach is considered relevant to improve students' adaptation and innovation skills in the modern era (Daryanto, 2012).

In planning activities, SMA Negeri 2 Labuapi carried out at the beginning of the semester through task distribution meetings involving all teachers and employees. Teachers of Crafts and Entrepreneurship subjects prepare a syllabus and Learning Implementation Plan (RPP) according to the material chosen based on school potential and student needs. However, learning planning is simple, only in the form of syllabus and lesson plans without specific details for each activity.

In the preparation of a program, it must include several aspects including clear objectives and are in accordance with the vision, mission, and goals of the school. Determine the most important priorities to

achieve within that time frame as well as clear and detailed budget estimates. If the preparation of the work program is not clear, it can result in a number of problems that can hinder the achievement of goals (Nurkhamidah, 2018).

The planning mechanism for entrepreneurship education at SMA Negeri 2 Labuapi was initiated by entrepreneurship coaches or teachers, discussing long-term and short-term programs and then disseminating the program to the community and parents.

The results of the study are in line with the research conducted by Yusniar Isnaini (2016) in a plan requires a strong commitment to realize the vision and mission of the school which includes intelligence, independence, religion, trust, and skill. The integration of entrepreneurship education in the curriculum, extracurricular activities, and learning planning shows real efforts in equipping students to face global demands and a dynamic job market.

Organizing

The interview conducted by the author regarding organizing at SMA Negeri 2 Labuapi, shows that tenth grade students are given opportunities by their teachers to develop small businesses and facilitated to be marketed through student cooperatives. Nevertheless, teachers still emphasize the importance of understanding the basic material related to the introduction of entrepreneurship.

Organizing carried out by teachers, both in the context of classroom learning and entrepreneurial activities of students, can play an important role in achieving the goals of entrepreneurship education. This facilitation reflects the organization's efforts in providing opportunities for students to apply entrepreneurial theory in practice through their small businesses.

Organization is a fundamental aspect in school management, where the organizing process involves determining tasks, authorities, and responsibilities in detail according to the fields and limits of their respective authorities. This approach is in line with the concept described by Kurniadin & Machali (2009), where organizing means creating a structure consisting of various parts that are integrated so that they influence each other.

The entrepreneurship teacher of SMA Negeri 2 Labuapi received the principal's direction regarding the distribution of duties and responsibilities in the implementation of entrepreneurship education activities. Tenth graders are introduced to the concept of entrepreneurship, eleventh graders are instilled entrepreneurial values and attitudes and twelfth grade produces entrepreneurial products. The results of the study are in line with research conducted by Juwahir (2017) where the organization of entrepreneurship education is carried out through detailed determination of duties, authorities, and responsibilities, in accordance with the fields and limits of authority of each individual

Direction

The headmaster as a manager in the school gives direction regularly to entrepreneurship teachers. The directives involve guidance and motivation delivered monthly to provide guidance and improve the performance of entrepreneurship teachers. Self-development, planning and implementation of entrepreneurship education are integrated into daily activities at school in the form of business day (bazaar, market day, cultural Saturday entrepreneurship).

Briefings that have been carried out at SMA Negeri 2 Labuapi include:

1. Routine activities of Student Cooperative Pickets
- 2.

- The distribution of picket schedules for student cooperative officers in turns and regularly scheduled every day is coordinated by the student cooperative chairman. This approach allows students to learn to coordinate, direct, divide responsibilities as well as leadership skills.
2. Spontaneous activities with reference to activities carried out without special planning, teachers give appreciation to outstanding students and direct the development and distribution of their talents.
 3. Exemplary, by bringing alumni of successful entrepreneurship. Bringing alumni of successful entrepreneurship to share entrepreneurial experiences and provide inspiration and direct examples to students.
 4. Conditioning in the entrepreneurship program on Cultural Saturdays. Exhibition activities resulting from student creativity, as well as regular "business day" activities, students are touched on entrepreneurial concepts and practices. Students are given complete freedom to develop ideas according to their talents and interests.

