

**IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION VALUES
IN FORMING YOUNG ENTREPRENEURS
(STUDY AT NU SUNAN AMPEL PONCOKUSUMO VOCATIONAL SCHOOL)**

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ABSTRACT

The large number of young people's interest in entrepreneurship needs to get support and facilities, one of which is through entrepreneurship education. In entrepreneurship education, entrepreneurial values are taught as a value that must be upheld in running entrepreneurship. The purpose of this study was to determine entrepreneurial learning at SMK NU Sunan Ampel Poncokusumo, the values of entrepreneurship education at SMK NU Sunan Ampel Poncokusumo, and the values of entrepreneurship education at SMK NU Sunan Ampel Poncokusumo to form young entrepreneurs. This study uses a qualitative case study approach, using interviews, observation, and documentation. The research results show that PKK subjects at SMK NU Sunan Ampel Poncokusumo are divided into 2, namely Entrepreneurship PKK and Productive PKK, Entrepreneurship PKK studies entrepreneurship in theory and Productive PKK is practice. Entrepreneurial values in subjects on PKK Entrepreneurship learning values Independent, Creative, Honest, Discipline, Responsibility, Cooperation, and Communicative are taught in theory while in Productive PKK Creative values, dare to take risks, action oriented, hard work, honest, innovative, cooperation, realistic, curiosity, and Communicative skills are taught through practice. Through entrepreneurial values that are implemented in learning, PKK is able to encourage students to start entrepreneurship from an early age, this is also driven by the many practical experiences students gain.

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INTRODUCTION

Entrepreneurship is one of the supports in various sectors in a country. The contribution of entrepreneurial activities to the state includes contributions to the country's economy and also employment. Khamimah (2021) stated that entrepreneurship has a major contribution in building the economy through innovation, welfare, and employment. Entrepreneurship is one of the supports in various sectors in a country. The contribution of entrepreneurial activities to the state includes contributions to the country's economy and also employment. Therefore, entrepreneurial activities continue to receive support from the government so that entrepreneurial activities can develop and be able to make a high contribution to the country. Airlangga Hartanto as the Coordinating Minister for the Economy quoted from Azfar Muhammad (2022) states that MSMEs have the ability to absorb labor reaching 97% and contribution of 61 percent to Indonesia's GDP. In addition, MSMEs are also expected to contribute to non-oil and gas exports, which currently only reach 16 percent.

Countries with advanced economic levels have a large number of entrepreneurs, while the ideal number of entrepreneurs in a country is 2% of the country's population.(Adi & Idris, 2021). According to Ryandono (2018) A country's economy is able to grow and be maximally independent if a country has a minimum of 4% of entrepreneurs from the country's population, while Indonesia currently has 1.65-1.8% or 4.6 million entrepreneurs from the ideal number of 4% or 10.6 million, meaning that there are still around 6 million new entrepreneurs.

Since the economic crisis caused by the Covid-19 pandemic which has caused an increase in unemployment, according to Yahya (2021) The Confederation of Indonesian Trade Unions (KSPI) noted that approximately 50,000 workers have been laid off (PHK) since early 2021. Apart from the impact of the pandemic, based on data Central Bureau of Statistics (2021) sourced from the National Labor Force Survey (Sakernas) regarding Open Unemployment Rate Based on Education Level 2019-2021. The increase in unemployment has made entrepreneurship more popular in society, although the problem of unemployment as a result of the Covid-19 pandemic has caused many problems, it also has positive values, including the number of Terminations of Employment (PHK) which has led to many new entrepreneurs coming from people affected by layoffs. According to Investindonesia.go.id (2020) on October 2020 experienced an increase of 91.3% more than the number of NIB applications in the previous month, where there were 197,322 applications through OSS, this shows an increase in entrepreneurial actors even though they are still dominated by micro, small and medium enterprises (MSMEs).

JPNN (2021) The 2021 Asia Pacific Young Entrepreneurs Survey involving respondents from countries in the Asia Pacific, including Indonesia, concluded that in Asia Pacific, as many as 72 percent of Generation Z and millennials aspire to own their own business or become entrepreneurs. the majority of respondents in Indonesia or around 66 percent aspire to start or open their own business. The large number of young people's interest in entrepreneurship needs to get support and facilities, one of which is through entrepreneurship education. Hassan (2020) Education is the axis of transformation in the social, economic and political fields in society, and acts as an integrative force. Because through education, the process of instilling values can encourage individual excellence in the midst of national development. Through learning theory and practice in entrepreneurship education, it can become a very important provision in the entrepreneurial process.

In Entrepreneurship Education, entrepreneurial values are taught as a value that must be upheld in running entrepreneurship. These values are things that every entrepreneur must have. Mansbridge (1998) essence that the characteristics of an entrepreneur include: independent and honest, has business professionalism, discipline, initiative, creative and innovative, achievement and future oriented, tenacious, optimistic and responsible, energetic and able to adapt to the social environment, skilled in organizing, have realistic and objective planning, dare to take risks through anticipatory personal integration, happy and able to face challenges, have production techniques.

