

Entrepreneurship Education in Vocational Schools: Characteristics of Teachers, Schools and Risk Implementation of the Curriculum 2013 in Indonesia

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Abstract

This study examines the problems of entrepreneurship education at Vocational High School based on the perspective of teachers and school management characteristics related to the implementation of the curriculum in 2013 and trials of character-based education model. The research and development survey was conducted on a Vocational High Schools in East Java. Analysis description, experimental and entrepreneurial attitude tests were used to assess the findings of the field. The study was conducted for 2 (two) years. The results showed that more entrepreneurial teachers teach "the theory of entrepreneurship" than forming values and skills, related curriculum in 2013 (K-13). The teachers have difficulty in implementation, the experience of teachers to business practices and network with minimal business world. K-13 tends to lower and decrease the entrepreneurial spirit of students because of the lack of material changes in attitude, the school management does not undertake any major policy changes related to the implementation of this new curriculum. Model of learning by giving the module containing the business motivations of character-based and case studies are structured through the guidance of teachers can improve attitudes related aspects of confidence and motivation for entrepreneurship. Aspects of creativity, attitudes towards risk, initiative, responsibility and leadership is still low.

Keywords: Entrepreneurship Education, Vocational High School, teachers, curriculum 2013.

1. Introduction

Creating an entrepreneur is a tough task, not only because of the entrepreneurial mind that is not easily formed, but the facilitator of a learning activity is not easy to do by teachers. Winarno (2012) found that the average teachers teach more on the knowledge on the entrepreneurial function rather than shaping the minds learners of an entrepreneur. In fact, it is as also stated by Hansemark (1998) that the main purpose of entrepreneurship education is to develop skills, knowledge, and character rather than giving information regarding on entrepreneurial activities. Entrepreneurship education should be able to form self-employment by increasing knowledge of the business and establish psychological attributes such as self-confidence, self-esteem and self efficacy. Košir, S., and VA Bezenšek (2009) states that shifting the old paradigm that states that entrepreneurship is an innate talent, into a new paradigm that entrepreneurship is a science that can be learned. Druker in Kuratko (2005) mentioned that entrepreneurship education can be a remarkable change agent in all sectors. Not everyone should be an entrepreneur to feel the benefit of entrepreneurship education, but everyone needs to be more entrepreneurial. Entrepreneurship education is an education that implement the principles and methodologies towards internalization of the values of entrepreneurship in learners through an integrated curriculum (Kirby, DA 2005).

A number of empirical research results show that formal education failed in achieving the target of entrepreneurship education. Vocational high school's contribution in this matter called into question by many sides, because many graduates who do not meet the qualifications required by the sector at the same time is not ready to be entrepreneurs. Winarno (2012, 2013), Petermen and Keneedy (2003) suggests that formal education has no significant influence on the formation of character and an entrepreneurial attitude to the learners. His research on the effectiveness of entrepreneurial learning in vocational show that (1) the material and entrepreneurial learning strategy is not sufficiently effective in developing entrepreneurial values of students, (2) the diversity knowledge of entrepreneurship teachers affect the failure of achieving the entrepreneurial class.

Timmons (2004) indicates that formal education is not able to encourage entrepreneurship in its graduates; schools prepare graduates to only know limited knowledge about the company, and be mentally prepared to seek for work, and actually suppress creativity and students' entrepreneurial skill. Similarly, Fosu and Boateng (2013) found that entrepreneurial education at the University of Scotland - Ghana can not be used as a strategy to solve unemployment, as entrepreneurship education can only equip students with few job skills .

Learning is not limited to acknowledge the information. More than that, learning is a process that is more related

to the socialization that takes teacher in being able to guide and support every learning system (Moreland, 2000). A teacher should have been able to transfer and build entrepreneurial attitude, entrepreneurial personality characteristics and abilities to their students, in which is suitable and is not directly associated with business context (creativity, risk-taking, and responsibility) as well as specific trainings in how to make a new business (European Commission: 2002, 2008).

