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IMPLEMENTATION OF LEARNING IN VOCATIONAL HIGH SCHOOLS (SMK) FASHION STUDY PACKAGE RELATED TO ENTREPRENEURSHIP CHARACTER GROWTH

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ABSTRACT

Vocational high school or commonly referred to as SMK is one of the formal vocational education institutions in Indonesia that produces prospective workers who are ready to work and face the industrial world. The number of SMKs in Indonesia is inversely proportional to the high unemployment and the entrepreneur index in Indonesia which is still below 2% or below the minimum amount that should be. Learning in SMKs should have had a purpose in growing entrepreneurial character. Through descriptive survey research methods with data collection techniques of documentation study, interviews, literature studies and observations at national reference schools namely SMKN 9 Bandung, SMKN 2 Bale Endah and SMKN 3 Garut to related teachers and learners of this fashion design study package aimed at identifying the extent where fostering entrepreneurial character. The learning process which includes a) planning; b) implementation and c) evaluation describes the objectives and results of research. The results showed that overall the implementation of learning in the growth of entrepreneurial character in the research location had been carried out quite well, but still needed development in achieving competency indicators in accordance with learning objectives.

INTRODUCTION

Vocational High School or commonly referred to as SMK as a formal educational institution in the field of vocational training, which produces prospective workers, with a focus on developing human resources with orientation to graduates who are professional, have a work ethic, discipline and are rooted in the nation's culture. In accordance with the objectives of national education, as stipulated in the Law of the Republic of Indonesia Number 20 of 2003, concerning the National Education System that SMK graduates are expected to be pious, possess work skills or competencies, be creative, innovative, sportsmanlike and entrepreneurial, in accordance with the demands industry competencies based on life skills, which are needed by the community, to produce valuable products that support the national economy.

Mulyana, M (2012, p. 4) states that in order for a country to prosper, a minimum of 2% of the number of entrepreneurs is needed, out of the total population. The United States had 11.5% in 2007, Singapore 7.2% in 2005 while Indonesia was only around 0.18% self-employed or around 440,000 people out of 4.4 million people. Then the Ministry of Education and Culture of the Republic of Indonesia (2016, p. 1) explained that SMKs in Indonesia currently number 12,659 consisting of 3320 government-owned and 9339 privately-owned. The high number of high schools in Indonesia has not been balanced with the quality of graduates who have an entrepreneurial character as indicated by the high unemployment of high school graduates in Indonesia as shown in table 1.

Table 1 Percentage (%) of open unemployment according to education the highest that was saved in 2012-2014.

| Pendidikan Tertinggi yang Ditamatkan | 2012 | | 2013 | | 2014 |
|--------------------------------------|-------------|-------------|-------------|--------------|-------------|
| | Februari | Agustus | Februari | Agustus | Februari |
| SD Kebawah | 3,59 | 3,55 | 3,51 | 3,44 | 3,69 |
| SMP | 7,76 | 7,75 | 8,17 | 7,59 | 7,44 |
| SMA | 10,41 | 9,63 | 9,39 | 9,72 | 9,10 |
| SMK | 9,50 | 9,92 | 7,67 | 11,21 | 7,21 |
| Diploma1/11/111 | 7,46 | 8,19 | 5,67 | 5,95 | 5,87 |
| Universitas | 6,90 | 5,88 | 4,96 | 5,39 | 4,31 |
| Jumlah | 6,24 | 6,07 | 5,82 | 6,17 | 5,70 |

Source : Badan Pusat Statistik Indonesia, 2014

Table 1 shows that unemployment of SMK graduates from 2012 to 2013 ranges in February and August has increased and decreased in the range of 7% to 11%. The occurrence of unemployment in SMK graduates is contrary to the goals of education itself. SMK graduates who should have an entrepreneurial spirit or character, so that when they are not working, they are expected to be able to create their own jobs. The character of entrepreneurship itself is based on Mulyani, E (2009: 2)^[3] the lack of competence and entrepreneurial character of students, which causes vocational graduates are not ready to create jobs.

The formation of entrepreneurial character of students is very closely related to the learning process carried out at the school itself. There are still many SMK graduates who have not worked or become entrepreneurs, because they are unable to meet the competencies required by the industrial world, as well as the inability to open their own jobs. The results of preliminary studies on the Special Labor Exchange

(BKK) document, at the SMK of the research target, indicate that the absorption of graduates who conduct independent entrepreneurship is still very low. Of the 50 vocational students in a particular Expertise Program, only 10 are entrepreneurs. There are even some Expertise Programs that have not yet graduated, conducting independent businesses. The results of the recapitulation of all the expertise programs totaling 358 people, only 33 people were entrepreneurs or 9.22%. These facts show the low entrepreneurial character possessed by SMK graduates.

