



Entrepreneurship Program At Vocational School

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Abstract: For an entrepreneurship program to function optimally, good management from the school is needed. Based on initial observations, data were obtained showing that alumni of SMK Darussalam Tanggamus Lampung, after graduating, have independent businesses such as online businesses and selling goods. The purpose of this research is to describe the Entrepreneurship Program Management at SMK Darussalam Tanggamus Lampung. This research is a field study (field research), using descriptive methods with a qualitative approach. The data collection techniques used in this research include observation, interviews, and documentation. The primary data in this research are interviews with the School Principal, Guidance Teachers, and students of SMK Darussalam Tanggamus Lampung. Secondary data include theoretical data, documentation, and other supporting data obtained from School documents. Data analysis in this research includes data reduction, data presentation, and concluding. The results of this research show that the implementation of entrepreneurship management at SMK Darussalam Tanggamus Lampung has carried out management functions and elements of management. Planning is structured based on joint forums, with the purpose formulated to justify the need for entrepreneurial activities. This is crucial as it ensures focus on the objectives, enabling smooth implementation according to the desired goals. Organization is established to allocate tasks and schedules for students participating in entrepreneurial activities. Implementation involves executing planned entrepreneurial activities according to assigned tasks and predetermined schedules, motivating participants in these activities. Supervision is conducted directly by the school, involving field visits to monitor business development. Entrepreneurship activities at SMK Darussalam are managed by students and teachers with adequate facilities and support. Hence, sufficient funding is necessary, targeting both school and community marketing.

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INTRODUCTION

Entrepreneurship management in establishing independence in managing and organizing entrepreneurship activities aims to manage independent business units based on available resources to develop new ideas for managing a business to support entrepreneurial independence. Entrepreneurship involves assessing, and exploiting opportunities for new products and services, production processes; new strategies, organizational forms, and markets for previously non-existent products and inputs. Entrepreneurial opportunities are unforeseen economic opportunities, yet to be evaluated, emerging from individuals having different ideas on the relative value of resources converted from input to output (Utomo, 2021)

Current challenges related to education include enhancing the quantity and quality of vocational education to meet local and national needs, compete globally, and produce creative

human resources. In the context of entrepreneurship management, the meaning of management should not only be organizational but also individual. The art and strategy of managing individuals' souls, characters, and business knowledge are as important as managing companies and the human resources within. Therefore, management should be understood in a multilevel context, not only at the interpersonal level but also at the intrapersonal level (Suwanto, 2021). The Prophet Muhammad (peace be upon him) said:

عَنْ عَاصِمِ بْنِ عُبَيْدٍ اللَّهِ عَنْ سَالِمٍ عَنْ أَبِيهِ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ إِنَّ اللَّهَ يُحِبُّ الْمُؤْمِنَ الْمُحْتَزَفَ (أَخْرَجَهُ الْبَيْهَقِيُّ)

"Indeed, Allah loves the believing worker." (Narrated by Al-Baihaqi).

The content of this hadith explains that Allah loves His believing servants to work or strive. Entrepreneurs have the spirit to work and usually possess entrepreneurial characteristics such as being proactive, productive, empowering, generous, creative, innovative, humble, and other positive traits. Fostering entrepreneurial spirit involves training and managing the creation of works (production), packaging, and sales efforts based on economic, ecological, and ergonomic principles. The principle of entrepreneurial education is to create marketable works, thus, the work must meet market standards: pleasing buyers, providing utility value, being creative, and responsibly handling its creation based on mathematical logic and aesthetic knowledge.

Entrepreneurship programs represent creativity and innovation possessed by graduates of Vocational High Schools (SMK) to create added value for themselves and benefit others or the community, contributing to collective welfare. Individual entrepreneurial potential, besides being inherent, can also be developed through integrated learning of theory and practical training and apprenticeship (Subijanto, 2012).

Improving the quality of entrepreneurship education in Indonesia should address the aforementioned issues. The outcomes of education and training processes should not only possess high intellectual levels but also technical abilities to engage in productive activities for their own and their community's livelihoods. Many schools have implemented entrepreneurship programs that encourage students to become more self-reliant and create job opportunities, potentially reducing unemployment if schools can produce quality graduates. Thus, combining hard and soft skills is essential for graduates to possess both skills and entrepreneurial spirit (Arifin, 2012). Efforts to achieve vocational education graduates' quality matching the demands of the job market should be based on a curriculum designed and developed with the principle of alignment with stakeholders' needs. The curriculum, as one of the essential components of education, plays a crucial role in determining the direction and goals of education.

