

Effectiveness of Entrepreneurship Practices to Foster the Interest of Entrepreneurship in SMK

Muhammadiyah 1 Cilacap

¹ Ulfahamadah, ² Tri Kuat*,

Universitas Ahmad Dahlan, Indonesia

Email : ¹ ulfahamadahishom@gmail.com, ², sonytrikuat@gmail.com*

* Correspondence Author

ARTICLE INFO

ABSTRACT

Article history

Received Apr 21, 2022

Revised May 28, 2022

Accepted May 30, 2022

Keywords

Effectiveness of entrepreneurship

practices,

Entrepreneurship Interest

The objective of this study is to determine the effectiveness of entrepreneurial practices to foster the interest of entrepreneurship in Muhammadiyah 1 Vocational School of Cilacap. The research approach used by the researcher is the qualitative description. Data subjects came from students, resource persons, and teachers. Data collection techniques used by the researcher are observation, interviews, and documentation. Data analysis techniques used by the researcher are data reduction, display of data and verification. The researcher uses credibility, transferability, and confirmation in the data validity test. The results of this study indicate that the implementation of entrepreneurial practice runs well and smoothly. The effectiveness of entrepreneurial practices to foster the interest of entrepreneurship works effectively. It is evident that teachers, facilities, materials are sufficient. The process of entrepreneurship practice successfully fosters entrepreneurship and entrepreneurship skills for students and is able to generate interest in entrepreneurship.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Education is a learning process, knowledge, skills, and habits to prepare humans to meet the needs and satisfaction of human life. Education actively develops human potential to create individuals

who are passionate about-facing global challenges. The quality of human resources is one of the benchmarks of a country in measuring the progress of countries affected by globalization. Djaafar (2001) states that “if the quality of human resources is high, namely mastering science and technology and having a sense of responsibility towards the lives of humans and other living beings and feeling that humans have functional relationships with social systems, then development can be carried out as well as that has been done by developed countries in nation-building and has been oriented towards the future.”

In improving the quality of human resources, one of the efforts made by the Indonesian government in creating quality resources is through the type of vocational education. Vocational education is secondary education that prepares students primarily to work in certain fields. The form of vocational education unit is (SMK), It has a variety of specialization specialties, one of which is pharmacy.

The knowledge and skills of students acquired during their time in SMK besides being the basic capital for students to be ready to plunge into the mid-level workforce are also used to prepare students to become entrepreneurs. Knowledge, skills, and work abilities possessed by students can encourage the growth of interest in entrepreneurship. The interest in entrepreneurship will prepare students to become someone to be more active in seeking and utilizing business opportunities by optimizing their potential. Nowadays there are many SMK that provide entrepreneurial learning which are also accompanied by entrepreneurial practices. This shows that SMK aims to increase the interest in entrepreneurship to provide other alternatives for students to become entrepreneurs in addition to working in the industrial world and going on to college.

The practice of Entrepreneurship is used as a means for students to increase their interest in entrepreneurship. In this regard, students are required to be more active in studying economic events about entrepreneurship in their environment to maximize the potential and entrepreneurial characteristics possessed by students. Entrepreneurship tactics are the process of applying and maturing entrepreneurial learning. Entrepreneurship practices will provide direct interaction between students and their environment so that they can form innovative, creative, responsible and risk-taking attitudes in entrepreneurship. Entrepreneurship in schools through edupreneurship activities can be a teaching factory or a business center (Kuat et al., 2020).

SMK Muhammadiyah 1 Cilacap is one of the Private School in Cilacap District which provides entrepreneurial practices. It always strives to carry out the function of SMK both in terms of learning and debriefing practices for its students to support the achievement of specific objectives of SMK. It strives to be able to print its students into a younger generation who are competent in filling the nation's development. As a national education subsystem, It is required to prepare a well-educated and skilled workforce in various fields of expertise. It also encounters various problems

that are always polemic of SMK, namely the incompatibility of SMK graduates with the needs and development of the business world or the world industry that is growing faster. Based on data from the Central Bureau of Statistics Republic of Indonesia the Open Unemployment Rate in February 2018 was 5.13 percent. That is, of the 100 workforces, there are around 5 to 6 unemployed people. Judging from the level of education, the Open Unemployment Rate for SMK occupies the highest position of 8.92 percent. It means that there are still 8 to 9 SMK graduates currently unemployed in every workforce of vocational graduates. This shows that SMK graduates who have not been in accordance with the needs of the company, giving rise to many graduates who are unemployed and working are not in accordance with the skills they obtain in SMK.