Wakhinuddin, S (2010, p. 2) ^[4], explained that character is a personal character that is relatively stable in individuals, which is the basis for the appearance of behaviour in high standards of values and norms. Characters based on values and norms. There are seven standard values that guide a person's behaviour, namely: (1) social issues, (2) tendency toward religious or political ideology, (3) self-guided, (4) as a standard for self-evaluation and others, (5)) as a basis for comparing abilities and decency, (6) as a standard for persuading and influencing others, and (7) as a standard for rationalizing things (acceptable or unacceptable), attitudes and actions to protect, preserve, and about admiring something / someone or yourself (Diaz, 2009).

In daily life there are still many people who interpret and view that entrepreneurship is identical to what they have just done by "entrepreneurs" or "entrepreneurs". The term entrepreneurship is an equivalent word from entrepreneurship in English. The word entrepreneurship itself actually originates from the French language 'entreprenre' which means adventurer, creator, and business manager. Suryana (2003, p. 1) argues that entrepreneurship is a creative and innovative ability that is used as a basis, tips and resources for finding opportunities for success. While Drucker in Suryana (2003, p. 24) states that entrepreneurship refers more to the nature, character, and traits attached to someone who has a strong will to realize innovative ideas into the real business world and can develop them with resilience.

Steinhoff and Burgess (1993, p. 35) explained that entrepreneurs are people who organize, manage and dare to bear the risk to create new businesses and business opportunities. The explanation explains that entrepreneurship is a mental attitude, views, insights and mindset and patterns of action of someone towards the tasks for which they are responsible and always customer-oriented. The essence of entrepreneurship is the ability to create something new and different (create new and different) through creative thinking and innovative action to create opportunities in facing life's challenges.

In line with Widarto's opinion, (2012, p. 3) states that in the 21st century, SMK students are required to have Eight Competency Graduates, namely: (1) Communication skills, (2) Critical and creative thinking, (3) Information/digital literacy, (4) Inquiry/reasoning skills, (5) Interpersonal skills, (6) Multicultural/multilingual literacy, (7) Problem solving, and (8) Technological /vocational skills. Of the eight vocational students' competencies, competency 1 to 7 are soft skills, while competency 8 is hard skills.

The explanation explained that the quality of SMK graduates must have communication skills, have creativity and be critical in thinking, mastering digital information, reasoning skills, interpersonal skills, mastering several cultures and languages, being able to overcome problems, and having technological and vocational skills. SMK graduates must have some aspects needed in the world of work, especially in the industrial sector, it can be seen from the quality of the products produced. Many aspects also determine the quality of employee work products. The

company's leadership gives an opinion that the contribution of knowledge, skills, attitudes and physical conditions of employees to produce quality products

Entrepreneurship Learning in Vocational Schools can prepare graduates who have the knowledge, skills and entrepreneurial traits needed by the community. In line with Widarto, (2012, p. 6), explaining the results of needs assessment to the Business World and the Industrial World (DUDI) in the machining sector in Yogyakarta, the results obtained, that the soft skills aspects of the world of work demands, sorted from highest to lowest, namely discipline , honesty, responsibility, ethics, determination, cooperation, communication, courtesy, self-confidence, leadership, entrepreneurship, and organization.

