

## FOSTERING JOB CREATION: IMPLEMENTING ENTREPRENEURSHIP EDUCATION IN SENIOR HIGH SCHOOLS

### RESEARCH ARTICLE

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### Abstract

Entrepreneurship is one of the relevant solutions to reduce unemployment by creating one's own jobs. Entrepreneurship education includes educational activities that promote entrepreneurial attitudes, cognition, and skills. This study aims to analyze how the implementation of entrepreneurship education is carried out in schools, and how the cultivation of attitudes, cognition, and skills is carried out by schools. This Research uses a qualitative method with a purposive sampling technique. Data collection techniques through interviews, observation, and documentation, with data validity using Triangulation of Sources and Triangulation of Techniques. Data analysis using Reducy data, Display data, and Conclusion. The results obtained from the Research are 1) Entrepreneurship education at school is one of the main factors for students in creating entrepreneurial products 2) The attitude instilled at school consists of sensitivity and creativity 3) The learning carried out using the Project and Training model carried out in collaboration with Prestasi Junior Indonesia 4) The benefits of entrepreneurship education in school students have the mental maturity to start a business when they graduate later and make entrepreneurship a student's career choice. SMA Negeri 81 Jakarta is a role model school that can be used as a driving force for surrounding schools, from elementary to high school, in creating superior school products.

**Keywords:** Entrepreneurship education, attitude, cognitive, skills

### Introduction

The problem the country faces is still the large number of unemployment and poverty. According to the Central Bureau of Statistics (BPS, 2023) report from 2023, the composition of the labor force in August 2023 comprised 139.85 million employed individuals and 7.86 million unemployed individuals. Compared to August 2022, the labor force increased by 3.99 million people, while the working population rose by 4.55 million, resulting in a decrease in unemployment by 0.56 million people. The Labour Force Participation Rate (TPAK) increased compared to August 2022. The TPAK in August 2023 was 69.48 percent, an increase of 0.85 percentage points compared to

August 2022. TPAK represents the ratio of the labor force to the working-age population and indicates the proportion of the working-age population that is economically active in a country or region.

Many factors influence why unemployment can continue to increase due to the lack of job opportunities and skills for job seekers, including educated job seekers. This is reinforced by the statement (Franita & Fuady, 2019) that job opportunities are scarce and the quality of human resources is low. Not only that, inflation, population explosion, and investment scarcity are also factors in increasing unemployment. Research conducted by Ishak (2018) states that the causes of unemployment include economic conditions, government policies that are not conducive to society, the development of the non-real economic sector, low education and skills, limited employment opportunities, and less than the number of working people. Job seekers, job seekers whose abilities are not by the job market, and graduates of educational programs who have high education but do not have employment opportunities due to lack of opportunities are unlikely to be accommodated.

This unemployment problem will have an impact on the economic growth of a country. In his research Rianda (2020) stated that if the unemployment problem continues, it will affect economic growth because increasing unemployment causes economic growth to decline so that no output is produced. Therefore, the government needs to play a role in overcoming this unemployment problem, such as improving the quality of human resources, increasing investment, and expanding employment opportunities. Ghuftron and Rahmadtullah (2019) mentioned that one of the efforts made to reduce unemployment is that everyone needs to be fully aware of not depending on available job opportunities and be able to compete and open job opportunities, at least for themselves and others. They should also have the mindset that we can do this by creating job opportunities. In this case, entrepreneurship is one of the relevant solutions to reduce unemployment by creating job opportunities.