Efforts to provide entrepreneurship education in vocational high schools (SMK) are certainly a quite unique idea. Because SMK is a school that produces graduates with expertise to meet the needs of the industrial world, the existence of entrepreneurship lessons might give the impression that they are not relevant to the objectives of the SMK itself. But looking at it from an opportunity perspective, if the expertise in the industrial world possessed by Vocational High School students is combined with provisions in the business world, it will be able to create various innovations that other than Vocational High School graduates may not have. Sarwono (1989) Vocational High Schools (SMK) have a considerable opportunity to participate in building an economic system by taking advantage of the stages of youth

development, educating students so they are interested in becoming entrepreneurs. The developmental stage of late adolescence is marked by an increasingly steady interest in the functions of the intellect.

At NU Sunan Ampel Poncokusumo Vocational School, entrepreneurship learning through the subject of Creative Products and Entrepreneurship (PKK) begins to be taught in class XI (Eleven) to class XII (Twelve) both through theoretical and practical learning for students to get a good experience of learning entrepreneurship. The Creative Products and Entrepreneurship (PKK) subject at NU Sunan Ampel Vocational School implements entrepreneurial values through theory as well as practice, the values that exist in the Creative Products and Entrepreneurship Subject (PKK), namely: Creative, innovative, collaborative, communicative, Honest, and realistic, this aims to make students ready to enter the business world.

Based on the various problems that have been described, this study seeks to describe the Implementation of Entrepreneurship Education Values in Forming young entrepreneurs at SMK NU Sunan Ampel Poncokusumo through learning creative and entrepreneurial products (PKK).

LITERATURE REVIEW

1. Entrepreneurship

In the Big Indonesian Dictionary (KBBI), it is explained about the meaning of entrepreneurship, namely: "A person who is smart or talented recognizes new products, determines new product methods, arranges operations for procuring new production, markets it, and regulates operating capital"(Ministry of National Education Language Center, 2008). In terms of etymology, entrepreneurship comes from the word wira and effort. wira means hero, warrior, superior human being, role model, virtuous, dashing, brave, and great. Meanwhile, business has the meaning of charity, bearing something, and working. So entrepreneurship means a warrior or hero who does something(Rusdiana, 2018). In the attachment to the Decree of the Minister of Cooperatives and Small Business Development Number 961/KEP/M/XI/1995, it is stated that an entrepreneur is a person who has entrepreneurial spirit, attitude, behavior and abilities.

2. Entrepreneurship Education in SMK

In Instruction of the President of the Republic of Indonesia Number 4 of 1995 concerning the National Movement to Socialize and Cultivate Entrepreneurship instructs them to jointly carry out the movement to socialize and cultivate entrepreneurship in their respective sectors according to their duties, authorities and responsibilities, taking into account the implementation guidelines as attached to this Presidential Instruction. According to Suyanto (2009) Until now these efforts are still ongoing. What makes entrepreneurship interesting for many people to understand is that it presents a special contribution related to entrepreneurship and not just for profit. Law number 20 of 2003 concerning the national education system states that formal education is structured and tiered education (elementary, secondary and tertiary). Formal educational institutions are normally in the following order: preschool, elementary/junior high school, high school/vocational high school, and college(Muhammad Amin Khizbullah, 2016).

3. Entrepreneurial Values

There are entrepreneurial values that need to be known and understood which can be internalized in students during the learning process in the classroom. These values are: independent, creative, dare to take risks, action oriented, leadership, hard work, honest, disciplined, innovative, responsible, cooperative, never give up, commitment, realistic, curious, communicative, and strong motivation for success(Ulwijah, 2012).

Through instilling entrepreneurial values that will shape the character and behavior of entrepreneurship so that students can later be independent in work or independent business(Mulyani, 2011: 4).

RESEARCH METHODS

This study uses a qualitative approach. Qualitative approach is a method to understand and explore the meaning raised from social or humanitarian problems. The researcher uses a case study framework because this research focuses on exploring and exploring how to apply entrepreneurial values in creating young entrepreneurs at SMK NU Sunan Ampel Poncokusumo

RESULTS AND DISCUSSION

NU Sunan Ampel Vocational School is a SMK under the auspices of LP. Ma'arif NU which was established on June 16, 2006. Sunan Ampel NU SMK is located at Jl. Raya Subandi No. 59 Wonomulyo Village, Poncokusumo District, Malang Regency, East Java Province. NU Sunan Ampel Vocational School has 6 expertise study programs, namely: Automotive Engineering, Motorcycle Engineering and Business Engineering, Communication and Telecommunications Networks, Health Services, Plant Production Agribusiness, Agricultural and Fishery Product Processing Agribusiness with the number of students 1282.

