

ENTREPRENEURSHIP LEARNING IN VOCATIONAL HIGH SCHOOLS OF SURAKARTA CITY DURING NEW NORMAL

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ABSTRACT

This research aims to identify the implementation of entrepreneurship learning in Vocational High Schools in Surakarta City area, particularly in new normal era following Covid-19 pandemic impacting all aspects of life. The research method employed as descriptive qualitative. The descriptive qualitative research method was chosen to get in-depth data. This method is compatible to this research because it tries to find description on something and thereby the phenomenon can be revealed clearly and accurately. The participants of the research consisted of 20 entrepreneurship teachers in 6 at business and management program of Vocational High School in Surakarta City, Central Java. Data collection was conducted through literature study, questionnaire, and FGD. Then, the data obtained was classified and processed. Data validating technique used was triangulation. Technique of analyzing data used in this research was Miles and Huberman's interactive technique of analysis encompassing: data condensation, data display, conclusion drawing and verification. The result of research showed that entrepreneurship learning in Business and Management program of Vocational High Schools in Surakarta City has followed Dick and Carey's learning design procedure and based on the questionnaire distributed, it can be found the lowest score (69.64%) in the stage of developing and selecting instruction. This finding is noteworthy for the teachers to keep developing their soft skill in developing teaching material, media, and learning model corresponding to the existing development.

Keywords: *entrepreneurship, vocational high school, new normal*

INTRODUCTION

Entrepreneurship ratio in Indonesia has increased in the last two years: 3.47% and 3.55% and expected to reach 3.95% in 2024. The creation of climate supporting the growth of entrepreneurship spirit starts with the learning at school to improve the students' entrepreneurial interest. The rationale behind entrepreneurial education is the contribution to better entrepreneurship in the future, either directly or indirectly [1]. Entrepreneurship is the form of empowerment as it provides an individual a way of pursuing his/her dream, generating an idea, and identifying the gap in the market [2] by creating something new using creativity and innovation [3]. Entrepreneurship concept can be depicted through an individual who is capable of taking action over the opportunity and then changing it into added value [4]. Entrepreneurship can support deeper comprehension on generic learning process because entrepreneurship relates to cognitive ability rooting in the perception of daily reality [5].

Vocational High School (SMK) is an educational unity preparing the students for facing work realm. [6] argued that in vocational education, the most important key competence is initiative and entrepreneurship. However, in fact, the paradigm occurring is majority graduates of SMK still become job seekers rather than job opportunity creators [7]. During Covid-19 pandemic some years ago, 24% of companies in Indonesia reduced their employee capacity and 8% of them stop from operating [8].

It becomes a distinctive challenge to SMK because the number of job opportunities available is not proportional to the number of SMK graduates. The phenomenon occurring widely indicates that many SMK graduates find difficulty in entering job market. Educational structure and perspective still focusing on creating laborers result in the limitation in doing synchronization and integration aiming to produce entrepreneurial graduates [8].

A previous study [9] concluded that the factors determining a student to have entrepreneurial stance when she/he gets entrepreneurship education material in the school and experience with on-the-job training. Teacher creativity is an essential aspect of entrepreneurship education [10]. Teachers and teachers' thinking about pedagogic reality and its intentionality, and directivity are key conditions to an efficient entrepreneurship education [11]. The fact that the Vocational High School students' entrepreneurial intention is affected by their own interest [12] should be supported by teachers that motivate them to grow their interest.

It is well established that an individual having an intention to start a business will have preparedness and better progress in a business compared with an individual who have no intention to start a business [13]. However, the students' character tends to be unpredictable in entrepreneurship activity. There is no guarantee that students attending a program very vigorously will keep running their business vigorously until the end. On the contrary, the students originally having no entrepreneurial spirit will not be able to change their attitude later. Thus, [14] proposed four components in conceptual model of entrepreneurship education: conception on entrepreneurship, entrepreneurial knowledge/skill, entrepreneurial simulation, and entrepreneurial participation.