In the broadcast presented by Hendriyani (2023), the Deputy Minister of Tourism and Creative Economy explained, based on BPS data, that the proportion of entrepreneurs in Indonesia is still at 3.47% or only around 9 million people from the total population. However, it increased from 2016, which was 3.1%. This figure is still low compared to Singapore, which is 8.5%. Malaysia and Thailand also reached 4.5%. "Indonesia targets a growth percentage of 3.9 - 4% by 2024. According to the Global Entrepreneurship Index (GEI), Indonesia is currently ranked 75th out of 137 countries with a score of 26. The government targets to rise to the 60th. Entrepreneurship is a milestone in advancing the nation. Entrepreneurship is a generator for a country; the more citizens who run entrepreneurship, the more the rate of rotation of the wheels of the economy of a nation. Therefore, in order to advance a country, people must pursue entrepreneurship. J Eter (1934), an economist who proposed the theory of economic growth, said that entrepreneurs play an essential role in economic development by creating innovation, employment, and prosperity. The business world established by entrepreneurs will encourage the development of the productive sector. The more entrepreneurs a country has, the higher its economic growth.

The role of entrepreneurship will impact the Indonesian economy's progress and improve economic conditions, which can create jobs, improve people's quality of life, expand income distribution, utilize and mobilize resources to increase national productivity, and improve government welfare (Hendrawan & Sirine, 2017). The government, through the Coordinating Ministry for Human Development and Culture (Kemenko PMK) in the old Kompas written by Purnamasari (2021), the government is striving to achieve a national entrepreneurship rate of 3.9% and a new entrepreneurship growth rate of 4% by 2024. Based on the PP number. Based on Decree No. 41/2011, the Ministry of

Youth and Sports is responsible for entrepreneurship development in the form of workshops, internship activities, mentoring, supervision, coordination with project partners, promotion, and business capital assistance. The program designed by the government continues to strive to create young entrepreneurs. In the Kominfo RI website written by Erbi (2023), Deputy Rudy said that among the entire population of productive age, most are young people from Generation Z and millennials. They are the digital native generation and have the potential to become promoters and beneficiaries of digitalization in various industries and revitalize the national economy. Therefore, the government is working with the ecosystem to foster entrepreneurship in the younger generation. Building an entrepreneurial spirit is not only based on desire, but education is needed. Along with the development of this globalization era, entrepreneurship is not only found in workshops, internships, mentoring, and so on, but this entrepreneurship has entered the world of education (Makkawaru, 2019). The main objective of this study is to see the extent of entrepreneurship education conducted at SMA Negeri 81 Jakarta and present an analysis of how entrepreneurial attitudes are built:

- How entrepreneurial attitudes are built.
- how entrepreneurial knowledge is inculcated in learning
- How entrepreneurial skills are produced

The results of this analysis are expected to provide examples to other schools to develop the creativity of their students by maximizing entrepreneurship education not only teacher competence also has a significant influence.

## Literature Review

### *Entrepreneurship education*

Entrepreneurship education plays an important role in upholding one's entrepreneurial character and skills. Researchers agree that entrepreneurship education can have a positive impact and foster business and entrepreneurship. According to Jayanti et al. (2022), the need for Entrepreneurship Education is developed from early education. The earlier this entrepreneurship education is instilled in students; the earlier the creativity, independence, and fighting value will be obtained (Utami & Sitorus, 2024). In this case, it is proven that entrepreneurship education through training is quite effective. This entrepreneurship education intends to influence attitudes and behavior (Hasan, 2020) which ultimately encourages students to start and about entrepreneurship to start their business.

Through this entrepreneurship education will be asked to be able to reduce the high unemployment rate. This is in line with the opinion of Arfah and Syam (2023), the role of entrepreneurship education, especially at the school level, has a very important role in fostering interest in entrepreneurship so that unemployment and problems regarding employment can be appropriately resolved. The growing evolution in the education sector has increased the demand for entrepreneurship because of its significant influence in shaping attitudes, behavior, cognitive patterns, and aspirations for entrepreneurship (Kusumojanto et al., 2021). The purpose of entrepreneurship education is to acquire knowledge closely related to entrepreneurship, knowledge closely associated with entrepreneurship, skills to use technology and analyze business situations, draw up work plans, and identify motivation, potential entrepreneurial talents, and skills.

