

Analysis of Vocational Entrepreneur-Oriented School's Education Establishment from Curriculum and Learning Aspect

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Abstract—The research is aimed to: (1) formulate the problem as opposed to the policy of providing education at Vocational entrepreneurship-oriented school, particularly in the curriculum and learning aspect; (2) determine adherence to policy-oriented entrepreneurship education provision, especially for aspects of the curriculum and learning. This research is used in-depth interviews, observation, and study documentation. The methodology of the study is descriptive qualitative and analytic induction modified. The result research to three Vocational High School (VHS): VHS 1 Buduran Sidoarjo, VHS 2 Jombang, VHS-3 Malang. The result answers two issues: (1) finding the problem as opposed to the policy of providing education in entrepreneurship-oriented vocational, among other things: (a) there is no user guide of education entrepreneur skills programs; (b) there is no obvious purpose of the entrepreneurship oriented education enforcement; (c) there is no obvious draft action; (d) there is no the capability of entrepreneurship competency standards; (e) there is no curriculum guidelines specialist; (f) structure curriculum is formulated based on the perception of each stakeholders; (g) learning model is less integrating the values of entrepreneur character built, and more oriented on product; and (h) there is no benefit of entrepreneur test execution, so that every school implemented its own way even there may not even carry it. (2) finding the real performance of vocational entrepreneurship oriented education policy picture: (a) there are some school policies that are not written structuring the curriculum for the program entrepreneur; Culinary Business Management subject is called with different name; implemented training entrepreneurs; and engage the test entrepreneur in addition to the national skills competency exam; (b) obedience to policies providing education entrepreneur oriented covers the planning; the implementation; and the assessment.

Keywords—*curriculum issue, learning process, evaluation process, education policy, entrepreneur vocational*

I. INTRODUCTION

The education system of Vocational High School (VHS) is currently seen at a crucial phase, the phase that expected the readiness of vocational graduates to take a risk in labor market competition in the Asia region, both in the Asean Free Trade Association (AFTA) and the Asean Free Labor Association (AFLA). In reality that graduate's average of vocational entrepreneurship oriented of culinary in East Java in 2010 and 2011 is only 3.8 % which embodies self-employment. The Numbers is out of the expectation and target. Generally, the graduates do not have courage to work independently. Central

Bureau of Statistics (CBS) news, that a number of unemployment vocational graduates are the second largest after the unemployment rate of high school graduates [3].

Dunn (1981), Stokey & Zekhouser (1985), Patton and Sawicki (1986), stated that the policy analysis comprises rational dimension only and the others comprise with another. Analysis of policy comprises all both rational dimension and political dimension. Throughout the policy analysis using a normative approach, then all aspects which relating to the decision-making process is a subject that needs to be studied in policy analysis. [4], [11], [9]

Some conceptual about policies have been expressed by some experts. Gamage and Pang (2003: 271) states that "the policy consists of statements about the target and one or more broad guidelines to achieve the goal, held together and provide a framework for the implementation of the program"[5]. Anderson refers of Hosio (2006: 3), policy is defined as a way to, which is implemented by stakeholders in addressing a problem or affairs. Jenkins adds "*policy is a set of interrelated decision. Concerning the selection of goals and the means of achieving them within a specified situation*"[6]

So, policy is the all the guidance of the organization as a result of the top of management's decisions which are essentially in the form of objectives, principles and rules that guide the organization to step forward into the future.

II. METHODS

Type of research: qualitative interpretive paradigm of naturalistic models of Bogdan dan Taylor (1993) [2]. The research has been done in VHS-1 Buduran-Sidoarjo, VHS-2 Jombang and VHS-3 Malang in entrepreneurship class program. The subject of research is the resources that used to collect data and give information.