Many studies have been conducted related to the learning process in Vocational High School, but they focused more on the effect of learning on entrepreneurial interest [15][16][17][18]. This research will see the entrepreneurship learning in Vocational High School in new normal era following Covid-19 pandemic incidence that has affected all aspects of life. The urgency of research is related to the still high open unemployment rate at Vocational High School level not compensated with entrepreneurial intention and the narrower job opportunities leading to the lower absorption of job seekers [8].

LITERATURE REVIEW

Entrepreneurship Education

Entrepreneurship education is growing and developing into the favorite field in some universities, business schools, higher education community and public school both at home and abroad. Learning institution is a strategic instrument to disseminate knowledge into young generations' mind in developing countries and entrepreneurship education can be organized as a primary didactic field of learning curriculum [19]. The role of stakeholders in entrepreneurship education program exerts positive impact on a region's development [20]. [21] also highlighted the importance of collaboration among the stakeholders of entrepreneurship ecosystem in Higher Education. Furthermore, [22] stated that entrepreneurship education should be viewed broadly in skill terminology and characteristics that can be taught to generate the motivation of students to help them develop new innovative plans for a new business. A study conducted by Brahmanekar et al. (2021) found that to involve, to encourage, and to enable students to learn their early ideas/business, it is important to facilitate the interaction among the peers and the apprenticeship in start-up, and to involve alumni who have been businesspersons.

Innovation process and entrepreneurial culture is an important supporting factor necessary in the organization throughout world [23]. Entrepreneurship education is believed to facilitate the development of students' competency in improving their entrepreneurial potency [24]. Entrepreneurship education plays an important role in creating attitude, skill, and culture from basic to upper level [25]. Another study [26] successfully revealed that entrepreneurship education affects entrepreneurial skill positively and significantly. It means that, the better the entrepreneurship education, the better will be the students' entrepreneurial skill. It is in line with a study [24] finding that entrepreneurship education not only disseminates knowledge on entrepreneurship, but also improves entrepreneurial attitude and perception. The finding indicates that entrepreneurship education contributes to the students involved in business.

Some factors inhibiting the growth and development of entrepreneurs in Indonesia are presupposed to relate to historical and more inherent feudalistic culture, uncreative and non-innovative irrational imitative behavior culture, shortcut-finding culture, while the business opportunity decreases

and dependence ratio is very high. These problems need an educational approach that expectedly can educate the prospective entrepreneurs to be reliable, ethical, honest, persistent, innovative, creative, independent, and visionary entrepreneurs that master market. The future of entrepreneurship education, according to [27], particularly relates to the relevance, self consistency, usage, effectiveness, and efficiency of entrepreneurship program in various educational and training levels. It means that, entrepreneurship learning and entrepreneurial outcome should sufficiently meet social and economic needs of all stakeholders involved (student, parent, family, organization, and state).

Instructional Design

Instructional theory provides a coherent concise framework to improve teaching and learning process [28]. In the learning process, an important point a teacher should prepare is how to deliver a material. Teacher should present the learning effectively, encourage the students to think actively and creatively, and to make the material understandable to the students by means of creating joyful learning circumstance but compatible to the objective of learning specified. This learning activity plan is called Instructional (Learning) Design. An instructional design is a systematical process in which education and training program is designed, developed, and delivered consistently and reliably. System perspective and approach to instruction implies an analysis on how the components are interacting with each other and need the coordination of all activities [29]. Instructional design usually involves instruction content in line with outcome, instructor and students, delivery of media and message, and community [30].

To develop a learning, there are ten components of learning system: *Identifying an instructional goal, Conducting an instructional analysis, Identifying entry behaviors and characteristics, Writing performance objective, Developing criterion-referenced test items, Developing an instructional strategy, Developing and selecting instruction, Designing and conducting the formative evaluation, Revising instruction, Conducting summative evaluation* [31].

1. *Identifying an instructional goal*

In this stage, the competence the students should have after attending the learning program is set up or called learning objective. The formulation of learning objective can be developed from both the preexisting formulation of learning objective in syllabus and from the result of performance analysis. The formulation of objective can be obtained from the process of analyzing needs and experiences with the difficulty the students face. In addition, it can be formulated using task analysis.