## Methodology

### *Research design and approach of the study*

The research method that has been carried out by researchers in this Entrepreneurship Education research is Qualitative (Sugiyono, 2017). In this Descriptive Qualitative Research, the researcher is the key instrument, and the results of qualitative Research emphasize meaning rather than generalization. The researcher considers the study problem quite complex, namely by using the scientific method. Direct interviews with sources are conducted to get regular answers. In addition, researchers intend to understand social situations in depth and find models and theories in accordance with the knowledge gained in the field (Sugiyono, 2017).

### *Research site and participants*

This study studied in this study were Entrepreneurship Teachers, Curriculum Representatives, and Students. The vice curriculum of SMA Negeri 81 Jakarta has an essential role in the research process of entrepreneurship education. The vice curriculum is because the vice curriculum has duties and responsibilities regarding curriculum preparation that will be implemented by teachers at SMA N 81 Jakarta, especially PKWU teachers, SMA N 81 Jakarta, especially the Entrepreneurship Teacher.

Researchers set entrepreneurship teachers as the source of data to be studied because entrepreneurship teachers who run directly about the curriculum are made, and these entrepreneurship teachers also provide interactive media so that students become comfortable learning. Entrepreneurship teachers run directly about the curriculum created, and this entrepreneurship teacher also provides interactive media so that students become comfortable learning. Interactive media should be used so that students become comfortable learning entrepreneurship. In this case, students are the main object that receives entrepreneurship learning. Entrepreneurship and students also experience in entrepreneurship learning whose impact on students become motivated to do business.

### *Data collection and analysis*

Descriptive Qualitative Research uses a researcher as a key instrument. Data sources are sampled by purposive sampling, triangulation (combined) research techniques, and data analysis using Data Reduction, Data Display, and Data Conclusion. Data analysis is the process of finding and organizing interview transcripts, field notes, and other materials related to entrepreneurship education research systematically.

Data analysis is the process of systematically searching and organizing interview transcripts, field notes, and other materials related to this entrepreneurship education research to improve the researcher's own understanding and enable the researcher to report what has been found. The researcher reports what the researcher has found. Data Reduction, data display, and conclusions are involved in analyzing this data. When examining the validity of data, triangulation is defined as a data combination technique that combines various data collection techniques and data sources obtained by researchers. Triangulation is divided into 3. In this case, the researcher uses two triangulations, they are: The triangulation technique is a method of checking the validity of data or research results.

Technical triangulation can be done by using more than one data collection technique to obtain the same data, or it can be done through checking and rechecking. Researchers compared the results of interviews obtained with information obtained from the Vice Chancellor of SMA 81, entrepreneurship teachers and students. Researchers also use relevant theories to test the authenticity of the interview results.

Source triangulation means comparing and rechecking the degree of trustworthiness of information obtained through sources that are Observation, Interview, and Documentation. The same data source is different. For example, comparing the results of observations with interviews, comparing what the vice principal of the curriculum says about the Implementation of Entrepreneurship Education at SMA Negeri 81 with what the entrepreneurship teacher says, and comparing the results of interviews with existing documents.

## Findings and Discussion

### *Entrepreneurship Education and attitude*

Entrepreneurship education not only teaches about entrepreneurship but also teaches about attitudes and interests towards entrepreneurship. Entrepreneurship education aims to form people who have an entrepreneurial spirit with experiences carried out by students. Research conducted by Sari et al. (2021) indicates that entrepreneurship education aims to form humans as a whole, as people who have character, understanding, and skills as entrepreneurs. Blesia et al. (2021) explain that entrepreneurship education is expected to play an essential role in changing the concept of higher education graduates transforming from job seekers to job creators. Listiningrum et al. (2020) state that the idea of entrepreneurship is a value that forms the character and behavior of a person who is creative, capable, and has a fighting value in increasing income in his business activities. Entrepreneurship as a career choice is now increasingly in demand, and there is a real need to develop opportunity-oriented entrepreneurship (Tomy & Pardede, 2020). Sherkat and Chenari (2022), and Sumarno and Gimin (2019) explain that entrepreneurship education includes all educational and training activities to develop learner behavior that affects students' attitudes, and cognitive and entrepreneurial skills to start entrepreneurial activities. The results of the research are in line with research conducted by Cui et al. (2021) in which entrepreneurship education that is built has a complex impact, especially with experiences and activities carried out outside of class hours. Activities carried out through training outside of class hours have a positive impact on students' starting more businesses.