Briefing ensures that the program has clear objectives, measurable strategies, and action plans that are in accordance with the needs of learners (Alimudin, 2018). The results of the study are in line with research conducted by Isnaini (2015) in determining the direction of entrepreneurship education by teachers, involving the incorporation of entrepreneurial learning into daily activities at school, taking into account aspects such as routine activities at school, spontaneous activities and conditioning activities within a certain period of time.

Coordination

The implementation of coordination at SMA Negeri 2 Labuapi has been carried out by forming a working group (School Entrepreneurship Working Group). This Working Group is directly coordinated under the direction of the vice principal of the curriculum section and the principal in the form of an organizational structure with a clear division of duties and responsibilities.

Entrepreneurship teachers work together in providing entrepreneurial learning to students. The report will then be submitted to the program head in each program coordinator, and can then be submitted to the vice principal of the curriculum section or directly to the principal.

With effective coordination, it is hoped that entrepreneurship education activities can run smoothly, in accordance with the plan that has been prepared, and achieve the desired goals (Alimudin, 2018). Coordination plays a very important role in the success of a program. Effective coordination and communication allow program planning to proceed according to plan.

Controlling

The success of entrepreneurship education at SMA Negeri 2 Labuapi focuses on achieving students' entrepreneurial competencies, including independence, creativity, courage, leadership, hard work, innovation, responsibility, perseverance, and the ability to seek opportunities

Supervision of entrepreneurship education at SMA Negeri 2 Labuapi is carried out through two approaches, namely academic and non-academic supervision. Academic supervision involves assessing students' performance in aspects of entrepreneurship and assessing their report card results, while non-academic supervision occurs when teachers act as facilitators in the learning process, and students are directly involved in activities in the field.

Supervision of student performance and production results is carried out during learning activities and entrepreneurial practices. The teacher controls the operational activities and progress of student learning as well as the products produced. Entrepreneurial attitude in the form of assessment of leadership attitude, hard work, courage, and responsibility. Supervision of production results in the form of

assessment of innovative attitudes, the ability to find opportunities, hard work, the ability to find solutions, and perseverance.

Monitoring of student performance and student production results occurs when students engage in entrepreneurial practices at market day activities or cultural Saturday entrepreneurship. Teachers, as a supervisory team, not only control the operation of activities, but also monitor the learning progress of students who are directly involved. The results of the study are in line with the theory of the implementation of supervision of entrepreneurial education for students by involving two aspects, namely *monitoring student performance (performance monitoring)* and *monitoring student production results (product monitoring)* (Mahfud, 2012).

2. Supporting Factors and Inhibiting Factors of Entrepreneurship Education

Supporting and inhibiting factors in the implementation of entrepreneurship education at SMA Negeri 2 Labuapi are as follows:

-Internal School Support

The entire ranks, including the principal, vice principal, educators, and education personnel, as well as support from the school committee.

-External Support

Partnership with the Business and Industrial World, SMA Negeri 2 Labuapi established an educational partnership with the Moringa Tea industry called TRI UTAMI JAYA. There has been a mutual agreement to support entrepreneurship education programs from 2020 to the present, with students making visits to such companies.

-Collaboration with Entrepreneurship Alumni

Alumni who have been successful in entrepreneurship provide information and experience to students, share success tips, and provide entrepreneurial spirit.

-Student Parent Support and Residential Environment

Based on student data, 40% of parents work as traders, 30% as farmers, 10% as laborers, 5% as civil servants, and 15% without information. Parents of students, most of whom are small vendors, mobile rojak sellers, or small meatball entrepreneurs, provide full support. The student living environment in the Merembu, Bengkel, Bertais, Narmada areas, close to traditional markets, supports entrepreneurial activities.

Alumni who are successful in the entrepreneurial world can be a source of inspiration for students. Their success can provide motivation to students to go down the path of entrepreneurship and develop potential. Entrepreneurial alumni provide students with a practical understanding of the business world. They can share their experiences, including challenges and successful strategies they have implemented.