Being successful on becoming an entrepreneurship education is strongly influenced by the teacher's role. Teachers are required to be able to instill the entrepreneurial attitude and entrepreneurial character for the learners (Winarno, 2010). The World Economic Forum (2009) emphasized that the success of entrepreneurial education lies on how well teachers select, promote, and encourage the students to get the full experience of the corresponding activity. The fact shows that the majority of vocational school teachers have not been trained in entrepreneurship and having a lack of knowledge in the right approach to teach entrepreneurship. Noticing that the teacher has a central role to the success of entrepreneurship education, the standardization of entrepreneurship in vocational teacher is important and urgent to do. Some countries have also been doing variations of entrepreneurship education, including the development of various models (inside and outside education) to develop all the relevant elements (Hampden - Turner, 2010; LeRoux, 2003)

From the perspective of the course's distribution in the curriculum, the teachers generally complain of the available time for entrepreneurship course, which were only 2 hours a week. Due to this, the entrepreneurial teachers cannot be free to develop model educational models and innovative entrepreneurship. The curriculum 2013 related to entrepreneurship course was then refined into the course of craft and entrepreneurship. In the future all teachers should be part of efforts to establish the values/characterization of entrepreneurship in learners. Problems will arise not only related to the materials, but the skills of teachers and approaches used to infuse these values into the class.

This study seeks to answer the question of school's preparation including the teachers in implementing entrepreneurship education in vocational high school. The study was designed to find a model that tested the effectiveness of the entrepreneur education.

2. Method

This research was conducted at a vocational high school in East Java Indonesia, having each a sample of 18 different schools in Malang, Blitar, Kediri, Mojokerto, Jember, and Banyuwangi. The data is collected by distributing a list of questions, observations, interviews, and tests. It is also equipped by Focus Group Entrepreneurial discussion with a group of entrepreneur teachers.

This study was carried out in stages during three (3) years from the identification and preparation of models, test models and dissemination. The first stage used more on the descriptive approach qualitative (explorative), description of the model applied, the constraints and weaknesses which is the main focus in this phase. The first stage is different from the next stage which emphasizes more on models test and test the effectiveness of the model.

The data obtained in this study were analyzed according to seven different items in each stage of the research. The preparation of teachers and schools use descriptive analysis related to the aspects of the teachers' level of difficulty, variety of difficulties, and teacher competence. The feasibility model (teachers and students' book) is tested and validated by experts. The validation includes dimensional aspects, which are (1) the feasibility of the contents, (2) the feasibility of the presentation, (3) the feasibility of languages, (4) feasibility of contextual, and (4) the feasibility of sustainability. The entrepreneurial mind of students tested in the dimension are (1) entrepreneurship capability, (2) personality/proficiency entrepreneurship, (3) supportive capability. As a comparison, the effectiveness of the development model for the students' entrepreneurial mind also used a developing test (Winarno, 2009). This is seen from the dimensions, confidence, motivation, creativity, courage, and leadership in taking a risk and facing an obstacle. See figure (1)