2. *Conducting an instructional analysis*

Instructional analysis is a process used to determine relevant skill and knowledge the students need to achieve competence over learning objective. It is desirable to identify competences including cognitive, psychomotor, and affective aspects.

3. *Identifying entry behaviors and characteristics*

Analyses of students and learning context can be conducted simultaneously. Context analysis involves conditions relevant to the skill learnt by students. Analysis of student characteristics involves actual ability the students have, learning style, and their attitude to the learning activity organized. An accurate identification can help determine the learning strategy to be used.

4. *Writing performance objective*

Considering the instructional analysis, a learning system designer should develop learning competence or objective more specifically; it is often called special learning. Some points need to be considered: specifying the skill the students should have after attending the learning process, condition by which the students can demonstrate their ability of mastering the knowledge they have learnt, indicator that can be used to determine the students' success in attending the learning process.

5. *Developing criterion-referenced test items*

The development of assessment instrument should be able to measure the students' learning achievement. The important points in specifying this assessment instrument is that the instrument should be able to measure the students' performance in achieving the learning objective formulated.

6. *Developing an instructional strategy*

Learning strategy that can be used in implementing the learning activity is pre-learning activity, learning material presentation, and follow-up activity. The learning strategy should be specified based on some factors including, among others, the latest theory on learning activity, the studies on learning outcome, characteristics of learning media to be used to deliver learning material, material or substance the student should learn, characteristics of students that will participate in the learning activity.

7. *Developing and selecting instruction*

Teaching material is something that can bring information and message from learning source to students. Teaching material can be textbook, guidance book, module, audio video program, computer-based teaching material, multimedia, and teaching material used in long distance education system.

8. *Designing and conducting the formative evaluation*

Formative evaluation is conducted to collect data related to the strength and the weakness of learning program. The output of formative evaluation process can be used as an input to improve the draft program. The last step of designing process is to revise the draft learning program.

9. *Revising instruction*

The data obtained from a formative evaluation is summarized and interpreted to find out the weaknesses of learning program, evaluation is done not only on the draft learning program, but also on the aspects of learning system design used by the program. The formative evaluation procedure should be conducted on all aspects of learning program aiming to improve the quality of program.

10. *Conducting summative evaluation*

It is the type of evaluation different from formative evaluation. This evaluation is considered as the peak of learning design activity as suggested by Dick and Carrey. Summative evaluation is conducted after the program has been evaluated formatively completely and revised according to the standard used by the designer. It is a reason to state that summative evaluation does not belong to a learning system designing process. The learning designing procedure suggested by Dick and Carrey is the one using system approach in designing a learning program. Each of stages in the learning design is interrelated to each other.

Entrepreneurship learning in new normal era

Government has implemented new normal time currently, meaning there is a change of behavior to keep doing normal activities by applying health protocol to prevent the transmission of Covid-19. The term new normal is defined as an era resulting adaptation following the subsided Covid-19 pandemic that has changed the people's life totally, and this new habit should be our common awareness to enable it to work well [32]. To educational realm, this era is the transition period because the learning usually conducted virtually is now conducted in limited face-to-face system by keeping applying health protocol. In addition to the transition, the teaching-learning activities also change totally from learning media, learning method, learning strategy to learning material selections. To make adjustment, the national and local characteristics of curriculum, the state's resource and capacity to develop long distance learning process, the segregation and inequality of education in the state, and how many academic years have passed should be taken into account [33].

The learning in new normal needs preparedness among teachers, students, and schools [34]. Teachers are required to adjust and to develop their learning model in post-new normal condition; the model should facilitate the students to understand the material taught [35]. In the learning during new normal time, there are five factors extracted: system quality, content, teaching quality, online interaction, and achievement. The study then identified the importance of interactivity to achieve a successful e-learning in New Normal [36]. The effect of the adjustment made by education in New Normal includes the adjustment of teaching-learning environment, the adjustment related to students,

the adjustment related to curriculum, the teaching strategy adjustment, and the use of technology-related adjustment [37].