The role of entrepreneurship education has not been able to increase vocational graduates to choose to enter entrepreneurship rather than become unemployed. By choosing entrepreneurship someone can play an active role in reducing unemployment by providing jobs. This is because new entrepreneurship education touches on the basic level, namely the introduction of values or norms in entrepreneurship. Based on the results of the pre-survey in the field, it is still found in several schools that entrepreneurship learning is only theoretical and classical, causing students to be passive. The concept of learning by practicing entrepreneurship directly in the school environment is a good way to train students in entrepreneurship.

To foster the formation of students who have entrepreneurial character can be realized by growing a strong interest in entrepreneurship in students. SMK Muhammadiyah 1 Cilacap saw the problems faced by giving its students entrepreneurial practices such as training in making herbal drinks, oil fresh care, make up tools etc. to be sold to consumers as a manifestation of the real steps towards the formation of students who were able to create their own jobs instead again as a job seeker. The practice of entrepreneurship will train students to develop their ideas to become more creative. More creative students develop their ideas, more students will have confidence in building a desire for entrepreneurship.

Based on the description, the researcher was interested in examining "The Effectiveness of the Entrepreneurship Practice Learning Process to Foster the Interests of Entrepreneurship in Muhammadiyah 1 Vocational School of Cilacap".

Based on the background principle described above, the research problem was formulated as follows: "how entrepreneurship practices run effectively to foster interest of entrepreneurship in SMK Muhammadiyah 1 Cilacap".

Based on the formulation of the problem, the purpose of this study is to describe the entrepreneurship practices run effectively to foster interest of entrepreneurship in SMK Muhammadiyah 1 Cilacap. The effectiveness of Entrepreneurship Practices is measured by several indicators of input, process, output, outcome:

a. Input Indicator

Input indicators discuss the characteristics of tutors, students, facilities, materials. According to Noval et al. (2011) educators in entrepreneurship education are those who are responsible for facilitating the learning process both theory and practice for students. Understanding above, it can be concluded that the characteristics of resource persons, facilities, and materials are included as the main supporters in the implementation of entrepreneurial practices.

b. Process Indicators

Process indicators discuss the implementation of entrepreneurial practice activities. According to Noval et al. (2011) learning is mostly done with real actions both in the form of simulations (role playing) and real actions of entrepreneurs. This learning process is in accordance with the principle of education, namely learning by doing (learning by doing). This is done because by doing it, students will have direct experience of what they are learning.

c. Output Indicator

The output indicator discusses results in the form of knowledge acquisition. In this indicator students are required to acquire entrepreneurial skills and entrepreneurship knowledge.

d. Indicator Outcome

Outcome indicators discuss the learning achievements or abilities of students that are applied in their lives.

The interest in student entrepreneurship can be seen from various indicators. The further description of the indicators of interest in entrepreneurship can be seen in the explanation below:

1) Feelings of interest

The word interested according to the Big Indonesian Dictionary (2007) means to feel happy about something, feeling satisfied and relieved, having fun. The interest referred to in this context is interest in business or entrepreneurship. Where students are interested in entrepreneurship and feel challenged to be successful, of course in the business field. Based on the description, it can be concluded that feelings of interest in the field of entrepreneurship will foster interest in student entrepreneurship, including in entrepreneurial practice learning activities in schools.

2) Good Feelings

Feelings according to the Indonesian Dictionary of Great Britain (2007) are the inner state or the heart when dealing with something. Winkel (2004) argues that among the interests and feelings of love there is a reciprocal relationship so it is not surprising that students have dislikes of a job, they are also not interested in the work or vice versa. Based on the description, it can be concluded that the interest in entrepreneurship will arise because of the feeling of pleasure in carrying out an activity that leads to a particular object. Interest will also arise if someone has known that the object will provide benefits to themselves and others. Students who are not happy for entrepreneurship

will lack enthusiasm in participating in entrepreneurship learning and entrepreneurial practice activities, on the contrary students who love entrepreneurship will be passionate about taking part in entrepreneurial practice learning.