One such vocational school based on pesantren in Tanggamus has implemented an entrepreneurship education program based on Agribusiness Management of Agricultural Products for its students, namely SMK Darussalam Tanggamus located on Gang Darian Argomulyo Street, Sumberejo District, Tanggamus Regency, Lampung. (Rica Rahma Wati : 2024)

Based on the preliminary research conducted by the author at SMK Darussalam Tanggamus, Lampung, on January 8, 2024, using an interview method with the Vice Principal of Curriculum at SMK Darussalam Tanggamus, Lampung, the following findings were obtained: (1) The planning of entrepreneurial activities has been well-prepared with clear strategies, policies, procedures, and programs. (2) The organization of the entrepreneurship program at SMK Darussalam is well-structured in terms of tasks, authority, responsibilities, and work relationships in each field. (3) The implementation of entrepreneurial activities to develop creativity, including providing information, studying theories, various information, market opportunities, determining themes and production procedures, submitting proposals, and bookkeeping, at SMK Darussalam is not yet optimal due to the lack of cooperation patterns with external businesses. (4) The supervision of entrepreneurship at SMK Darussalam, in the form of evaluation and correction to ensure activities are directed according to their intended purposes, is already maximized.

The management of the entrepreneurship program at SMK Darussalam Tanggamus, Lampung, synchronizes the school curriculum with the business world, organizes fieldwork practice with industries, and collaborates with various industries related to its expertise. In the Agribusiness Processing of Agricultural Products department, local entrepreneurship materials are provided. Internships in the business world are conducted in grades XI and XII.

The school aims to reduce the unemployment rate in Indonesia. At least, graduates from SMK Darussalam Tanggamus, Lampung, can become self-reliant and earn their own money, even if they are not accepted into the job market, with the skills they have acquired while in school. A tangible proof that the school has implemented entrepreneurship for its students is seen in every festival event (santri market) or religious chanting event where the school organizes activities for the students to practice entrepreneurship by marketing their products. After the event, students create reports related to their sales results, starting from capital, and sales results to calculating profits and losses. However, there are some obstacles to its implementation, such as the lack of their land for farming and not yet finding cooperation patterns with businesses or industries in conducting entrepreneurship education at SMK Darussalam Tanggamus.

The author is interested in researching the management of entrepreneurship education. Several previous studies have been conducted, including: Alfi Ihyatul Islam and colleagues conducted research titled "Production-Based Entrepreneurship Education Management." This study uses a qualitative approach with a case study type, and data collection techniques including observation, interviews, and documentation. The research results show: 1) planning of production-based education activities at SDIT Al Kautsar Malang by looking at the school profile and holding meetings to create a program that aligns with the goals and the school environment. 2) No specific organization for activity implementation, but it follows the school organization integrated with related activities. 3) Implementation is done through tofu and soy milk production activities, as well as an organic garden. 4) Evaluation is conducted incidentally during activities and routinely through monthly evaluation meetings. 5) The inhibiting factors are the numerous tasks for teachers and students, The inhibiting factors are the numerous assignments for teachers and students, the tight school schedule, and the minimalistic place and tools for production activities. Meanwhile, the supporting factors are that all parties are very supportive and enthusiastic about the activities, both internally and externally. Alfi Ihyatul Islam: (2015). Isthifa Kemal and colleagues conducted a study titled "Entrepreneurship Management Through School-Based Strategies at Islamic Solidarity School". This researcher used a qualitative descriptive method, with data collection techniques using observation, interviews, and documentation. The results of this study are: 1) what requirements must be met by school managers to create an entrepreneurial unit, 2) how the development pattern of the entrepreneurial unit can be implemented in schools, and 3) how to monitor and evaluate the development of entrepreneurship in schools. Fikroh, Eko Mardyanto, from STAI Al Azhar Menganti, conducted a study titled "Agrobusiness-Based Entrepreneurship Management at Islamic Boarding Schools". The result of this study is that entrepreneurship is more focused on agribusiness, such as coffee plantations, rice, corn, and other agricultural products. The goal is the same, which is to create self-reliant students through entrepreneurship. The difference is in the field of entrepreneurship, which includes fisheries such as breeding betta fish, guppies, and tilapia. The similarity is that they still use traditional management patterns, managed by the figure of a kyai or ustad (Hasibuan, 2017). Muhammad Afandi conducted a study titled "Implementation of Entrepreneurship Education in Elementary/Madrasah Ibtidaiyah Schools". This researcher used a qualitative approach and secondary data sources, with data collection techniques using observation, interviews, and documentation. The results of this study explain that the implementation of Entrepreneurship Education in elementary or madrasah ibtidaiyah schools can be carried out through three stages, namely: (1) The planning stage, which includes formulating program objectives, vision, and mission of the entrepreneurship education program, determining lesson materials, and then incorporating entrepreneurship education values to be