One of Vocational High School's objectives is to develop entrepreneurs and therefore to equip the students with entrepreneurship learning [38]. Entrepreneurship learning is the subject contains more practice than theory. Teacher should have a strategy to make the learning process running effectively and efficiently during new normal. Some studies have been conducted on entrepreneurship during pandemic [39], while this study focuses on the learning in new normal era in Vocational High School level.

METHODS

The research method used was descriptive qualitative one. A qualitative research is a procedure of research resulting in descriptive data, either written or spoken, from individuals or behavior observed. Using a descriptive research approach, an author describes the solution to the problem investigated. The descriptive qualitative research method was chosen to get an in-depth data. This method is compatible to this study because it attempts to find a description non something and thereby the phenomenon can be revealed clearly and accurately. The participants of the research consisted of 20 entrepreneurship teachers in 6 at business and management program of Vocational High School in Surakarta City, Central Java. The participants was selected with the criterion of A-accreditation.

Data collection was conducted through some methods: literature study, questionnaire, and focus group discussion (FGD). Literature study is an activity of collecting literature data, reading and making note, and organizing the research material. Questionnaire is a method of collecting data containing checklist (question list) that will be filled in by the respondents. Meanwhile, FGD is a method of collecting data through directed discussion by convening some people in a place to discuss a certain topic. FGDs are conducted by inviting 20 entrepreneurship teachers to discuss, the topic discussed in the FGD was the Dick and Carey learning system approach in entrepreneurial learning in new normal era. Then, the data obtained was classified and processed.

Technique of validating data used was triangulation. Triangulation is a technique of validating data by utilizing something different. Techniques of validating data used in this research were source and method triangulation. Data analysis was conducted to sharpen, to classify, to direct, to remove unnecessary data, and to organize data in such a way that a final conclusion can be drawn and verified. Technique of analyzing data used was Miles and Huberman's interactive technique of analysis encompassing data condensation, data display, conclusion drawing and verification.

RESULTS AND DISCUSSION

The implementation of an effective, efficient, relevant, high-quality learning should be designed well; planning is a main guideline of the learning implementation in the classroom [40]. Learning design model should be utilized to implement the learning effectively and to improve the students' attitude and motivation with their academic achievement. An instructional design is commonly accepted as the basis of analysis, design, development, implementation, and evaluation phases [41]. This research sees entrepreneurship learning entirely by referring to ten components of Dick and Carey's learning system approach: *Identifying an instructional goal, Conducting an instructional analysis, Identifying entry behaviors and characteristics, Writing performance objective, Developing criterion-referenced test items, Developing an instructional strategy, Developing and selecting instruction, Designing and conducting the formative evaluation, Revising instruction, Conducting summative evaluation* [31]. Dick and Carey's system approach considers such components as instructor, student, material, instructional activity, delivery system, and learning environment and performance [42]. The use of Dick and Carrey's model in developing a subject is intended to enable the students to know from the beginning of learning process and to do anything relevant to the material in the end of learning; there is interconnection

between the components, particularly learning strategy and learning outcome wanted, applying the procedure necessary to do in planning the learning design [43].

The author then identifies the implementation of entrepreneurship learning based on Dick and Carey's procedure using questionnaire with Likert scale. From the result of questionnaire distributed by the author, the summary of data obtained is presented in the table below.

Table 1. Summary of Questionnaire

Indicator	Percentage
<i>Identifying an instructional goal</i>	87.06%
<i>Conducting an instructional analysis</i>	89.36%
<i>Identifying entry behaviors and characteristics</i>	81.89%
<i>Writing performance objective</i>	81.03%
<i>Developing criterion-referenced test items</i>	83.62%
<i>Developing an instructional strategy</i>	82.24%
<i>Developing and selecting instruction</i>	69.64%
<i>Designing and conducting the formative evaluation</i>	84.05%
<i>Revising instruction</i>	84.91%
<i>Conducting summative evaluation</i>	85.34%

Considering the result shown in the table, it can be seen that the step getting lowest percentage is *developing and selecting instruction* (containing the theme of developing and selecting teaching material, learning model, and learning media). It is indeed realized that the new normal era is the transition from 100% online learning to limited face-to-face learning and therefore teachers should take adaptive attempt to specify appropriate teaching material, model, and learning model. Teachers are required to master technology better and to adapt to any condition so far [44]. The skill to use digital platform should be mastered absolutely, unless the platform will be merely accessories. Not only teachers but also students and parents should know the use of digital platform obligatorily [45].

