

ANALYSIS OF THE IMPLEMENTATION OF BUSINESS EDUCATION AT AS-SA'ADAH VOCATIONAL SCHOOL EAST JAKARTA

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ABSTRACT. This research aims to analyze the implementation of business education at the As-Sa'adah Vocational School, East Jakarta. Business education at this school is the main focus to understand how the material is taught, the teaching methods used, and its impact on students' interest and involvement in the world of business carried out by the As-Sa'adah Vocational School. The research method used is qualitative research with a case study approach. Data collection was carried out through interviews with students in grades X, XI, and XII and alumni of As-Sa'adah Vocational High School, East Jakarta, selected randomly with 10 individuals from each cohort. The results show that entrepreneurship education at As-Sa'adah Vocational High School provides positive contributions and can cultivate entrepreneurial tendencies among students, especially after graduating from As-Sa'adah Vocational High School. The implication of this research is the need for increased support and resources to support the effective implementation of business education at As-Sa'adah Vocational High School.

Keywords: As-Sa'adah vocational school; business education; implementation.

ANALISIS TERHADAP IMPLEMENTASI PENDIDIKAN BISNIS DI SMK AS-SA'ADAH JAKARTA TIMUR

ABSTRAK. Penelitian ini bertujuan untuk menganalisis implementasi pendidikan bisnis di Sekolah Menengah Kejuruan As-Sa'adah Jakarta Timur. Pendidikan bisnis di sekolah tersebut menjadi fokus utama untuk memahami bagaimana materi diajarkan, metode pengajaran yang digunakan, dan dampaknya terhadap minat dan keterlibatan siswa terhadap dunia bisnis yang dilakukan oleh sekolah SMK As-Sa'adah. Metode penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan studi kasus. Pengumpulan data dilakukan melalui wawancara kepada siswa kelas X, XI dan XII dan Alumni SMK As-Sa'adah Jakarta Timur yang dipilih secara acak dengan mengambil 10 orang pada tiap angkatan. Hasil penelitian menunjukkan bahwa pendidikan kewirausahaan di SMK As-Sa'adah memberikan kontribusi positif dan dapat menumbuhkan kecenderungan berwirausaha siswa terutama setelah lulus sekolah di SMK As-Sa'adah. Implikasi dari penelitian ini adalah perlunya peningkatan dukungan dan sumber daya untuk mendukung terlaksananya pendidikan bisnis yang efektif di SMK As-Sa'adah.

Kata kunci: implementasi; pendidikan bisnis; SMK As-Sa'adah.

INTRODUCTION

The rise of millennial entrepreneurship has become a topic of interest in recent years, as the millennial generation seeks new opportunities for self-development and business creation (Mahmood et al., 2019). Asnaf millennials in Malaysia have shown a special attitude towards entrepreneurship, emphasizing creativity and locus of control in their entrepreneurial endeavors (Mahmood et al., 2020). In addition, factors supporting sustainable entrepreneurship have also been researched, highlighting the importance of creativity and sustainability in encouraging entrepreneurial activities (Gupta & Matharu, 2022). In addition, the environmentally friendly entrepreneurial paradigm has emerged as a new way for the millennial generation, especially

in Indonesia, by emphasizing environmentally friendly practices and mediation in entrepreneurial intentions (Genoveva & Tanardi, 2022).

Responding to the digital era, efforts are being made to develop a digital entrepreneurship learning model that is adapted to the competencies of the millennial generation with a focus on digital literacy, creativity and business acumen (Erdisna et al., 2022). In addition, the influence of digital content creators in the new normal era has also been researched, highlighting the factors that explain digital entrepreneurial intentions, especially in terms of mindset and legal considerations (Widiasih & Darma, 2021). These studies collectively contribute to understanding the unique characteristics and challenges that millennial entrepreneurs face in the contemporary business landscape.

However, amidst the increasing interest in millennial entrepreneurship, concerns have emerged regarding the decreasing representation of entrepreneurship among millennials, which has led to the characterization of this generation as “un-entrepreneurs” (Struckell, 2019). This highlights the need to critically examine the factors that influence millennial entrepreneurship and overcome barriers that may hinder their entrepreneurial intentions.