developed in the Learning Implementation Plan; (2) The implementation stage, which includes classes, entrepreneurship subjects, integrated with subjects, self-development activities, and school culture; and (3) The evaluation stage, which includes entrepreneurship education assessment activities based on the entrepreneurship values that have been internalized and implemented in the observable behaviors of student's activities in school (Afandi, 2021). Asni Harianti and colleagues conducted a study titled "The Role of Entrepreneurship Education in Increasing Motivation, Competence, and Fostering Student Interest". This researcher used a descriptive qualitative study with primary data collected through surveys. The results of this study explain that entrepreneurship learning methods are considered effective in increasing motivation, and competence, and fostering entrepreneurial interest. Practical entrepreneurship learning methods can be further enhanced to involve students in active participation and have a positive impact on entrepreneurial interest (Harianti, 2020)

Based on the above background, the research problems formulated in this study are: 1) How is the planning of the entrepreneurship program at SMK Darussalam Tanggamus? 2) How is the organization of the entrepreneurship program at SMK Darussalam Tanggamus? 3) How is the implementation of the entrepreneurship program at SMK Darussalam Tanggamus? 4) How is the supervision of the entrepreneurship program at SMK Darussalam Tanggamus? 5)

METHODS

The research method used in this study is a descriptive qualitative analysis approach through field research, describing and explaining things as they are, thus providing a clear picture of the situations in the field. The reason the author chose this research approach is that the qualitative approach can more easily address emerging issues because the researcher directly enters the object, conducts research by asking questions (grant questions), and therefore clearly identifies problems. Qualitative research is a process of understanding human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and conducted in a natural setting (Fadli, 2021). Type of Research. In this study, the author uses descriptive research. Descriptive research is directed to systematically and accurately provide symptoms, facts, or events regarding the characteristics of a specific population or area (Hardani, 2020)

Research Design The qualitative research design is a plan and structure of the investigation, enabling the researcher to obtain answers to their research questions. The author conducted research at a school institution, SMK Darussalam Tanggamus, located at Jalan Gang Darian Argomulyo, Sumberejo District, Tanggamus Regency, Lampung. The headmaster of SMK Darussalam is involved in this study, which will be conducted from January 8-10, 2024. Data collection techniques in qualitative research include observation, documentation, and interviews. Document studies and recordings are also used to gather the necessary data to solve the research problem. The following methods are used to collect data from the research object: Interview: An interview is a process of obtaining information for research purposes through face-to-face question-and-answer sessions, listening directly using an interview guide (Masnawati, 2011); Observation: The type of observation used in this research is non-participant observation, where the researcher does not actively involve themselves directly in the object being observed. This means the observation used by the author in this research is participant observation, directly observing the entrepreneurship management at the Darussalam Islamic Boarding School in Tanggamus. c) Documentation: The data collection technique through documentation involves obtaining data from documents, whether written, visual, or electronic. This method is easier compared to other data collection methods.

FINDINGS AND DISCUSSION

This research encompasses the management of the entrepreneurship program at SMK Darussalam Tanggamus Lampung using several indicators: planning, organizing, implementation,

and supervision. Data collection techniques include triangulation, consisting of interviews, observations, and documentation.

Based on the discussion of the findings on the management of the entrepreneurship program at SMK Darussalam Tanggamus Lampung using several management program indicators, the author obtained insights into the entrepreneurship program management at SMK Darussalam Tanggamus Lampung. Planning of the Entrepreneurship Program at SMK Darussalam Tanggamus.

The planning of the entrepreneurship program is crucial for organizing planned activities to achieve mature results that meet the criteria. The target of the school principal with the entrepreneurship program is to shape the students' character, such as gaining confidence in front of many people through marketing services. The key figures in the implementation of entrepreneurship at SMK Darussalam Tanggamus include:

1. The principal, is responsible for the implementation of the school program.
2. Teachers, who play a crucial role in guiding students towards independent living.
3. Students, who must participate actively and undergo training.
4. The entire school community, including those surrounding the school.