3) Motivation

According to Muhibbin (2011), the motive is encouragement or will that cause a kind of power to arise in a person in acting and behaving. Motivation can be divided into two types, namely intrinsic motivation that comes from within and extrinsic motivation that comes from outside the individual. In this case, it can be said that motivation for entrepreneurship is an encouragement in a person in his effort to fulfill desires, intentions, and goals in the field of entrepreneurship.

4) Desire

According to the Big Indonesian Dictionary (2007), desire is the desire or desire. Students who have an interest in the field of entrepreneurship will try to learn about entrepreneurship and have further curiosity about entrepreneurship without coercion. Desire also has a connection with feelings of pleasure, if someone feels happy about the object something he will have the desire to take action towards achieving that desire. Based on the description, it can be concluded that desire is something that wants to be achieved from the tendency of attraction to something that attracts his attention. Students who put an interest in entrepreneurship will feel happy and interested in activities that lead to entrepreneurship. This will be followed up with the desire to become entrepreneurs.

5) Dare to Take Risks

According to Basrowi (2011), someone who is entrepreneurial must be brave enough to take risks from all the business he does, because entrepreneurship is inseparable from a variety of risks. Entrepreneurship avoids low risk situations because there are no challenges and away from high risk situations because they want to succeed. People who have an interest in entrepreneurship must have thought about what risks will be faced in order to achieve their goals. Dare to take risks in entrepreneurship is the courage to take all the risks of profit or loss in carrying out its business.

In this study the measurement used to measure the interest in student entrepreneurship is by answering a number of questions as outlined in the form of interviews. These questions will indicate interest in student entrepreneurship. The indicators used to measure students' interest in entrepreneurship include feeling happy, feeling interested, motivating, desiring and taking a risk-taking attitude.

Method

The approach used in this study is a qualitative approach. According to Meleong (2005) qualitative research is research that is intended to understand the phenomenon of what is experienced by the subject of research such as behavior, perceptions, motivations, actions and others. Holistically and

by way of description in the form of words and language, in a special natural context and by utilizing various natural methods. Based on this definition, it can be concluded that qualitative research is an effort in answering problems in describing data as they are, from the point of view of the subject itself which is inseparable from the study. In this study, researchers used a type of qualitative descriptive research that was directed to be able to describe and express a problem, the situation, as it is, or reveal facts more deeply about the effectiveness of entrepreneurial practice to foster interest of entrepreneurship in SMK Muhammadiyah 1 Cilacap. To facilitate the research, the researcher made the research flow as follows on figure 1:

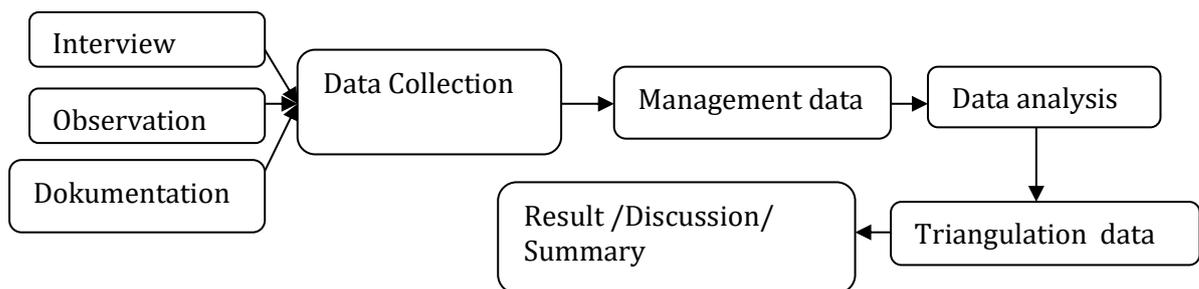


Figure 1. The research flow

The subjects in this study amounted to 20 students from SMK Muhammadiyah 1 Cilacap majoring in Pharmacy. The location of the data research was conducted at SMK Muhammadiyah 1 Cilacap. The reason researchers chose this SMK is because it is a vocational school that provides intensive entrepreneurial practices. In this study to collect the data needed, researchers used several methods of data collection, among others, using interview methods because researchers enriched information about the process of implementing entrepreneurship practices and their impact or benefits after following entrepreneurship practices at SMK Muhammadiyah 1 Cilacap. The method of participatory observation is a suitable method in this study, because researchers want to know how effectively the implementation of entrepreneurial practices is as effective. And the last is the documentation method, namely the method of retrieving data by taking material from written objects such as books, documents or archives that have to do with the problems discussed. The interview guidelines in this study are as follows:

Data analysis in this study, using data analysis techniques as follows: (1) data reduction, (2) data display, (3) data verification. The validity checking technique in this study. Using various inspection techniques, including (1) credibility using triangulation techniques, (2) transferability, (3) dependability, (4) confirmation.

In this study to test data creation using triangulation methods of data collection. The triangulation method of data collection is done by checking the data to the source, namely entrepreneurship teacher and class XI student of SMK Muhammadiyah 1 Cilacap majoring in Pharmacy with different methods such as interviews, observation, documentation.

Table 1. The interview guidelines

No.	Component	Indicator	Sub Indicator
1	Entrepreneurship Practice	1. Input	b. Teacher c. Amenities d. Material
		2. Process	a. Time Allocation b. Activities
		3. Output	Skills obtained
		4. Outcome	Business developed
2	Interest in Entrepreneurship	Feeling of interest	
		Feeling happy	
		Motivation	
		Desire	
		Dare to Take Risk	

To determine the certainty of the data, the researcher will inform with information at SMK Muhammadiyah 1 Cilacap. The method section structure should: describe the materials used in the study, explain how the materials were prepared for the study, describe the research protocol, explain how measurements were made and what calculations were performed, and state which statistical tests were done to analyze the data.

Result and Discussion

Data analysis was carried out from the results of data collection through interviews, observation and documentation. Data processing in this study describes in the discussion about the results of the effectiveness of entrepreneurial practice to foster interest in entrepreneurship at SMK Muhammadiyah 1 Cilacap. The further analysis of the effectiveness of entrepreneurial practices at SMK Muhammadiyah 1 Cilacap is as follows:

a. Effectiveness of entrepreneurial practice to foster interest in entrepreneurship at Muhammadiyah 1 SMK Cilacap

Effectiveness is to show the level of achievement of a predetermined goal. In measuring the effectiveness of entrepreneurial practices using the following four indicators:

1) Input indicator

In the input indicator, it describes how the characteristics of the teacher, the characteristics of students, facilities and materials that support the implementation of entrepreneurial practices in Muhammadiyah 1 SMK Cilacap. This is in accordance with the theory according to Noval M that educators in community entrepreneurship education are those who are responsible for facilitating the learning process both theory and practice for students.

From the results of the study obtained data including educators at SMK Muhammadiyah 1

Cilacap are competent educators in their respective fields. The number of teachers is quite adequate with the number of teachers as many as 26 people with 7 people already certified. Entrepreneurship teachers number 2 people, namely Ristati Aryani, S.Farm and Tin Sumarni, S.Pd. The school has facilities and infrastructure to support teaching and learning activities that are quite complete including the Production Unit which has been equipped with production equipment such as dispensing equipment, soap making equipment etc. Entrepreneurship practice material is adjusted to the existing departments, namely clinical pharmacy and industrial pharmacy. It can be concluded that teacher competence is qualified and supported by facilities and materials that have been adapted to the needs of students.

2) Process indicator

Process indicators discuss the implementation of entrepreneurial practice activities based on time allocation. According to the learning is mostly done with real actions both in the form of simulations (role playing) and real actions of entrepreneurs. This learning process is in accordance with the principle of education, namely learning by doing (learning by doing). This is done because by doing it, students will have direct experience of what they are learning.

From the results of research on entrepreneurship practices in SMK Muhammadiyah 1 Cilacap implemented 6 hours of lessons, the allocation is more than the theory which is only 4 hours of study. Entrepreneurship practices are carried out in groups by making business plans, producing goods, packaging products, marketing products and reporting the results of practice. Stage of planning, production and packaging carried out at school and for the marketing phase carried out in the school environment and outside the school especially during the major Muhammadiyah event. It can be concluded that entrepreneurship practices at SMK Muhammadiyah 1 Cilacap are based on time allocation by holding production units to train students to create business plans, produce, package and marketing which will be marketed both inside and outside the school environment.