Attitude is a relatively durable psychological willingness to respond to a particular object or stimulus, having a positive, neutral, or negative meaning (Kusmintarti et al., 2017) that involves cognitive, emotional, and behavioral tendencies and has the function of regulating (Octavia, 2015). The learning process influences entrepreneurial attitudes in entrepreneurship education (Kusumojanto et al., 2021). Personal control in entrepreneurship education is the desire generated in terms of product creation (Jena, 2020). Entrepreneurial attitude has an essential role in supporting entrepreneurship; this attitude includes sensitivity, observance, and creativity. The same is the case with the results of interviews conducted by researchers who mentioned that in learning, the teacher does not invite students to have a business goal because the basis of entrepreneurship itself is to develop themselves one level better than before, in my opinion that is enough, that previously they were not interested in



being interested in something means that they like to do entrepreneurship in their lives, after that in accordance with learning students will analyze that entrepreneurship learning is related to business and others.

### *Entrepreneur cognitive and entrepreneur skills*

According to [Anuar and Sahid \(2022\)](#) Successful entrepreneurs contribute to community development and drive economic growth. The existence of new things produced in the business field creates intense competition, which requires students to have an entrepreneurial mindset to help them compete in the world of work and industry after graduation. In addition to entrepreneurial attitudes, entrepreneurial cognition is no less critical; this entrepreneurial cognition can increase trust and find hope in old knowledge and new knowledge.

Through entrepreneurial skills, [Boldureanu et al. \(2020\)](#) argue that "a training programme that includes mentorship provided by local entrepreneurs. In this programme, a mentor is assigned to each student, enabling the student to take part in all business decisions. This type of training offers to students the opportunity to get a more precise knowledge of what an entrepreneur is, as well as the opportunity to be introduced as a potential future entrepreneur into a local business environment" (p. 83). From the opinion conveyed by this, it means that the training programme includes mentoring provided by local entrepreneurs. In this program, each student receives a mentor who allows the student to participate in all business decisions. This type of training offers students the opportunity to obtain more detailed information about what entrepreneurship is, as well as the chance to introduce potential future entrepreneurs to the social environment. In addition to teachers, researchers also interviewed students who mentioned that "The training program provided significant benefits to students in recognizing existing business opportunities, but more than improving the ability to explore and take advantage of business opportunities, the training program can also improve hard skills and soft skills."

### *Entrepreneurship education*

This study also found that the role of teachers is essential in learning; teachers who have competence in the field of entrepreneurship and have fun learning methods have an impact on students who will understand and enjoy learning entrepreneurship. The results of Research related to teacher competence are in line with Research conducted by [\(Ruslaini et al., 2022\)](#) stating that teaching competence can affect the level of interest of students.

According to [Igwe et al. \(2021\)](#) their Research found that many universities and educational institutions fail to facilitate knowledge and skills due to the absence of assistance and socialization regarding entrepreneurship. Still, it is different from the Research that has been carried out at SMA Negeri 81 Jakarta. SMA Negeri 81 Jakarta is one of the public schools located in East Jakarta, in its history in 2023, SMA Negeri 81 Jakarta won the Asia Pacific Student Business competition. This has become the center of attention for the media because this school represents schools in Jakarta to take part in the student business competition held in India. This is one example of entrepreneurship education that has been implemented by the school and has a positive impact. Entrepreneurship education that has been carried out by the school has been carried out properly; during class hours, it is carried out to the maximum facilitated by teachers who are competent in the field of

entrepreneurship; outside of class hours, entrepreneurship education in schools is continued by participating in trainings conducted by parties working with schools, both the education and culture office and other parties. This is evidenced by the results made by students at the school, who have participated in many competitions at the Asia Pacific level.