Millennials, also known as Generation Y, are individuals born between 1980 and 2000 (Berg & Pietrasz, 2017). They are characterized by their heavy reliance on digital technology, making them “technologically savvy” or “digital natives” (Kadir, 2020). This generation has been the subject of numerous studies across various disciplines, including sociology, psychology, and economics. For instance, research has focused on millennials’ consumption patterns and attitudes towards sustainability in the food industry (Knaapila et al., 2022). Additionally, studies have explored millennials’ perceptions of luxury, their travel behavior, and their attitudes towards ridesourcing services (Kapferer & Valette-Florence, 2022). Furthermore, the millennial generation’s impact on the workforce has been a topic of interest, with research delving into their turnover intentions, job satisfaction, and factors influencing their retention in the workplace (Hudiono & Sari, 2022). Their unique characteristics, such as creativity, willingness to learn, and acceptance of challenges, have also been highlighted in the literature (Swastasi & Sartika, 2021). Moreover, the influence of millennials in the business sector, particularly in terms of turnover and organizational pride, has been a subject of investigation (Trapero et al., 2017). Finally, the leadership traits and styles of millennials in the manufacturing industry have been examined, emphasizing the importance of accountability in measuring their success (Huynh et al., 2018).

The implementation of entrepreneurship education in Senior High Schools (SMA) plays an important role in shaping students’ entrepreneurial mindset and skills. Several studies have highlighted the importance of entrepreneurship education and its impact on students’ entrepreneurial intentions and attitudes (Wahyudiono, 2017; Afrianty, 2020; Aryaningtyas & Palupiningtyas, 2017; Livandy & Nuringsih, 2022; Oktiena & Dewi, 2021). In addition, the relevance of strategic management in educational institutions has also been emphasized,

which underlines the importance of strategic implementation for educational excellence (Fadhli, 2020). Furthermore, the implementation of entrepreneurship development programs has been proven to make a positive contribution to students’ entrepreneurial readiness and intentions (Pratomo et al., 2018).

The influence of entrepreneurship education on students’ entrepreneurial mindset, locus of control, and achievement motivation has been the subject of research, showing a significant role in shaping students’ attitudes towards entrepreneurship (Dwijayanti, 2017). In addition, the role of entrepreneurship education in fostering an entrepreneurial spirit, family environment, and social psychology have been recognized as factors that contribute to students’ entrepreneurial intentions (Livandy & Nuringsih, 2022). The impact of entrepreneurship education on opportunity recognition and entrepreneurial skills development has also been studied, highlighting its role in enhancing students’ ability to identify business opportunities and prepare for entrepreneurship (Sakti et al., 2020).

However, challenges in implementing entrepreneurship education have been identified, such as the need for innovative teaching methods and the relevance of learning materials to improve entrepreneurial skills and outcomes (Sulastri et al., 2017). In addition, transparency and accountability in the use of school funds are emphasized as important aspects in the implementation of entrepreneurship education (Waluyo et al., 2023).

Research conducted by Purnawirawan and Prilestari (2022) tentang “Evaluation of the Implementation of the Entrepreneurial Printing School Program at Ibu Kartini Vocational School Using the CIPP Model” was to evaluate the implementation of the entrepreneurial printing school program at Ibu Kartini Vocational School using the CIPP Model (Context, Input, Process, Product). This research aims to assess the effectiveness of the entrepreneurship program in vocational schools by focusing on the context, input, process and products of the program (Purnawirawan & Prilestari, 2022). The evaluation results provide valuable insight into the success of entrepreneurship programs in vocational high school settings and their contribution to student preparation for entrepreneurship.

This review aims to provide a comprehensive understanding of the implementation of entrepreneurship education in secondary schools, drawing on a variety of academic

sources and empirical studies to explore the key determinants, challenges and opportunities associated with this phenomenon. This research is specifically intended to find out the extent to which entrepreneurship education has an impact on the thinking patterns of students and alumni of Assa'adah Vocational School, East Jakarta in developing entrepreneurial careers and whether the implementation of business education at Assa'adah Vocational School in East Jakarta is in accordance with market demands and the latest developments in the business world.