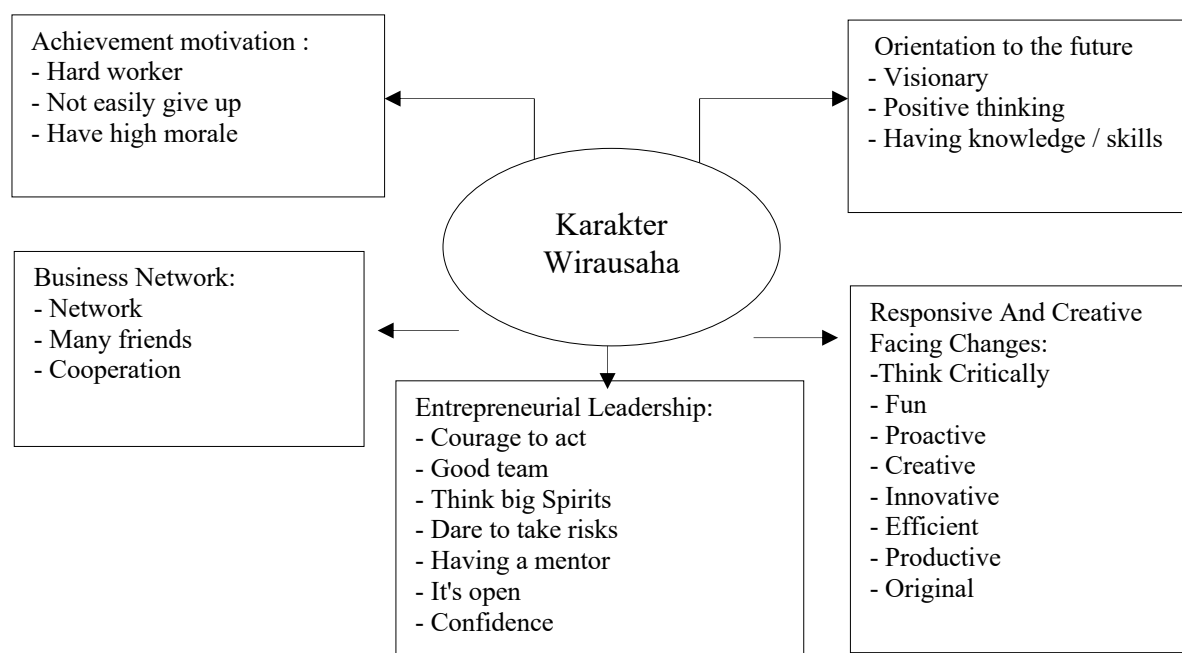


Figure 2 Indicators of entrepreneurial character

Source: Yuyus & Kartib (2010, p, 41)

The aspects of soft skills in the demands of the workforce will be realized if vocational graduates are given learning that can foster entrepreneurial character. In line with the explanation, Yuyus and Kartib (2010, p. 7) explained entrepreneurship (entrepreneurship) can be defined as the behavior of individuals who have enthusiasm, the ability to give a positive response to opportunities for self-benefit, and better service to customers or the community ; by always trying to find and serve more and better subscriptions and create and provide products that are more useful and implement more efficient ways of working.

The growth of entrepreneurial character must be carried out in the learning process in SMKs, including in the fashion or fashion study package because according to the Ministry of Trade of the Republic of Indonesia (2009, p., 121) states that the creative industry sector is the largest contributor to the 14 the creative industry sub-sector, with an average contribution of 2002 - 2008 reaching 55% or around 4,028,588 workers. Half of the workforce is in the apparel production line, the rest is engaged in distribution and retail trade.

The creative industry sector includes the biggest contributor to the national development economy. This fashion creative industry profile is a quality dimension that becomes valuable data for developing vocational education curricula, especially the Fashion Skills Program. This type of business will give an overview of the sub

competencies that need to be developed in the Fashion Management curriculum, which are derived from the main competencies as apparel manufacturers, for various dress opportunities. so that the growth of entrepreneurial character in vocational schools, especially the fashion study package is something important to prepare students to face the world of work in order to create their own jobs.

Based on what has been explained, it can be concluded that it is necessary to identify how the implementation of learning in vocational schools is related to the character development of their students, especially the fashion or fashion study package.

METHODS

This research uses descriptive survey method where researchers come directly to the place or object of research in this case in the Observation Study at SMKN 9 Bandung, SMKN 2 Bale Endah and SMKN 3 Garut which are National Referral Schools implementing certain learning models. Then make observations in accordance with the objectives and research plans that have been previously prepared to find out the implementation of learning with the subject under study include a) the learning planning process with data collected through study documentation on learning planning documents and interviews with all teachers related to the subject; b) the process of implementing learning, data collected by observational studies and interviews; and c) evaluation of learning data collected through study of documentation on evaluation questions. The research subjects in this study were teachers and students with random snowball data collection techniques, i.e. the researchers randomly did data collection, when the answers were deemed saturated and the same on the research subjects, then the data collection was stopped and the conclusions drawn from the results of the study. The data obtained was then analyzed descriptively and presented in the form of a report description.

RESULT AND DISCUSSIONS

The results of research at SMKN 9 Bandung, SMKN 2 Bale Endah and SMKN 3 Garut in the fashion study group regarding the growth of entrepreneurial character which includes a) learning planning as contained in certain documents; b) implementation of learning in class and c) evaluation of learning conducted. In the process of learning planning a fashion group that deals with entrepreneurship includes learning about fashion design, pattern making, industrial fashion making and entrepreneurship.

3.1 Learning Planning Process

Based on documents on learning planning a) subjects in fashion design, has three hours of learning for each week, with the scope of the material history of the development of clothing, types of clothing, fashion parts and making a picture of body proportions; b) pattern making subjects consist of four hours of learning every week with the scope of the material pattern of blouses, shirts, making samples of skirts, blouses, shirts, grading patterns, making patterns of skirts, shirts, blouses and trousers; c) the subjects of industrial clothing making have 13 hours per week, with material including marker lay out, spreading, cutting, moving patterns, bundling, numbering, sewing, pressing, finishing, labeling, packaging and selling price calculations. products made are blouses, skirts, pajamas, shirts, women's trousers, dresses with all materials prepared

from school; d) entrepreneurship subjects have 2 hours of learning every week with the scope of material covering crafts, engineering, cultivation, and processing. Material expertise in fashion design is related to handicraft and processing of textile materials.