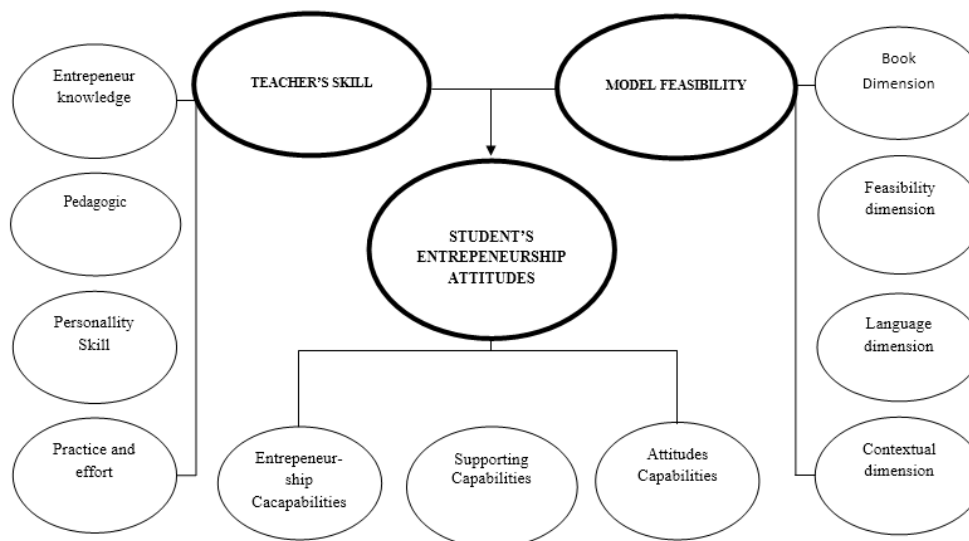


Figure 1. Research Dimension

3. Result and Discussion

3.1 Description of School's Preparation

The results showed that there was no significant change related to the implementation of the curriculum 2013. The learning process as before the implementation of the new curriculum can happen because the majority of vocational high school is yet to implement the curriculum in 2013 during the studying process. The vocational high schools does not change much in the policy, as the changes only occur in the process of teacher's adaptation to understand the curriculum map because the craft and entrepreneurial course (which replace the entrepreneurship course) needs to be applied, though it is not yet equipped with adequate syllabus.

Beside the variations methods used by the vocational high school's teachers which has implemented a curriculum 2013/practice learning in the classroom for a lesson craft and entrepreneurship, teachers are still hard to decide whether or not the practice done already fits with the curriculum 2013 or not. This is due to the fact that first competency KI.1 (spiritual attitude) and KI.2 (social attitudes) does not directly have an effect in the course of craft and entrepreneurship. As a result, KI.3 (knowledge) and KI.4 (behavior) has no correlative. In addition, almost all of the teachers also do not have adequate syllabus including the media and its outline course materials.

3.2 K-13 and It's Implementation

As a result, not all vocational higschools implement K-13, even in 2015 the Ministry of Education and Culture gives freedom for schools to not use K-13. For those who have applied and find any difficulties, the previous characters may also return to the previous curriculum, those who have applied, the results showed that the problems as table 1 below.

Table 1. Variety Obstacles of Implementation K-13

| No. | Time Finding Hard at School | Frekuensi |
|-----|---|-----------|
| 1. | The curriculum does not support in shaping the attitude, but rather than increasing their artworks. | 85% |
| 2. | Hard to acknowledge on the Entrepreneur subjects or course | 52% |
| 3. | Need more references regarding on the application of becoming an entrepreneur. | 81% |
| 4. | Tacher's mindset is like teaching the theory than the practice | 60% |
| 5. | Less number in communicating and making modules | 75% |
| 6. | The facilities are not able to be used | 88% |
| 7. | The school environment was not that supportive | 90% |
| 8. | The parents' attutudes were not that supportive | 93% |

According to table 1, entrepreneurship education is still facing a lot of problems constrained primarily with the implementation of K-13. Entrepreneurship education is a process of growth and development as well as efforts to instill and strengthen the mental; preparation of a person, so it has the spirit to be able to create or implement activities. This may even be a new and different activities through creative thinking and innovative action. Real effort developing entrepreneurial attitudes can begin to create a true educational planning and more radical (Kirby, 2005).

The research results provides an overview of government (deciding the application of K-13) are not appropriate when replacing Entrepreneurship subjects (old curriculum/SBC) with subjects craft and Entrepreneurship. Criticism (Winarno, 2010) in the old curriculum is still minimal (around 20%) payload development of values, but rather on the K-13 payload values it becomes much diminished, these subjects enrich (almost 90%) charge skill make the product/work. Advice on the importance of the curriculum also expressed Asghar (2014) which has been seen that the ineffectiveness of entrepreneurship education among students of TVET as well as curriculum development are not able to change the mindset of learners.