METHOD

This research uses a qualitative approach with a case study approach. This approach allows researchers to gain an in-depth understanding of the dissemination of millennial entrepreneurship and the implementation of business education at Assa'adah Vocational School, East Jakarta. The research sample population involved students in grades X, IX and alumni of Assa'adah Vocational High School, East Jakarta, selected randomly with 10 individuals from each cohort. Interviews were conducted with schools and teachers regarding the implementation of entrepreneurship education and direct observations were carried out by researchers to observe the implementation of business education programs both in the form of training and business practices for students at Assa'adah Vocational School, Assa'adah, East Jakarta.

RESULTS AND DISCUSSION

The Entrepreneurship Learning Approach at the Assa'adah East Jakarta Vocational School includes a series of strategies and methods designed to develop entrepreneurial skills and business mentality in students in order to create a learning environment that supports the development of entrepreneurial skills and student preparation to deal with dynamic business world. As in the following table:

Table 1. Learning Entrepreneurship at SMK As-Sa'adah, East Jakarta

No	Learning	
	Learning Approaches	Technical Implementation
1.	Project-based learning	Students are involved in real business projects that allow them to apply entrepreneurial concepts that have been learned into real world situations. This creates direct experience and increases practical understanding.

2.	Business simulation	Involving students from class X to class XII in business simulations, this simulation includes financial situations, stock management, marketing, and other business aspects.
3.	Practical skills training	Development of practical skills such as presentations, negotiations, effective communication, leadership, and time management. It is also done to help students prepare themselves according to the demands of the world of entrepreneurship.
4.	Coaching and mentoring	Organizing coaching and mentoring programs involving business practitioners, teachers, or local entrepreneurs.
5.	Entrepreneurial competition	Encourage and facilitate students in entrepreneurial competition, both in school and national levels. This competition can involve the development of business ideas, business planning, or business presentations.

Source: As Sa'adah Vocational High School, East Jakarta

The implementation of the business curriculum at the Assa'adah East Jakarta Vocational School includes aspects of entrepreneurship, business management, and finance that are relevant to market demands, besides that in cooperation and partnership with local business people have a positive impact on students' understanding of the business world practically. In addition Active and teacher understanding of the latest business trends also contributes to the success of the implementation of business education. Extracurricular programs such as entrepreneurial clubs and business simulations have also succeeded in developing student practical skills. Students are involved in small business projects that increase their creativity, innovation, and leadership skills. Innovative steps taken by East Jakarta As-Sa'adah Vocational School by conducting entrepreneurship education can be seen from a series of school programs in realizing an entrepreneur-based school as in the following table:

Table 2. Stages of implementing business education As Sa'adah Vocational High School, East Jakarta

Stages of Implementing Business		
No	Stages of Implementing	Description
1.	Curriculum design	1. Competency Standards according to market needs. 2. Learning materials include entrepreneurship, business management, and finance.
2.	Teacher training	1. The teacher gets a regular training on the latest business concepts. 2. Teacher participation in a workshop to improve teaching skills.

3. Educational facilities	1. Adequate learning facilities and facilities, including laboratories. 2. Computers, business libraries, and practical facilities.
4. Building partnerships	Cooperation with companies and local businesses.
5. Extracurricular program development	Entrepreneurial Club, Business Simulation, Inter-Student Competition.

Source: As Sa'adah Vocational High School, East Jakarta

The table illustrates how the implementation of business education as an integral part of the curriculum in the Sa'adah Vocational High School (SMK), which is located in East Jakarta, is the concrete steps of the school and related stakeholders to ensure the success of the implementation of business education programs such as feasibility study, curriculum planning, teacher training, development of facilities and resources, cooperation with industry, student empowerment, sustainable evaluation, promotion and marketing, as well as collaboration with the government and educational institutions. The table provides a comprehensive picture of the process of planning and implementing holistic business education at the Sa'adah Vocational School, with the aim of improving the quality of education and relevance of students with the surrounding business world.