The selection of methods in the learning planning document, planning is still classical in nature, namely lectures, questions and answers and discussion with a Scientific approach. In the Scientific approach, including activities to observe, ask questions, gather information, associate and communicate. RPP should describe the process of achieving learning outcomes that include cognitive, affective and psychomotor. Learning is needed that conditions students in real and actual concepts and practices, and is meaningful for students in their lives. Bring in speakers in the fashion industry and fashion entrepreneurs as guest teachers, inviting students to visit the fashion industry is a form of real learning from the business management process that is relevant to the subjects of fashion expertise.

3.2 Learning Implementation Process

The learning methods used are lectures, questions and answers and discussions. The approach used is the Scientific approach which includes observing, asking, processing information, associating and communicating. Completion of practical assignments has not been completed in a timely manner and does not meet the expected competency standards. The learning media used are projector, but a small portion still use blackboards. The teacher has not used real objects, for example various kinds of skirts, blouses, party dresses, trousers, pajamas that are in accordance with industry standards, so students do not understand the material well presented. Students have not been given the opportunity to try to make practical objects that meet the competency standards acceptable to the buyer. Implementation of practice, still working on assignments for own use. In the Entrepreneurship learning process, new teachers provide entrepreneurial character theory, students have not yet practiced entrepreneurial skills that are in line with the learning objectives at SMK. Entrepreneurship Learning is still theoretical, not fulfilling the learning characteristics according to the expectations of the Fashion Craftsmanship Program.

The implementation of entrepreneurship subjects is done separately so that the achievement of the expected competencies has not been achieved, only in the fulfil of the value of the task, not yet directed at making objects that have economic value, according to customer expectations. The competency achievement time is longer even if the desired competency is not achieved due to the delay. Learning infrastructure is in accordance with industry standards, around 75% meets industry standards. but only used conventionally and conditionally on learning. Its use has not been empowered optimally, efficiently and effectively. The practice of practical objects is still limited only for students themselves, has not been directed to making the type of clothing and students are not accustomed to communicating with the buyer, because learning is still focused on the achievement of knowledge and psychomotor, so it has not yet brought up the soft skills and characters needed in entrepreneurship. Learning is still teacher-centered, therefore learning is needed that places students more active and has responsibility with the results of the work.

3.3 Learning Evaluation Process

Evaluation of learning outcomes mostly applies written tests, and work assignments. Implementation of the assessment is a daily assessment, Midterm Examination (UTS)

and Final Examination Semester (UAS) to measure knowledge, skills and attitudes. Evaluation questions on the aspect of the knowledge domain have been carried out but the questions are more directed at C1 and C2, while the grid and practice questions are incomplete and the attitude assessment instruments are appropriate. The evaluations carried out are tests of knowledge, skills and attitudes. The instrument used was a matter of essay, grid, observation checklist, and attitude. The knowledge aspect of this type of question mostly leads to understanding only. Varied assessments are needed, so that students will explore the understanding of achieving the expected competencies.

Evaluation of learning outcomes mostly applies written tests, and work assignments. Implementation of the assessment is a daily assessment, Midterm Examination (UTS) and Final Examination Semester (UAS) to measure knowledge, skills and attitudes. Attitude assessment is more directed at work attitudes, not on soft skills. The instruments used were observation checklist, assessment of knowledge test, performance test, non-test in the form of presentation, and portfolio. The assessment is intended so that students can master the knowledge, skills and attainment of attitudes about the intentions of fashion making. Evaluation of the results of new practices on the fulfillment of report cards only, has not been directed to the assessment of public order products that have a sale value.

CONCLUSIONS

Based on the results of research at SMKN 9 Bandung, SMKN 2 Bale Endah and SMKN 3 Garut which are National Referral Schools implementing certain learning models for students and teachers related to subjects regarding the growth of entrepreneurial character through the study of documentation, interviews and observations seen the overall implementation of learning include a) learning planning that is in line with the growth of the soul and entrepreneurial character; b) the implementation of learning is not optimal because it still uses classical methods so that the growth of entrepreneurial character is less embedded in students and c) the implementation of learning evaluation is still focused on the cognitive aspects, while for the growth of entrepreneurial character must be on cognitive, psychomotor and affective aspects. Overall the implementation of learning in the development of entrepreneurial character in the research location has been carried out quite well, but still requires development in achieving competency indicators in accordance with learning objectives.

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