3.3 Variety of teacher

learning process, teachers still have many obstacles on the ground experience, constraints, especially related to the understanding of the syllabus and learning steps in accordance with the demands of the curriculum 2013. The results showed that the teachers are having problems the same one. K-13 implementation process are still rudimentary, it would have an impact on the lack of effective entrepreneurial learning. If the specified variety of difficulties teachers as in table 2

Table 2. Variety implementation difficulties

| No. | Teacher's Obstacles and Difficulties | Percentage |
|-----|---|------------|
| 1 | Hard to give us the route and materials to achieve something. | 40% |
| 2 | For several schools which the mahority of students are not from a rich family, there are several financial obstacles in collecting the ingredients in the practice of making such handcrafts. | 70% |
| 3 | Teacher's skills on how to make such handcrafts is also limited | 68% |
| 4 | Tough to change the students' mindset in wanting to be a secretary. | 95% |
| 5 | Principal's commitmentis very low | 20% |
| 6 | Mostly, teachers doesn't have any experience in becoming an entrepreneur | 60% |
| 7 | The test result of the teacher in having an entrepreneur attitude is still low (under 100-150 point) | 85% |

The rules in the schools and government in building a school that is able to bring entrepreneurs are required both in the form of the provision of facilities and materials as well as the practice of cooperation with parents and the business world is very urgent to do. According to table 2, as an Alignments schools and government in building a school that is able to bring entrepreneurs are required both in the form of the provision of facilities and materials as well as the practice of cooperation with parents and the business world is very urgent to do. Alignments schools and government in building a school that is able to bring entrepreneurs are required both in the form of the provision of facilities and materials as well as the practice of cooperation with parents and the business world is very urgent to do.

3.4 Students' Entrepreneurship Attitudes

The learning model that is applied in this study is the formulation of teacher and student book containing phases reading assignment, teaching materials that contain messages of motivation and tasks structured. In practice, the

implementation of this task can be as a companion of the learning process that teachers do, and not replace stages that had been prepared in accordance with half of the existing program. Results research showed that after deployment models obtained the results as Table 3 .

Table 3. Score on the Student's Entrepreneurship Attitude

| No | Success on your Entrepreneurship | Average Score Classification | | |
|----|----------------------------------|------------------------------|--------|------|
| | | Poor | Enough | Good |
| 1 | Confidence | 12 | 20 | 68 |
| 2 | Creativity | 35 | 37 | 28 |
| 3 | Motivation | 09 | 38 | 53 |
| 4 | Risk-taking | 25 | 32 | 43 |
| 5 | Leadership | 54 | 29 | 17 |

Based on the table 3 it can be seen that the model developed despite the standard aspects of its application to the test results showed that the students associated with creativity, courage and leadership on the risk remains low. However, casement students' confidence and motivation to become entrepreneurs is high. This result is certainly still not as expected considering to become entrepreneurs fifth dimension that must be met (Winarno 2010; Kirby, 2005; Moreland, 2000).

4. Discussion

This study found some of the following, contents K-13 be the solution to improve the entrepreneurial spirit of vocational students, There are no significant changes related to the process of entrepreneurship in vocational education with the enactment of the curriculum in 2013. Another word is that learning practices in the classroom for craft and entrepreneurship course besides, in his general teachers feel a wide variety of craft that are not relevant to the field of expertise in Vocational High School. Related to the lack of facilities is a constraint in the implementation in schools given the demands of the K-13 that requires practice materials. Model of learning by giving motivational module contains the character-based businesses can improve attitudes related aspects of confidence and motivation for entrepreneurship. Another aspects that is creativity, attitudes towards risk, initiative, responsibility, and leadership is still low.

5. Suggestions

Noting the results and recommendation models offered, the suggestions suggestions that can be put forward is (1) For the teacher of Entrepreneurship, an effort to improve his skills as an entrepreneur teacher has recommended standards should continue to be done, especially in the development of self-open network with entrepreneur's teachers in other schools. (2) Schools are advised continuously to expand the network of cooperation with various parties in order to facilitate the students and teachers in starting the practice of opening a business. (3) It's good for the teacher certification efforts Entrepreneurship through education and training programs. (4) Learning-based creative development needs of the market that needs to be developed in schools in order to improve the entrepreneurial spirit of students.

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