3) Output indicator

Output indicators include results in the form of knowledge acquisition. The output of entrepreneurial practice at SMK Muhammadiyah 1 Cilacap is that students get knowledge about entrepreneurship and have skills in the fields of weaving and welding. This is indicated by the ability of students in the practice of making natural dyes, making herbal drinks, massage oil, make up tools etc. then for their entrepreneurial knowledge students are able to make a business plan done.

4) Outcome indicators

Outcome indicators include learning achievement or students' abilities that are applied in their lives. In this case the students are able to develop the business by marketing the results of creative

products out of the school environment such as the major Muhammadiyah event. These results indicate that students already have independence. So that people can be said to be independent if the person understands self potential, improves skills, is able to cooperate well with other people, believes in themselves, lives more properly, is oriented towards the future so that decisions can be made well.

From the results of research from 20 students, there have been around 5 children who have developed a business even though it is still an online business with products from personal products such as herbal drinks, natural dyes, massage oil, and national product resellers.

It can be concluded that students are independent, because many of the students have been able to develop their own business such as herbal drinks.

b. Fostering interest in entrepreneurship at SMK Muhammadiyah 1 Cilacap.

Based on the facts in the research location, namely through collecting data using the method of observation, interviews and documentation. The implementation of entrepreneurial practice is expected to be able to foster interest in entrepreneurship. In an effort to foster interest in entrepreneurship, SMK Muhammadiyah 1 Cilacap emphasizes that students must have entrepreneurial character. These characters include:

1) Feelings of interest

The word interested means to feel happy about something, feeling satisfied and relieved, having fun. The interest referred to in this context is interest in business or entrepreneurship. Where students are interested in entrepreneurship and feel challenged to be successful, of course in the business field. Feelings of interest in the field of entrepreneurship will foster interest in student entrepreneurship, including in entrepreneurial practice learning activities in schools. Isnaeni R, one of the XI Pharmacy class students revealed that: "Around my place of residence there are many people who are self-employed so I am interested in entrepreneurship. All matters relating to entrepreneurship caught my attention. I am interested in becoming an entrepreneur because I am sure I can live independently. I am interested in attending events and rubrics about entrepreneurship. "It can be concluded that the self-interest of students has emerged as evidenced by the high interest in taking practice and opening a business.

2) Feeling happy

Feelings are inner states or hearts when facing something. Between the interests and feelings of pleasure there is a reciprocal relationship so it is not surprising if students have feelings of displeasure with a job, they are also not interested in the job or vice versa. The interest in entrepreneurship will arise because of the feeling of being happy in carrying out an activity that leads to a particular object. Elsyia Nirmala, one of the XI Pharmacy class students revealed that: " I feel happy when I can be successful entrepreneurship. I am proud to be entrepreneurial to create

jobs. I feel happy to enter the world of entrepreneurship. I also feel happy when doing entrepreneurial activities especially entrepreneurial practices. " It can be concluded that students feel happy and excited in taking entrepreneurial practice learning.

3) Motivation

The motive is encouragement or will that cause a kind of power to arise in a person in acting and behaving. In this case, it can be said that motivation for entrepreneurship is an encouragement in a person in his effort to fulfill desires, intentions, and goals in the field of entrepreneurship. Siti Aisyah, one of the students in class XI Pharmacy revealed that: " Being an entrepreneur is an encouragement from within myself. I was driven by entrepreneurship because I saw people who were successful in entrepreneurship. Working time is a flexible entrepreneur so I am committed to entrepreneurship. With this entrepreneurial practice, it adds to my knowledge and skills in entrepreneurship. Therefore, I am motivated to entrepreneurship and open a business " It can be concluded that students feel motivated and challenged in following entrepreneurial practices.