The planning of the entrepreneurship program at SMK Darussalam Tanggamus Lampung involves the principal leading meetings to discuss the program's planning, resulting in strategies for implementation, learning systems, and evaluation systems for the entrepreneurship program. The goal is to establish what needs to be done and create a structured program to be implemented. This aims to foster entrepreneurial spirit and sharpen students' skills for the business world.

Organizing Entrepreneurship at SMK Darussalam Tanggamus

Following the planning is the organizing of entrepreneurship, which involves creating an integrated structure where parts influence each other. Document studies indicate that the entrepreneurship activities at SMK Darussalam Tanggamus are continuously implemented. The principal is required to organize and mobilize personnel within the institution. The principal must create a healthy working atmosphere for teachers and staff by fostering cooperation within groups to achieve common goals, and instilling a sense of belonging among members through recognition and friendliness. In the meeting for program organization at the beginning of each semester, the principal assigns duties, authority, and responsibilities to teachers based on their fields, who then delegate tasks and responsibilities to students under the guidance of teachers. The organizing process in the entrepreneurship program at SMK Darussalam Tanggamus Lampung is gradual, ensuring that teachers and students are placed according to their expertise for more effective and efficient implementation of work plans to achieve the school's objectives. By delegating tasks and authority to teachers and providing necessary equipment, the principal hopes the entrepreneurship program at SMK Darussalam Tanggamus Lampung runs well in line with the plans and the school's vision and mission of building a professional and morally sound entrepreneurial spirit.

Implementation of the Entrepreneurship Program at SMK Darussalam Tanggamus

The entrepreneurship program at SMK Darussalam Tanggamus Lampung includes skill training such as processing agricultural products and marketing them within the school and boarding school environments. The training process combines knowledge, skills, and behavior, where theory is accompanied by practical experience, applying theory-based activities.

The school provides labs and stands to support entrepreneurship activities, allowing students to create and sell their products directly. As an independent school, SMK Darussalam Tanggamus Lampung follows the entrepreneurship guidelines, aiming to align all material with entrepreneurship goals to instill economic awareness and change attitudes and behaviors towards the business world. However, the lack of cooperation with external businesses is a challenge.

Despite this, the program holds significant value for students, fostering confidence, creativity, independence, responsibility, and innovation, enabling them to seek business opportunities. The basic competencies in entrepreneurship include a forward-looking approach and risk-taking.

Supervision of Entrepreneurship at SMK Darussalam Tanggamus

Supervision aims to enhance future quality. Various efforts have been made to ensure the quality and standards of the entrepreneurship program align with the established plans. Without evaluation, leadership cannot identify deviations from the planned guidelines or improve plans based on past experiences. The supervision of the entrepreneurship program at SMK Darussalam Tanggamus Lampung is well-executed, evident from the supervision carried out, including monthly supervision by responsible teachers, yielding maximal results. Academic and non-academic supervision is conducted, with academic supervision reviewing students' performance reports and grades, while non-academic supervision occurs when teachers facilitate students during learning activities and fieldwork.

CONCLUSION

Based on the research conducted at SMK Darussalam Tanggamus Lampung, the Entrepreneurship Program Management can be identified through four aspects: Planning: The planning process of the entrepreneurship program at SMK Darussalam Tanggamus Lampung is relatively simple, with teachers creating entrepreneurship plans without specific detailed plans for each activity. The program teaches students to focus not only on profit but also on values like honesty, responsibility, independence, and other character-building values essential for their future. Organizing: The entrepreneurship program's organization at the school involves detailed task, authority, and responsibility assignments by the principal according to fields and limits, organizing work into tasks, assigning them based on abilities, allocating resources, and coordinating them for effective goal achievement. It provides opportunities for students to learn actively from daily life experiences within the community. Implementation: The program involves training students in skills such as marketing products within the school and boarding school environments. The process includes practical fieldwork and guidance from knowledgeable individuals in the field, like teachers. Supervision: Teachers monitor students' performance and products. The entrepreneurship program's success at SMK Darussalam Tanggamus Lampung includes entrepreneurial competencies such as independence, creativity, risk-taking, leadership, hard work, innovation, responsibility, perseverance, and opportunity-seeking, although students have not yet reached the level of having their own businesses post-graduation.

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