	EXPERTISE STUDY PROGRAM	EXPERTISE COMPETENCE
	Automotive Engineering	Automotive Engineering
	Motorcycle Engineering and Business	Motorcycle Engineering and Business
	Communication and Telecommunications Network Engineering	Communication and Telecommunications Network Engineering
	Health services	Health
	Plant Production Agribusiness	Plant Production Agribusiness
	Agribusiness Processing of Agricultural and Fishery Products	Agricultural Products Processing Technology

Table 1. Expertise Study Program

PKK LEARNING AT NU SUNAN AMPEL VOCATIONAL SCHOOL

The creative and entrepreneurial product (PKK) subject at SMK NU Sunan Ampel is taught in class XI (eleven) and XII (twelve).. Subjects are divided into two, namely Entrepreneurship PKK and Productive PKK. each taught by a different teacher. Of the eight hours of lessons for PKK subjects, it is divided into 2 hours of lessons for Entrepreneurship PKK and 6 hours for productive PKK. maximum. Apart from that, it is also to address the frequent changes in the curriculum which have an impact on changing policies on PKK subjects.

Even though the PKK subjects at SMK NU Sunan Ampel are divided into Entrepreneurship PKK and Productive PKK, both are still related to each other. The Entrepreneurship PKK teaches entrepreneurship using theory while the Productive PKK in its learning prioritizes practice, teachers from Entrepreneurship PKK and Productive PKK subjects also coordinate with each other in learning and assignments given.

In PKK Entrepreneurship learning the learning methods used are lectures, questions and answers, and assignments. In Entrepreneurship PKK the material taught includes planning, while in Productive PKK learning the learning method used is Problem Base Learning (PBL).

In Productive PKK learning it uses more practice because theory has been obtained in Entrepreneurship PKK learning. Practice in Productive PKK learning is done by making a product in groups to then sell it in the school environment. The results from the practice of making products to the results of sales are recorded and made into a written report.

In the practice of Productive PKK learning not only in collaboration with Entrepreneurship PKK but also in collaboration with various vocational subjects which also produce a product.

ENTREPRENEURSHIP VALUES AT NU SUNAN AMPEL VOCATIONAL SCHOOL

In PKK Entrepreneurship and Productive PKK learning there are entrepreneurial values that are taught in the form of theory and practice. Entrepreneurial values in Entrepreneurship PKK learning are taught in theory while for Productive PKK learning entrepreneurial values are taught in practice.

Entrepreneurial values taught in Entrepreneurship PKK learning are: Independent, creative, honest, disciplined, responsible, cooperative, communicative.

The entrepreneurial values taught in Productive PKK are: Creative, dare to take risks, action oriented, hard work, honest, innovative, cooperative, realistic, curious, and communicative.

The values in the Productive PKK are all learned in the form of practice. At the beginning of the practice students were divided into several groups after which each group discussed to determine the product to be made. After finishing determining the product to be made, the next step is to make the product together. After the product is finished, the next step is to sell the product at school by placing it in the school canteen. The results of the sale will be made into a report that contains financial details and profit and loss obtained.

ENTREPRENEURSHIP VALUES IN FORMING YOUNG ENTREPRENEURS AT NU SUNAN AMPEL VOCATIONAL SCHOOL

The purpose of the PKK subject is to provide students with the provision to be able to compete in the business world. This is also one of the objectives of SMK NU Sunan Ampel. In PKK learning, both Entrepreneurship PKK and Productive PKK implementing entrepreneurial values in learning are able to be absorbed by students well because the teacher has an educational background that is in accordance with the subject being taught.

From the Entrepreneurship PKK and Productive PKK, what students are most able to feel are the entrepreneurial values taught through productive PKK. This is due to learning that prioritizes practice so that students more easily understand the learning process, in addition to Productive PKK practices that are adapted to the areas of expertise chosen by students, but Entrepreneurship PKK also has an important role as a provision for students before practicing on Productive PKK learning. Therefore the entrepreneurial values applied in PKK learning in the form of theory and practice foster students' enthusiasm for entrepreneurship at a young age.

After getting PKK learning, many students create products with their own will to be sold in the school environment. In addition, students who are already running entrepreneurship after receiving PKK learning then have a strong desire to run their business more broadly by selling it outside of school.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study it can be concluded that: PKK subjects at SMK NU Sunan Ampel Poncokusumo are divided into 2 (two), namely Entrepreneurship PKK and Productive PKK where both are related to each other, Productive PKK studies entrepreneurship in theory while Productive PKK is practice. Entrepreneurial values that exist in PKK subjects are taught through practice and theory, in PKK Entrepreneurship learning values Independent, Creative, Honest, Discipline, Responsibility, Cooperation, and Communicative are taught in theory while in Productive PKK Creative values, dare to take risks, action oriented, hard work, honest, innovative, cooperation, realistic, curiosity, and Communicative skills are taught through practice. Through entrepreneurial values that are implemented in learning, PKK is able to encourage students to start businesses from a young age, this is also driven by the many practical experiences students gain.

Based on the research results, it is hoped that the Entrepreneurship PKK and Productive PKK subjects can coordinate more regarding entrepreneurial values so that the theories and practices that students get are appropriate, in learning through practice it should be carried out more broadly by marketing outside of school so that students have more experience in apply entrepreneurial values even with subject assignments. For future researchers, research can be carried out more broadly by examining elements other than entrepreneurial values that can motivate students to become entrepreneurs at a young age.

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