4) Desire

Desire is the desire or desire. Desire has a connection with feeling happy, if someone feels happy about the object something he will have the desire to take action towards achieving that desire. Yeyen, one of the XI Pharmacy class students revealed that: "Basically the practice of entrepreneurship really helped me in many ways. And this makes me want to be entrepreneurial because I feel I will be successful in the world of entrepreneurship. I have a desire to become an entrepreneur after graduating from Vocational School" It can be concluded that students want to have their own business after following entrepreneurial practices

5) Dare to Take Risks

Someone who is entrepreneurial must be brave enough to take risks from all the business he does, because entrepreneurship is inseparable from a variety of risks. The strength of an entrepreneur comes from himself and not from others. That strength can be used when entrepreneurship gets success and failure in entrepreneurship. Some entrepreneurs can achieve the desired goals after experiencing obstacles and failures. Optimism and courage to take risks in the face of a challenge do not escape the influence of existing self-confidence. Courage to take risks is based on the level of confidence and ability that exists. Kharomah Elsa, one of the XI Pharmacy class students revealed that: "I know that the practice of entrepreneurship has risks. However, I like jobs that have risks. And when it comes to entrepreneurial practice, I can make good decisions. And I always look for alternatives to make decisions. And in my opinion, entrepreneurship is a challenging and experiential world" It can be concluded that students have been able to face the risks that come when implementing entrepreneurial practices.

Conclusion

Based on the results of the conclusions from the analysis and field findings, it can be obtained results: The effectiveness of entrepreneurial practices to foster interest in entrepreneurship runs effectively. It is evident that the teaching teacher is reliable in his field and the facilities used are very adequate and the material provided is also in accordance with the needs of the students. The process of entrepreneurship practice for one semester successfully fosters entrepreneurship and entrepreneurship skills for students and is able to foster interest in entrepreneurship.

References

- Alma, B. (2011). *Kewirausahaan untuk mahasiswa dan umum*. Alfabeta.
- Basrowi. (2011). *Kewirausahaan untuk perguruan tinggi*. Ghalia Indonesia.
- Denanyoh, R., Adjei, K., & Nyemekye, G. E. (2015). Factors That Impact on Entrepreneurial Intention of Tertiary Students in Ghana. *International Journal of Business and Social Research*, 5(3), 19-29. <https://doi.org/10.15678/EBER.2015.030103>
- Djafar, T. Z. (2001). *kewirausahaan untuk mahasiswa dan umum*. Faculty of Education, Padang State University.
- Hussain, A. (2015). Impact of Entrepreneurial Education on Entrepreneurial Intentions of Pakistani Students. *Journal of Entrepreneurship and Business Innovation*, 2(1), 43-53. <https://doi.org/10.5296/jebi.v2i1.7534>
- Khalili, H., Zali, M. R., & Kaboli, E. (2015). A Structural Model of The Effects of Social Norms on Entrepreneurial Intention: Evidence from Gem Data. *International Journal of Advanced Research in Management and Social Sciences*, 4(8), 37-57
- Lumbantoruan, M. (1992). *7441nsiklopedia ekonomi keuangan dan perdagangan (Jilid II)*. PT Cipta Adi Pustaka.
- Muhibbin, S. (2011). *Psikologi belajar*. Rajawali Press.
- Moleong, L. J. (2005). *Metodologi penelitian kualitatif*. PT. Teenager Rosdakarya.
- Kemendikbud. (2007). *Kamus besar bahasa Indonesia*. Balai Pustaka
- Noval, M. (2011). *Model Six Core Features for Community Entrepreneurship Education*. Educational Development Center Non-Formal and Informal Regional IV Surabaya.
- Putranto, D. (2013). *The Effectiveness of the Community Entrepreneurship Education Program Through the Six Core Features of the Effort to Grow Entrepreneurs in the UPT SKB Cerme District Gresik Regency*. Surabaya State University.
- Uddin, M. R., & Bose, T. K. (2012). Determinants of Entrepreneurial Intention of Business Students in Bangladesh. *International Journal of Business and Management*, 7(24), 128. <https://doi.org/10.5539/ijbm.v7n24p128>

Surya, M. (2004). *Psikologi pembelajaran dan pengajaran*. Library of the Children of Quraysh.

Winkel. (2004). *Psikologi Pengajaran*. PT Grasfindo.

Yulianto, A. F. (2016). Effect of Entrepreneurship Education and Practice of Entrepreneurship to Minat entrepreneurship Learners Class XI SMK Negeri 1 Klaten Accounting Academic Year 2016/2017. Yogyakarta State University.