Techniques of data collection are used interview, observation, and documentation. Analysis of data: (1) to answer the problems of policy formulate, the writer uses iceberg theory to know the pattern of hierarchical (Morrison, 2001) [11]. Through this method will be able to understand the problem that generates understand and comprehension perspective multilevel (*level of perspective*). The problem of level of understanding are: (a) *scanning problem*; (b) *pattern of behavior* (mold or find a pattern of behavior); (c) find or define certain actions that need to be done to anticipate issues raised, so it can be found *meta substantive*; and (d) *formulation of*

the problem; (2) to answer the implementation of policy is used Miles and Huberman (1984) analysis model (a) data reduction; (b) data display; and (c) verification. [8]

III. RESULT

The result based on data obtained from interviews, observations and documentations are as follow.

A. *The Problem Assumptions Analysis of Education Policy Culinary Program Entrepreneurial Based*

1. *Meta problem of curriculum and learning*

a. *Vocational High School-1 (VHS-1).*

1) *Curriculum (objectives, competency standards graduates, curriculum structure)*

In general, the purpose *Culinary Program Entrepreneurial Based (CPEB)* aligned with the goals of VHS that capable to produce graduates that have entrepreneurship willingness. Some problems found: (1) managers and implementers lack of understanding in depth about the achievement of the objectives program, but they know the purpose of the program is to produce competent students to entrepreneurship; (2) the program manager did not formulate the mission specifically, just based on the school's mission in general; (3) the provision of education, especially for fields of expertise implemented with reference to previous experiences that are considered good and set forth in a written document, but have not yet gained the attention to be standardized; (4) Competence Standard Graduation (CSG) for entrepreneurs program is generally the same as for the regular program, add introducing entrepreneurship competency test and important competence dessert preparation and processing;) no available CSG to measure the characteristic entrepreneurial competence and managerial skills; (6) synchronization entrepreneurial curriculum does not involve the right experts

2) *Learning (preparation devices, the learning process)*

Preparation Devices. (1) The preparation of syllabus: (a) core competency (CC) includes a description not fully implemented on learning issues in question, especially for the CC-2/social attitude and CC-4/psicomotoric skill; (b) basic competencies (BC) aligned with core competence, but because the CC is not entirely true, as a result of BC wrong too; (c) stages of learning has not led entirely on the achievement of BC and indicators. (2) The preparation of lesson plans: (a) linkages between indicators with BC has not fully relevant; (b) learning activities more emphasis on the achievements of the concept and practice, but clearly does not integrate attitude, and some of the design in the learning stage may not be implemented; (c) the use of learning resources in the lesson plans is very limited on student worksheet and vocational modules; (d) translation of cognitive domain problems are less in tune with the expected in BC. The questions tend to be in the realm of thought low level-thinking (knowing and understanding), although the design is to apply; (e) assessment rubric of attitudes and practices have been developed, but in some parts less appropriate.

Learning Process. (1) The learning process implemented by not fully implement the lesson plan. (2) Learning concept material teacher-centered, the process of formation of a lack of created optimally, while the material drilled practice by doing the drafting process of the production and sale of products, as well as implement, but less emphasis on entrepreneur attitude formation. (3) Daily assessment on learning concepts tend not done. Assessment practices tend to be on the quality of the product, and the amount of income, but less attention to the attitude assessment. (4) The reflection is not implemented; (5) Entrepreneurship program enacted national competency exam and exam as an entrepreneur (internal school). This treatment is different with non-entrepreneur program.

b. *Vocational High School-2 (VHS-2).*

1) *Curriculum (objectives, competency standards graduates, curriculum structure)*

In general, the purpose CPEB) aligned with the goals of VHS-2 does not have special guidelines for the provision of education entrepreneurship program. Entrepreneur exercise carried out in accordance learning design subject Culinary Business Management. VHS-2 is not designed a certain special curriculum for entrepreneurship programs.

