



Implementation of Entrepreneurship Learning in Senior High School

Eka Nana Susanti^{1*}

*Corresponding author email: eka.nana@student.uns.a.c.id

¹Doctoral Economics Education Student, Sebelas Maret University, Indonesia

Abstract. Schools have their own ways to support their students to be creative and innovative to face life in society. This is because not all high school graduates continue their education to a higher level of education. The purpose of this research is to identify the entrepreneurship learning model and the implementation of entrepreneurship learning at the upper secondary education level. This research uses a descriptive qualitative approach with a literature study approach where the main source of this research is previous scientific works that are closely related to the focus to be discussed, for example: (1) textbooks, (2) international journals, and (3) internet articles of formal institutions. The results showed that the implementation of entrepreneurship learning greatly trains and builds students' soft skills, especially by using a project-based learning model. Based on the results it can be concluded that the implementation of entrepreneurship learning is very attractive to students, especially with learning that is applicative and interesting, by being trained in how to solve real problems that exist in the field and coupled with direct practice. This form can shape the character of children to be more responsible and dare to take steps in achieving their future goals. Entrepreneurship education can be carried out intracurricularly, co-curricular and extracurricular in accordance with the learning independence curriculum currently implemented at school.

Keywords: entrepreneurship, implementation, entrepreneurship education

1 Introduction

Indonesia has a large population, the population has strategic potential if viewed as a potential market share for industrial development. [1] stated that since 2012 until 2035 it is estimated that Indonesia will enter a demographic bonus period with the peak demographic period is between 2020-2030. This phenomenon is characterized by the number of productive age population that reaches twice the number of age population children and elderly. In Indonesia itself, the number of productive age is 187.2 million, this magnitude has tripled from the previous year. Demographic bonus It cannot be released to the millennial generation, because of the contribution of the millennial generation in building a structure the number of productive age population is quite high [2]. This demographic bonus can be a boomerang if it is not taken seriously one of which is unemployment that occurs in the majority of productive age with range of 15-64 years.

Table 1. Open Unemployment Level 2020 - 2022

Education Level 2	Open unemployment rate based on education level		
	2020	2021	2022
Never been to school/Not yet Graduated & Completed	3.61	3.61	3.59
Elementary School			
Middle School (SMP)	6.46	6.45	5.95
High School (SMA)	9.86	9.09	8.57
Vocational School (SMK)	13.55	11.13	9.42
Diploma I/II/III	8.08	5.87	4.59
Scholar	7.35	5.98	4.80

Source: The National Labor Force Survey (Sakernas), BPS 2022

Based on table 1. The highest level of unemployment is experienced by high school and vocational education levels. This is very unfortunate if the investment in educated human capital cannot be utilized optimally. Based on data from the Central Statistics Agency (BPS), the ratio of entrepreneurs in Indonesia is still 3.47% or only about 9 million people from the total population of Indonesia, although this has increased compared to 2016 which only amounted to 3.3%. The National Labor Force Survey shows that graduates of high school accounted for the highest number of open unemployment after vocational school. School learning is very influential on the final results of students taking high school education in particular, one of which is through learning entrepreneurship, according to [3] printing a skilled young generation with an entrepreneurial spirit is by implementing entrepreneurship learning is one of the steps to face the demographic bonus era and reduce educated unemployment in Indonesia.

Entrepreneurship education is one of the means of training learning and increase children's creativity in awakening the entrepreneurial spirit and choosing to be an entrepreneur rather than being a worker, aligns with [4] that entrepreneurship education is a field that have the ability and skills in managing a job complexity. The learning process carried out can use various approaches, models, strategies, and methods that refer to inspiring characteristics and interactive, challenging, fun and motivating learners to participate actively, collaboratively and contextually, providing great opportunities to be creative and self-actualize for the independence of students and accordance with the talents, interests, physical and psychological development of learners.

To hone the creativity of students, a model learning is needed that can be realized in the form of tangible results. Where the implementation of learning is not only theoretically capable but they can develop knowledge that has been learned so far can implemented in the form of real skills in creating products. Schools have an important role in helping students hone soft skills that students have and motivate students in developing creative ideas owned.

The learning process carried out today is more about learning project-based or Project Based Learning (PBL) that is collaborated to adjust to the Strengthening Pancasila. Student Profile (P5)

project accordance with independent learning curriculum promoted by the Ministry of Education of the Republic Indonesian. Entrepreneurship learning in high school is implemented in craft and entrepreneurship learning that has aim to introduce the concept of entrepreneurship, initial training to develop a business, gaining practical experience in entrepreneurship fosters entrepreneurial interest and develop entrepreneurial potential.

The entrepreneurship education program is a program for increase the creativity and become a person who is able to solve problems, accordance said by [5] that entrepreneurship education is very important for the students both at the level basic and upper to prepare to cope with a job which is increasingly modern with a high level of competition. There fore this program should be an alternative in preparing capable graduates implement and manage business opportunities and be able to adjust to succeed in community life and be able to face global competition.