### *Attitude and cognitive*

This answers the question of how entrepreneurial attitudes are instilled in schools. Research conducted at SMA Negeri 81, Jakarta revealed that the entrepreneurial attitude carried out at school could encourage students to be sensitive to existing opportunities because with students having an entrepreneurial attitude, students will have a level of understanding of the opportunities that exist around students starting with utilizing useless goods. This is in line with Research conducted by (Prima Melyana & Pujiati, 2015) which states that to improve students' readiness for entrepreneurship, the acquisition of entrepreneurial knowledge is very important because it makes a significant contribution to the development of qualities such as independence, responsibility, motivation, and entrepreneurial spirit. In addition, attitudes towards entrepreneurship, which include qualities such as sensitivity, obedience, and creativity, also play an important role in fostering entrepreneurial skills among students.

Other findings carried out at State Senior High School 81 Jakarta showed that the school instills an entrepreneurial attitude that is fostered to start an action or business venture with clear intentions will experience greater readiness and progress in entrepreneurial endeavors. Similar to the Research conducted by Agussalim et al. (2024) namely the fundamental entrepreneurial attitude implemented in schools to equip students when they graduate later. Entrepreneurial attitudes affect the entrepreneurship education pursued. The business sensitivity nurtured in school is to see from around first what is already being innovated and motivate students that the school has a student company. With the existence of student companies, students have their own space to take advantage of existing challenges into opportunities (Wardhani & Nastiti, 2023).

The research aims to answer how entrepreneurial knowledge is embedded in learning. In the research that was conducted at Senior High School 81 Jakarta, teaching and learning activities are carried out by learning by doing, and the tasks given to students are the same as what is done when students do it. Students hope to gain real work experience through practical activities by learning while working. One of the learning models that was carried out was project-based Learning. Applying the Project-based Learning model, the teacher has a fun learning strategy, starting by introducing products around students for students to recognize, which, in the end, students are directed to create superior student products. Students revealed that by learning with this Project-based Learning model, they are given the opportunity to solve problems and gain experience that has never been possible. Entrepreneurial knowledge grows by learning by doing; the tasks given to students are the same as when students do it. By learning while working, students hope to gain real work experience through practical activities. This is reinforced by previous research conducted by Utama et al. (2020) explaining that the Project-based learning model that directs students to project-based work. Increasing students' entrepreneurial knowledge is essential in order to have sustainability and the ability to continue entrepreneurship when they graduate. Entrepreneurial intention is also closely related to the entrepreneur's goal of becoming an entrepreneur, as one of the career opportunities he will be interested in is (Tomy & Pardede, 2020)

*Entrepreneur Skills*

In research conducted in this Senior High School, the skills built in school are instilled through business simulation learning; the business simulation carried out has a significant role including entrepreneurial experience, increasing the entrepreneurial culture of learning experience among students, which can lead to effective learning outcomes, (Naufalin et al., 2016) Exploration and learning experiences, as a form of learning experience that focuses on improving business skills decision making by exploring students' capacity for technology, skill development. According to (Aly et al., 2021), In addition to classroom education, training can equip entrepreneurs with the skills and competencies needed to face entrepreneurial challenges. Providing a learning space is a simulated task outcome. Knowledge is developed through the content of the simulation (workshop and training activities), and skills are designed as a result of simulated business games (competition activities).