From the data found in this research, in general, all respondents selected from class This can be seen based on the following figure:

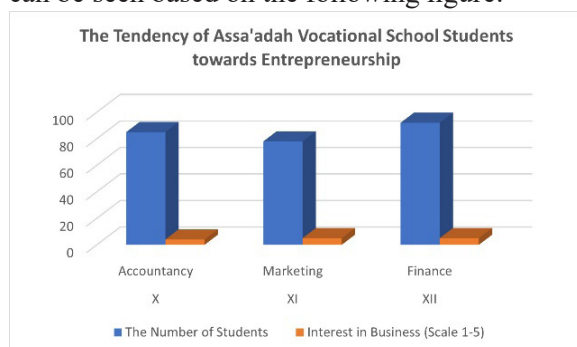


Figure 1. Tendency of students in classes X, XI, XII of Assa'adah Vocational School towards Entrepreneurship

Millennial Entrepreneurship Program at Assa'adah Vocational School East Jakarta also has a positive impact on the development of students' practical skills, such as creativity, innovation, leadership, and critical thinking skills. This supports the understanding that business education in the school can equip students with skills that are relevant to the dynamics of today's business. There are indications that millennial entrepreneurship dissemination provides encouragement to students to consider

the development of entrepreneurial careers as an interesting choice. Students involved in this program are more likely to involve themselves in business projects and consider careers as entrepreneurs.

Active involvement with the industry and partnership with local business people made a positive contribution to students' understanding of the business world. Industrial visits, seminars, and project cooperation with companies open practical and applicative opportunities for students. In addition, an approach that considers the local context and business cases around the Assa'adah East Jakarta Vocational School enriching students' understanding of the challenges and business opportunities in their region. This creates a greater relevance between learning material and local business context.

Several studies show that vocational high school students face challenges in obtaining career competencies due to delays in internship programs or work practices (Safitri & Indianti, 2021). Apart from that, there is a focus on increasing the number of vocational school students and increasing competitiveness through career development programs (Aryawan, 2021; Latifah & Susanti, 2023). Furthermore, a predictive model has been developed to optimize the placement of vocational school students in internship programs using the Association Rule Mining technique (Nirad et al., 2020).

This is of course the main capital that needs to be developed as the forerunner to the growth of entrepreneurs in the future. Entrepreneurship education is carried out in order to foster students' interest in choosing entrepreneurship (Solehudin, Gunawan, et al., 2023). Entrepreneurship education can also direct students' interest in choosing entrepreneurship as an alternative in building their careers rather than competing to become private employees, civil servants or employees of state-owned enterprises (Solehudin, Khuluqo, et al., 2023).

Basically everyone who has a character likes change, likes challenges, they already have an entrepreneurial character that can be manifested in behavior that can drive goals, strategies, processes and results in a business (Maryani & Yuniarsih, 2022). This is very important and much needed to be able to start a business or develop it (Kurjono & Setiawan, 2020) or create something new and different (Kusumaningrum et al., 2022).

The digital era has forced all of us to transform in parallel by following the changing

times in realizing social responsibility more effectively and efficiently (Solehudin, 2023). The concept of digital entrepreneurship has been explored, differentiating between mild, moderate, and extreme digital entrepreneurship when assessing digital business models (Kraus et al., 2018). This highlights the diverse spectrum of digital entrepreneurship and its impact on business models. The influence of digital technology on business has been emphasized, particularly in reducing the need for human resources, including accountants, and transforming business operations (Hanifah et al., 2023). Additionally, the pivotal role of information technology in the modern business landscape has been underscored, with effective adoption leading to leadership in an increasingly competitive global market (Anggraeni & Maulani, 2023).