Entrepreneurship education will be one solution in pressing high unemployment rate especially for high school graduates in Jakarta, given the still high rate of open unemployment among the educated, including high school graduates, the provision of entrepreneurship education is considered it is very important to instill an entrepreneurial spirit in students. This is in line with research [6] showing that according to student perception, entrepreneurship education is felt positively in all dimensions and shows a strong positive relationship between perception and intention entrepreneurship. Building a positive perception of entrepreneurship education in among students is the basis for achieving its main goal. Education entrepreneurship is considered very important to provide opportunities for students become an innovative, creative, independent, and a leader able to face challenges. Therefore, entrepreneurship education is an effort to prepare graduates to become entrepreneurs so that able to contribute to economic development.

Proper implementation of entrepreneurial learning in the process learning both the model and the learning approach used will be produce learning objectives that are appropriate and beneficial in the community. Entrepreneurship education is not solely for the benefit of the business world, but every job that has a spirit, mindset, and entrepreneurial character will make a difference, change, and growth positive in their profession and work outside the field of the business world. Soul entrepreneurship will have creative and innovative power, look for opportunities and dare to take risks. Entrepreneur education will give the character of the students with strong mental and moral strength, a spirit of independence, and tenacious attitude, knowledge and skills, and able to face global competition.

Entrepreneurship education that can foster interest is simulated learning with various learning models that leads to thinking skills and creativity. Efforts to improve quality entrepreneurship learning in schools can be done through activities intracurricular, co- curricular and extracurricular. The approach that the teacher chooses It should stimulate students to think creatively. Learning can be carried out by applying project learning by utilizing and develop local potential in the area. Other learnings that can be applied in a design thinking model that presents a solution approach to solve the problem. Learning begins with identifying desires or tastes of consumers, formulating problems and solving solutions problems, the process of gathering ideas through brainstorming, prototyping and test it for basic prototype repairs.

Entrepreneurship in addition to being taught through compulsory subjects, can also carried out through co-curricular projects. Entrepreneurial projects are carried out with collaborate on basic competencies or learning outcomes from various subject. With collaboration between subjects, students can learn and deepen competence from different points of view. Shape of co-curricular

projects can train students how to work together, appreciate opinion of friends, finding creative ideas for solving problems, utilizing technology to support their projects. Entrepreneurship in schools can also be developed through extracurricular activities that tailored to the needs, potentials, talents, and interests of the students being guided by educators or education personnel appointed by the school.

Currently, the government is encouraging various activities or activities entrepreneurship. It is expected that entrepreneurship education will be held on primary to upper education levels can produce quality output, creative and innovative. This is actually an obligation for educational institutions Indonesia to apply entrepreneurial activities to students.

2 Research Methods

This research uses qualitative descriptive method with approach literature study, where the collection of information is sourced from research that related to literature review that is bibliographical. This primary research is an earlier scientific work closely related to the focus that will be discussed, for example: (1) textbooks, (2) international journals, and (3) articles internet formal institutions. Data is presented in the form of tables and words systematically in its preparation, but in this paper, it is not done empirical test of the data obtained. The purpose of this study is to find out learning models that are suitable for entrepreneurial learning at the level of high school in Jakarta.

3 Results and Discussion

In implementing entrepreneurship education in school the upper middle must go through several stages: 1) the appropriate planning stages with the vision, mission, and curriculum of an institution; 2) planning on activities; learning 3) planning teaching and learning activities and application to in practice [7]. The results of the research revealed above are also in line with the results of research [8] That there are three stages in implementing entrepreneurship education, namely (1) Planning stage, includes: formulation of program objectives, vision and mission of educational programs entrepreneurship, determine the subject matter then enter values entrepreneurship education to be developed in the implementation plan learning; (2) Implementation stage, including: classes, subjects entrepreneurship, integrated with subjects, self-development activities, school culture; and (3) Evaluation stage, including educational assessment activities entrepreneurship that is based on entrepreneurial values that have been internalized and implemented in behaviors seen in activities learners at school.

In the implementation process, entrepreneurship education can be in implement through several activities according to [9] The implementation of entrepreneurship can be carried out through intracurricular activities, co-curricular and extracurricular. On Educational intracurricular activities entrepreneurship is applied through entrepreneurship and craft subjects, a suitable learning approach in this subject is with a project based learning (PJBL), according to [10] learning model project-based is proven to be able to increase the spirit of entrepreneurship and achievement student.

Co-curricular activities can be carried out jointly or individually and this co-curricular activity can be carried out side by side with other subjects. Furthermore, extracurricular activities which are activities outside of hours learning, extracurricular activities related to education entrepreneurship like, extra entrepreneurship etc.

In research conducted by [11] resulted in that the application of entrepreneurial activities at SMAN 1 Sumberlawang is more through co-curricular activities. This entrepreneurial co-curricular goal is for students able to identify economic potential at the local level and existing problems in the development of this potential, as well as its relation to the environment, social, and community welfare.

4 Conclusions

Based on above literature, a common thread can be drawn that Implementation of entrepreneurship education must be thoroughly prepared carefully with several stages such as planning stages that must be aligned with the vision, mission and curriculum of the school, the implementation stage that can be done through intracurricular, co-curricular and extracurricular activities to hone student ability as well as cultivating the spirit of entrepreneurship and stages evaluate, assess the advantages and disadvantages of the learning process implemented. In the learning process, a suitable model is used to entrepreneurship education is project-based learning where students or students asked to practice directly related to entrepreneurship material, It hones creativity as well as a better mindset in the future.

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