2) *Learning (including the planner's, process, assessment of learning)*

Preparation Device. (1) The preparation of syllabus: CC includes a description not fully implemented on learning issues, especially for the CC-2/social attitude and CC-4/psicomotoric skill; components of BC and indicators of achievement (IA) filled by outlining CC into BC and IA, combined with the material that will be taught. However, due to lack of appropriate CC. (2) The preparation of lesson plans: (a) preparation of a lesson plan is not entirely true, especially to describe the BS to IA, the stages of learning activities, assessment instruments; (b) model selection and learning strategies; (c) learning resources not vary; (d) lesson plan was not reviewed, so errors that occur undetected

Learning Process. (1) Implementation of learning is not based on operational standards. (2) Learning model for the concept material and practice done conventionally. (3) The learning strategy is not carried out in accordance with the lesson plan. (4) Implementation of culinary entrepreneur subjects designed only 2 hours of lessons. (5) The practice of entrepreneur, to production carried out in the home, the quality of products assessed in school, and sold outside the school with a limited time..(6) Daily assessment for learning theories tend not implemented. Practice assessment conducted on the quality of the product, not on the process and the professional attitude. (7) Evaluation of the learning process for the daily practice theory is not implemented. (8) The student entrepreneurship program is not applicable competency exams entrepreneur. This is different from entrepreneurship programs in the VHS-1

c. *Vocational High School-1 (VHS-3).*

1) *Curriculum (objectives, competency standards graduates, curriculum structure)*

A culinary program at VHS-3 does not have a specific mission and objectives, but stakeholders understand that the culinary program held intends to produce graduates who are competent in managing the business.

GCS culinary program the same as GCS non-culinary program, with added competency processing and presenting traditional cakes and pastry. It is less relevant to the competence of graduates is expected, which is not only capable of producing, but this is not a priority to develop business competence.

VHS-3 does not have guidelines for developing a formal curriculum. Business curriculum has prepared the same structure with the regular program. The curriculum structure culinary program and the regular program is basically the same, only plus competence Processing and Presentation of Cake and Pastry, distribute the number of hours of culinary entrepreneur in independent business management. Applying culinary training and exam entrepreneur but not accompanied by a formal implementation guidelines.

2) *Learning (including the planner's, process, assessment of learning)*

Preparation Device. (1) The preparation of syllabus: (a) syllabus subject area of expertise is basically the same, which refers to the example set forth in the guidelines issued by the Ministry of Education and Culture. (b) Charging CC is done by copying the example completely. Charging BC and IA is derived from CC, which is not fully fit. (c) Charging component stages of learning activities are less relevant to the indicators to be achieved, especially on achievement attitude (d) Charging component lacking assessment instruments in accordance with BC in to be achieved. (e) Book sources used is less

2. *Meta Substantive*

a. *Curriculum*

Substantive issues for the curriculum that was found of the three VHS need some of the following.

- 1) Provide education culinary program formulating objectives clearly and in writing.
- 2) Formulate of appropriate competency standards or aligned to form the entrepreneurship skills
- 3) Formulate of relevant graduation competency standards to establish entrepreneurship skills.
- 4) Formulate of national exam program for education entrepreneurs.
- 5) Formulate of core competencies, including the character of the entrepreneur, such as the ability to manage, leadership, marketing, communication, and so on.
- 6) Draw a formal guide in the preparation and delivery of educational learning device are operational and raw

- 7) Necessary to evaluate the intensity of the lesson plan, and learning implementation.

Suryana referred Barnawi and Arifin (2012:13) explains that the entrepreneur's personality: (1) the opportunity creator with characteristic enthusiasm, excited, being able to see an opportunity to creatively; ably communicate and build creations; (2) the innovator with the characteristics of persistent, diligent and willing to work hard; capable of teamwork and lead; and (3) calculate risk taker with characteristic bold start, do not be shy, dare to fail, loss, and remain responsible; able to communicate persuasively (sell)

b. *Learning*

Substantive learning problems were found from the three VHS include:

- 1) Need to foster understanding and appreciation of teachers and students towards the achievement of competence entrepreneur, have the will to perform, as well as future-oriented.
- 2) Should be developed awareness and a willingness to prepare lesson plans that can foster students' professional and social attitudes
- 3) The student as a candidate for the novice manager (entrepreneur) is enthusiasm expected to see job opportunities in creatively, able to act as an innovator (persistent, diligent, willing to work hard), and dare to take risks to remain in charge.
- 4) The need for heightened awareness for teachers to implement the lesson plans are made and implemented with a focus on students
- 5) Implementation of practices that are not dominated by production activities, and more emphasis on character building entrepreneur, and is equipped with columns and their assessment sheets.