The findings obtained in this study explain that SMA Negeri 81 Jakarta has implemented a training program outside of class hours. The school's training program, in collaboration with Prestasi Junior Indonesia, has a follow-up, namely participating in the FIKSI tiered competition held by Prestasi Junior Indonesia (2024) (Aji & Utami, 2022). This is the third-party conducts training at school; the follow-up is for students to make a product and then sell it under the name of the student's company and compete. 2024 is the 5th year SMA 81 has created innovative products, 2 of which already have Intellectual Property Rights (HAKI).

The two products above are the result of student work at SMA Negeri 81 Jakarta; in addition to the two products above, SMA Negeri 81 Jakarta students also produce the following superior products: The first year of innovation products produced by SMA 81 students is Lavender Mosquito Repellent, made from orange peel and lavender extract; this mosquito repellent product also has Intellectual Property Rights. In the second year, the innovative product in the second year made by SMA 81 students is a binder book with zero waste as the main material; the concept is that unused books are used for planting, and in the book, there are plant seeds such as kale, spinach, and mustard greens. In the third year, the innovative product made in the third year is Paineri, knitted embroidery material made from pineapple fibre (Fabric from pineapple fibre).

In year four, the fourth innovative product is Bags from used tyres of various types of bags, such as laptop bags in collaboration with Indonesian batik. This product has won the Asia Pacific student business competition, 2023 Junior Achievement (JA) Asia Pacific Company of the Year Competition and already has Intellectual Property Rights. In year five, the innovative product made by students is household furniture made from used bottle caps from HDPE plastic waste. Students gave the name for this product Cossivy, which is a student company from SMA 81 Jakarta. Students create innovative household products by recycling HDPE plastic waste. Products that have been made include Fairseat, Storganiser, and Costart.

**Conclusion**

Entrepreneurship is a milestone in advancing the nation. Entrepreneurship is a generator for a country; the more citizens who run entrepreneurship, the more the rate of rotation of the wheels of the economy of a country. Therefore, in advancing a country, it is necessary for people who pursue entrepreneurship. The conclusions found in the Research about how the attitudes instilled by teachers towards students are the cultivation of entrepreneurial values carried out by teachers in motivating



individuals to see business opportunities. Namely the teacher provides a stimulus regarding the conditions around the house, such as those in the Kramat Jati market selling wedding souvenirs that pay attention to the value of the cost of acquisition and the selling price, the stimulus will motivate students to look for innovative product products that they want to develop or innovate to create business opportunities for students. Entrepreneurial attitudes are essential in schools to encourage students to be sensitive to existing opportunities because with students having an entrepreneurial attitude, students understand the opportunities around students, starting with utilizing useless goods.

The conclusion about the second Research on student cognition taught by the teacher is that students think effective learning entrepreneurship lessons are group learning, such as the curriculum carried out by the Pancasila Student Profile Strengthening Project; students prefer to learn by practicing or simulating businesses, such as selling, marketing products. The role of business simulation in learning is very effective because, at the initial stage, the teacher gives a pre-test to students, and students choose their preferred learning style. After the teacher provides an initial diagnosis, the teacher divides the group of students from low to high.

The last conclusion regarding entrepreneurial skills is that the use of case studies carried out by schools can improve students' ability to face practical challenges in designing the business to be undertaken. besides that, this case study has an effective impact on students; students feel that by learning using the case study method, they understand better, and students have experience and run a business at school, which in the future will be used by students when they graduate from school. Special training programs are conducted by the school in collaboration with the Education Office and third parties in the field of entrepreneurship for students. The output of the training program implemented is that students create their products. SMA Negeri 81 Jakarta is a role mode school that can be used as a driving force for surrounding schools, from elementary to high school, in creating superior school products, because then this entrepreneurship education becomes concrete evidence to reduce unemployment in Jakarta, students when graduating are no longer looking for work but with this entrepreneurship students become job originators. The researcher recommends that this study be further researched because it sees the incompleteness of the Research conducted in terms of how students get ideas that have been created over the past five years, and two of them already have intellectual property rights

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