The rapid development of business has led to intense competition, necessitating proper strategic business planning to align with the evolving business landscape (Kusumaningtyas et al., 2022). Furthermore, the utilization of social media and digital marketing has been identified as a means to enhance business sales and market reach (Wahyuningrum & Juliprijanto, 2022). The development of internet technology has been leveraged by business practitioners to market products, leading to the emergence of digital marketing as a key strategy for business success (Hilmiana & Kirana, 2021). In line with the problems above, the digital era has forced all of us to transform to keep up with the changing times, including in terms of realizing social responsibility which is actually felt to be more effective and efficient (Solehudin, 2021).

Entrepreneurial education plays a crucial role in shaping the entrepreneurial mindset of students (Cahyono & Sarjita, 2022). It influences the intention to become an entrepreneur and fosters a positive attitude towards entrepreneurship (Livandy & Nuringsih, 2022). This highlights the importance of integrating entrepreneurial education into the school curriculum to cultivate an entrepreneurial mindset from an early age. The role of entrepreneurship education, experience, and gender in shaping entrepreneurial attitudes among students has been studied (Wahyudiono, 2017). It emphasizes the significance of entrepreneurship education in influencing students' entrepreneurial attitudes, particularly in the context of vocational education (Sumarno & Gimin, 2019). Strategies for attracting new students through marketing partnerships in vocational schools have been explored (Meidianto

et al., 2022). This demonstrates the importance of innovative strategies to attract students and create an environment conducive to entrepreneurial development. The impact of entrepreneurship education on students' entrepreneurial intentions has been studied, emphasizing the need for entrepreneurship courses to include elements that increase interest and optimism to generate entrepreneurial intentions (Effendy et al., 2021).

Partnership Among School, Family, and Community: The implementation and effect of partnerships among school, family, and community towards the quality of education have been analyzed, emphasizing the collaborative role of various stakeholders in shaping the educational environment (Suhartono et al., 2018).

The development of entrepreneurship through instilling habits in school children is a multifaceted process that involves various factors and skills. Entrepreneurial readiness, creativity, and critical thinking are essential components in preparing students for entrepreneurship (Adeniyi et al., 2022). Entrepreneurship education plays a crucial role in promoting vocational students' entrepreneurial mindset, thereby contributing to their readiness for entrepreneurship (Parekh & Attuel-Mendes, 2021). Additionally, the impact of entrepreneurship education on Islamic higher education students' entrepreneurial readiness has been studied, highlighting the significance of education in shaping students' readiness for entrepreneurship (Ganefri et al., 2021).

Furthermore, the influence of FinTech determinants on young entrepreneurial intentions has been explored, emphasizing the importance of technological and financial literacy in fostering entrepreneurship (Silwal et al., 2022). Entrepreneurial self-efficacy has been identified as a key factor in entrepreneurial readiness, particularly in the context of vocational education (Nishantha & Fernando, 2020). Moreover, the role of social entrepreneurship finance in promoting social responsibility has been investigated, shedding light on the importance of social consciousness in entrepreneurship (Doan & Phan, 2020).

The empirical analysis of a production-based entrepreneurship training model and its impact on students' entrepreneurship self-efficacy has been examined, emphasizing the role of practical training in developing entrepreneurial skills (Ridwan, 2021). Theoretical foundations for entrepreneurship development programs have been explored, providing insights into the theoretical underpinnings of entrepreneurship

development (Du et al., 2020). Additionally, the role of self-directed learning readiness in developing entrepreneurial behaviors has been investigated, highlighting the importance of self-directed learning in fostering entrepreneurship.

The implementation of Field Work Practices which is always carried out for Vocational High School students is done to equip students both direct experience in work, experience in working together in a job and at the same time stimulate students to try to practice business (business). In practice directly. In addition, family background and the immediate environment also influence the tendency of Vocational High School children to choose entrepreneurship as their orientation after graduating from school. The results of interviews conducted with Vocational High School children from class X, class XI and class XII 65% answered as soon as possible to find a job while 35% answered that they wanted to open a business or be self-employed.