3. *Formulation of The Problem*

Based on the Meta substantive than VHS-1, 2, and 3 can be formulated several problems such as the following.

- a. Non-existence user guide enforcement education for entrepreneurship skills programs.
- b. There is no goal of entrepreneurship-oriented education enforcement and written action plan
- c. There is no GCS the ability of entrepreneurship.
- d. The lack whereabouts curriculum guidelines for the provision of entrepreneur oriented education.
- e. The curriculum structure for entrepreneurship-oriented education prepared on the basis of the each perception manager.
- f. Learning model does not integrate the values of character formation entrepreneur.
- g. Does not have a written manual test execution entrepreneurship

B. Implementation of Education Policy Oriented Enterprise

1. Implementation of education policy in the VHS-1

Implementation entrepreneurship education program started in class X-2. Students Chosen through a selection made at the end of class X-1 is based on student interest, learning outcomes in class X, and with the consent of her parents. In class XI, for three months, the students were given the task groups to design and conduct business management training based menu eleven times, and prepare a written report, and the preparation of reports. In the class XII, students are given practice entrepreneur exam based menu; entrepreneurs test execution, preparation of national competency test and a written national examination.

Syllabus and lesson plans prepared by each subject teacher. The plans approved by the Deputy Director of Curriculum and known by the Principal, but no review of what has been done, so the quality of products are unquestionable. In the plans found some charging less synchronous components, especially the BC, IA, stage of learning, and assessment.

Implementation of the concept learning, activities apperception has done well. Core activities centered on the teacher, not in accordance with lesson plans that have been made. Instructional media used power point. Students only listen and not give a response less well. Less classroom management. The end of the activity, not an assessment and conclusions, but give the task of drafting practice.

Learning practice followed by the production process, presentation and assessment of products. Teachers supervise while sitting and doing other administrative tasks, occasionally provide guidance to students in need. The performance of teacher's professional work, students get less attention. Available assessment sheet, but is not equipped with a rubric. Terminated with room clearing activities and the provision of related information for further learning.

2. Implementation of education policy in the VHS-2

Implementation entrepreneurship education program started in class XI. Students chosen through a selection made at the end of class X is based on student interest, learning outcomes in class X, and with the consent of her parents.

On the class XI are given the basic concepts and practice of catering business management. In the 11th grade awarded culinary business management practices for three months, followed by six months program industry practice, and the next three months the preparation and presentation of reports industrial practice.

On class XII, students follow a learning process on schedule and national test exercise, no exercise and test of entrepreneurs in particular.

Syllabus and lesson plans prepared by each subject teacher, though some teachers do not prepare lesson plans complete. The plans approved by the Deputy Director of Curriculum and known by the Principal, but no review of what has been done, so the quality of their products is unquestionable, Charging component BC, IA, stage of learning, and assessment are inconsistent.

Implementation of the concept learning, activities apperception has done well and pray. Core activities centered on the teacher, not in accordance with lesson plans that have been made. Instructional media used power point. Students only listen and not give a response less well. Less classroom management. The end of the activity, not an assessment and conclusions, but give the task of drafting practice

Practical learning, beginning with preparation and pray, continue the process of production, presentation and assessment of products. Teachers supervise while seated, occasionally provide guidance to students in need. The performance of professional work of teachers students get less attention. Available assessment sheet, but is not equipped with a rubric

3. Implementation of education policy in the VHS-3

Implementation entrepreneurship education program started in class X-2. Students chosen through a selection made at the end of class X-1. In the class XI, for three months, the students were given the task groups to design and conduct business management training based menu of eight times, and prepare a written report. The next six months industrial implementation practice and report.