Furthermore, the author collected data through focus group discussion to get data related to any attempts the teachers have taken in implementing their learning activities. The data obtained is the entrepreneurship learning in new normal era using problem based and contextual learning models. The proportion of entrepreneurship learning organized consists of 30% knowledge and 70% skill. The problems faced by teachers are largely related to the students' less active response, inadequate critical and creative thinking abilities, because they have implemented online learning for about two years. To revive the students' activeness, teachers give stimulus in the form of problems occurring and to give them opportunity of expressing opinion in the classroom.

1. *Identifying an instructional goal*

In developing an instructional objective, the best attempt to be taken is to consult with the expert of learning material. An expert of learning material is the one skillful in the field of curriculum

designed [42]. In this stage, the attempt taken by teachers is to analyze the learning achievement obtained from syllabus.

2. *Conducting an instructional analysis*

Instructional analysis is a set of procedure helping identify skill and knowledge that should be included into instruction [42]. In this stage, teachers arrange the plot of learning objective.

3. *Identifying entry behaviors and characteristics*

Teachers should the analyses of student and context parallel. Analysis on the characteristics of students includes actual ability the students have, learning style, and attitude to the learning activities done.

4. *Writing performance objective*

The objective specified for the students is to develop entrepreneurial product. Thus, to achieve the objective, teacher set up prior knowledge, process, and end knowledge of students.

5. *Developing criterion-referenced test items*

In developing the assessment instrument, teachers arrange Minimum Competence Assessment (Indonesian: *Assessmen Kompetensi Minimum* or AKM) and assessment rubric. AKM is the fundamental competency assessment needed by the students to enable them to develop their self capacity and to participate positively in society life. AKM contains two fundamental competencies measured: reading literacy and mathematic (numeric) literacy. AKM is held to acquire information in order to improve the quality of learning and expectedly to improve the students' learning outcome.

6. *Developing an instructional strategy*

In considering an instructional strategy for the instruction unit, some points should be taken into account: objective, motivation, and characteristic of learners, learning objective, assessment prerequisite, and performance context [42]. In this case, teachers have used a learning strategy compatible to the characteristics of students.

7. *Developing and selecting instruction*

Teachers have arranged teaching material according to the objective of learning. It is in line with [42] stating that in selecting and developing teaching material, it is very important to synchronize the material with the learning objective and instrument. The learning models used are problem based learning and project based learning, because the end goal of learning is to develop entrepreneurial product. The media used are power point, youtube, canva, kahoot, and flyer.

8. *Designing and conducting the formative evaluation*

Formative evaluation should be conducted in instruction, and occurring when the instruction proceeds [42]. In this step, the teachers prepare question outline and assessment rubric.

9. *Revising instruction*

In this stage, the teachers see the learning that has been implemented as the material of consideration in making decision in the future. It can be done by adjusting learning model and learning method according to time development, and to update the teaching material.

10. *Conducting summative evaluation*

Summative evaluation is used to measure all instructional units and some performance objectives [42]. In this step, the teachers also prepare question outline and assessment rubric, just like those in formative evaluation.

CONCLUSION

Considering the result of research and discussion, the learning in business and management program of Vocational High Schools in Surakarta city has run well and adjusted with new normal era condition, in which the learning is implemented in face-to-face system by considering the health protocol tightly. All stages in Dick and Carey's learning design have been implemented entirely, but based on the questionnaire distributed, the lowest score (69.64%) is found in the step of *developing and selecting instruction*. It gives an input to the teachers to keep developing their soft skills in the term of preparing teaching material, learning media, and learning media, according to the development existing.

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