Some class XII students, through family support, have even started developing micro or small businesses, such as online sales, catering businesses, or other services. They utilize platforms such as Instagram, Facebook, or Twitter to build their brand and reach a wider market. Assa'adah Vocational School also holds an entrepreneurship competition that involves students in designing and running business simulations. This phenomenon reflects the school's efforts to encourage entrepreneurial interest and provide students with practical experience in managing a business. Apart from that, extracurriculars such as entrepreneurship clubs or innovation groups can be a place where students express their creative ideas and try to implement them in the school environment. This phenomenon reflects the spirit of innovation and experimentation among students as well as the fact that it can represent their efforts to gain direct experience in the business world and build networks that can support their entrepreneurial aspirations.

Another thing that must be considered is that every teacher must believe that the teacher's work is a profession because of that the teacher must be professional, as a professional the teacher's work requires expertise, this is what is needed in order to produce educational outputs that have skills in dealing with competitive employment and business opportunities (Rachmah et al., 2022). In order to achieve the educational process in accordance with expectations. In dealing with the complexity of problems in society, Social

Sciences Education is a bridge, various social sciences can be implemented both in building collaboration with the community so that it can be of real benefit (Gunawan, 2020).

Fostering entrepreneurship in vocational schools (Vocational High Schools) involves various strategies and initiatives to prepare students with entrepreneurial skills and attitudes. To foster entrepreneurship, it is essential to understand the motivations who become entrepreneurs and how these motivations evolve over time (Galati et al., 2020). The evolution of motivations is influenced by time, experience, and financial gain. Insights from this study could assist policymakers and administrators in comprehending this phenomenon and its potential evolution in the context of digitalization, enabling them to take appropriate actions to promote academic entrepreneurship. Additionally, the study emphasizes the importance of cognitive and psychological theoretical perspectives in the academic entrepreneurship debate (Galati et al., 2020).

Furthermore, the dissemination of knowledge learned in universities contributes to the sustainable development of entrepreneurial ecosystems, leading to the emergence of new entrepreneurial agents (Simplício et al., 2021). This highlights the crucial role of universities in disseminating knowledge and fostering entrepreneurial ecosystems.

In the context of sustainable entrepreneurship, knowledge management practices play a significant role in sustainable entrepreneurial performance (Tshiaba et al., 2021). This underscores the importance of effective knowledge management in driving sustainable entrepreneurship.

Moreover, the study by Zhao and Tian-Cheng emphasizes the empirical evidence for encouraging entrepreneurship and promoting knowledge sharing, implying the importance of ICTs in promoting entrepreneurship in rural areas (Zhao & Tian-cheng, 2021). This highlights the role of information and communication technologies in disseminating knowledge and promoting entrepreneurship in rural areas.

Fostering entrepreneurship requires a deep understanding of the motivations of academics, the role of universities in disseminating knowledge, the significance of knowledge management in sustainable entrepreneurship, and the importance of ICTs in promoting entrepreneurship in rural areas. By leveraging these insights, policymakers and administrators can take targeted actions to

foster academic entrepreneurship and sustainable entrepreneurial ecosystems.

The research results also found that although efforts have been made to provide business education to students, there are still several things that need attention for As-Sa'adah Vocational School, namely the need to improve the business education curriculum so that it is more in line with market demands and the latest business developments. Apart from that, teachers need to be given regular training and professional development so they can provide quality and relevant learning for students. Another factor that needs to be improved is that supporting facilities and resources, such as libraries, computer laboratories, and access to industry, also need to be improved to enrich students' learning experiences and increase their involvement in business practices. Therefore, collaboration with industry and related stakeholders needs to be increased to ensure that the business education curriculum can meet the needs of the job market and produce graduates who are ready to compete in the business world.

CONCLUSION

Entrepreneurship education at As-Sa'adah Vocational School, East Jakarta, has a positive impact on the thinking patterns of students and alumni in developing entrepreneurial careers. This can be seen from the positive contribution made by entrepreneurship education in fostering entrepreneurial tendencies, especially after students graduate from the school. The implementation of business education at As-Sa'adah Vocational School, East Jakarta needs to be further evaluated to ensure it is in line with market demands and the latest developments in the business world. Although this research shows the positive contribution of entrepreneurship education, further evaluation is needed to ensure that the curriculum and teaching methods used are appropriate to current market needs and business dynamics.

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