In the XII class, students are given exercises to do independent business management for three months with the observation by the instructor respectively. The activity end making a written report and presented in front of an expert mentor and entrepreneur. The final value of this activity into a series of test scores

The development of the syllabus and lesson plan in principle be done with the same system with the VHS-1 and 2, and no review, charging several components that are less synch, among others on component BC, IA, stage of learning, and assessment are inconsistent.

The concept learning implementation. Activities apperception has done well and pray. Core activities centered on the teacher, not accordance with lesson plans. Instructional media used power point. Students only listen and not give a response less well. Less classroom management. The end of the activity, not an assessment and conclusions, but give the task of drafting practice.

Learning practice, starting with preparations in coordination teacher in charge, prayed and encouragement by saying the slogan spirit. Followed by the production process, presentation and assessment of products. Teachers supervise while sitting and doing other administrative tasks, occasionally provide guidance to students in need. Job performance students get less attention. Available assessment sheet, but is not equipped with a rubric.

IV. CONCLUSION

This study was to answer two problems, such as the following.

1. Problems that are contrary to the policy on vocational education provision.
 - a. There is no standard or user guide for enforcement of education entrepreneur skills programs.
 - b. There is no obvious purpose or goal of the entrepreneurship-oriented education enforcement;
 - c. There is no obvious draft action entrepreneurship-oriented education enforcement;
 - d. There is no the capability of entrepreneurship competency standards.
 - e. There is no curriculum guidelines for the performance of education or entrepreneur program;
 - f. Structure of the curriculum for entrepreneurship oriented education is formulated based on the perception of each stakeholders;
 - g. Learning model is not or less integrating the values of entrepreneur character built; and more oriented on results (product) rather than on the process.
 - h. There is no benefit of entrepreneur test execution, so that every school implemented its own way even there may not even carry it.
2. The real picture of adherence to policy-oriented vocational education in entrepreneurship
 - a. There are some school policies that are not written, include:
 - 1) There are no clear provisions related to the structure of the program curriculum entrepreneurial class. Each school conduct internal policy, which refers to the structure of the national curriculum, and add some subjects of expertise, as well as additional exercises are considered important (VHS-1 and 3), VHS-2 does not perform additional any subject, but provide additional training that is not programmed (incidental).
 - 2) Each teacher organize learning activities in accordance with the applicable internal school, where school provision refers to government regulation, the Ministry of Education and Culture, and the Local Government Regulation
 - 3) The device is made of teachers teaching subjects, but there is no review, so that does not meet the demands of student achievement of competence
 - 4) Entrepreneurial class program at VHS-1 and 2 imposes exercises and practice exams intensive entrepreneurship (2-3 months), VHS-2 does not impose intensive training and exam paktek entrepreneurship.

- b. Adherence to policies implementation of education (learning) oriented entrepreneur
 - 1) The planning: (a) based on curriculum structure, then has developed: learning activities' schedule with instructors; (b) preparation of proposals for training and entrepreneurship examination
 - 2) The implementation. (a) Exercise entrepreneur implemented an integrated, namely productive auto-merge all subjects in the semester. (b) The exercise, to the VHS-1 enforces all practice activities carried out in schools under teachers observation, sales school outside. VHS-2 enforces the production process at home, at school assessment product sales school outside. VHS-3 initial training in class XI, enacting the production process at home, at school assessment product sales school outside and further training in class XII enforce all activities practice done at home, by imposing supervision activities by teachers.
 - 3) The assessment. (a) Assessment is focused on the quality and quantity of products, revenue. Job performance assessment less untouched. (b) Examination by a teachers team prolific entrepreneur and expert food and beverage (hotel), particularly related to product quality assessment and reporting.
 - 4) The evaluation. On all VHS-1, 2, 3 did not conduct the evaluation of the learning process

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