For alumni who have succeeded in the world of entrepreneurship, they can be examples / figures of successful entrepreneurs for student entrepreneurship learning. This is in line with the results of Nurkhamidah (2018) research. Partnerships with successful entrepreneurial alumni can open doors for schools to establish further relationships with business and industry people.

The lack of facilities, especially practical tools available in schools, is an obstacle in the smooth running of entrepreneurial learning activities. These facilities are considered crucial to support practices related to entrepreneurial learning. This obstacle arises due to the lack of practical tools and materials, which in turn affects the quality of learning activities.

Schools can review the allocation of funds for the purchase of entrepreneurial practice tools and materials. Increasing the budget in this field can help ensure the availability of necessary facilities (Heni Mufidah, 2016).

Learning materials related to entrepreneurship can be developed digitally, and students can use entrepreneurship simulations or applications to practice the concepts learned. Involving the school community, parents, and local communities in fundraising campaigns can be a step toward increasing financial resources that can be used for the purchase of tools and practice materials.

By combining some of the solutions above, schools can strive to increase the availability of facilities and ensure the smooth running of entrepreneurial learning activities in practice at school.

Conclusion

Based on research at SMA Negeri 2 Labuapi, the implementation of entrepreneurial education management can be identified through five aspects. First, the planning aspect, where the planning process of entrepreneurship education is included in classroom learning activities with crafts and entrepreneurship subjects at all levels of classes X, XI and XII. Teachers of craft and entrepreneurship subjects tend to use simple plans by making a learning work program plan for a semester or a year according to curriculum guidelines. For planning entrepreneurship extra-curricular activities carried out outside school hours, each mentor or entrepreneurship extra-curricular teacher makes a plan in the form of a special program according to their respective areas of expertise and submits the work program to the principal.

Second, the organizing aspect, involves the assignment of tasks and responsibilities when classroom learning is given to Crafts and Entrepreneurship teachers. Tenth grade teachers introduce and explain the importance of entrepreneurship education, eleventh grade teachers instill attitudes and values to learners, and twelfth grade teachers guide children to produce entrepreneurial products on their own. Furthermore, for extra-curricular activities outside school hours, full authority and responsibility are given to extra-curricular teachers of food services, extra-curricular teachers of Mushroom cultivation.

The three aspects of the briefing describe the role of teachers in developing the interests and talents of students, taking into account school conditions. This involves routine activities such as controlling student cooperative duty picket officers during recess, market day during the implementation of Entrepreneurial Culture Saturday, and instilling entrepreneurial attitudes through example. In support of the briefing, the principal provides guidance and motivation to teachers on a monthly basis to ensure the continuous development of entrepreneurship education.

Fourth, in the aspect of coordination, at SMA Negeri 2 Labuapi, entrepreneurship teachers communicate and collaborate to deliver entrepreneurship education materials among fellow majors. Coordination is carried out at once for the entrepreneurship program report and submitted to the vice principal for curriculum and forwarded to the principal.

Fifth, in the aspect of supervision, teachers supervise through student performance and the results of the products they produce. The success of entrepreneurship education at SMA Negeri 2 Labuapi is still focused on the level of entrepreneurial competence of students, such as independence, creativity, resilience to face risks, leadership, hard work, innovation, responsibility, perseverance, and the ability to look for opportunities. However, it has not yet reached the stage where students can set up their own businesses after graduating from school.

The supporting factors for entrepreneurial education management are mostly supported both internally, such as students and teachers involved in teaching and learning activities in the classroom, as well as externally, such as partnering with the industrial world, participation of successful entrepreneurial

alumni, the school environment, parents of students and residents around the school. However, the inhibiting factors are the consistency and motivation of students who are still lacking and limited funding for the procurement of practice tools and the purchase of entrepreneurial practice materials. The alternative is student self-help and looking for alternative financing.

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