

Implementation of Entrepreneurship Learning in Business Centers at the Vocational High School Level: Systematic Literature Review (SLR)

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Abstract.

The purpose of this study was to determine the management of Business Centers in Vocational High Schools (2) the effectiveness of the role of Business Centers as entrepreneurship learning units in Vocational High Schools, (3) Empowerment of Business Centers as a means of fostering entrepreneurial characteristics in students. The method used in this research is Systematic Literature Review (SLR) by collecting and analyzing journals related to keywords. Based on the literature study conducted, it was found that the Management of Vocational High School Business Centers has an average of 3 sections. The first part is the photocopy room, used for the practical activities of students majoring in Office Administration and Sharia Banking, the second part is the production room, used for the practical activities of the marketing department, the third is the entrepreneurship room, used for students majoring in Marketing, but students majoring in Office Administration, Accounting, Banking Syariah is also actively involved in the management of the Business Center in the entrepreneurship space. (2) The role of the Business Center as an entrepreneurship learning unit in Vocational High Schools is very good as can be seen from the increasing enthusiasm of students in participating in entrepreneurship learning, with the Business Center students have a place to practice entrepreneurship theory that has been taught by the teacher. In addition, students become tenacious, creative and active in doing entrepreneurial assignments given by the teacher. (3) Empowerment of the Business Center as a means of cultivating entrepreneurial characteristics for students has gone well, it can be seen from some students, most of the students have been able to read business opportunities, and can manage sales finances. Thus it can foster the characteristics of an entrepreneurial spirit in students.

Keywords: Entrepreneurship Learning, Vocational High School, Business Center.

INTRODUCTION

Vocational education is a place to prepare students to become productive human beings, able to work independently, to fill existing job vacancies in accordance with the competencies in the expertise program they choose. Jin & Cho, (2018); St-Jean & Mathieu, (2015); Wardana et al., (2020); Yang & Kim, (2020) to become independent and productive, Vocational High School students need to change their way of thinking by not being workers, but becoming someone who opens new jobs for others, because currently competition in the business world is very tight along with the number of jobs that are not proportional to the number of workers.

The courage to do business is the main capital that a person must have to enter the world of work (Blue & Grootenboer, 2019; Palladan & Muhammad, 2021). In fact, the interest in entrepreneurship for Vocational High School graduates is still very low. This is because the practice of carrying out entrepreneurial activities is not easy (Rashied, 2018; Van Hai Trieu & Pavelková, 2022; Wardi et al., 2019). Excessive fear of failure and loss often haunts one's soul when starting a business. To realize the goals of education, especially at the Vocational High School level have developed and implemented entrepreneurship lessons in the national curriculum for the Vocational Middle Level (Hernández-Sánchez et al., 2019; Nuseir et al., 2020). This lesson is given to SMK following their respective expertise competencies with theory and practice. This combination is expected so that students will have the provision of knowledge and skills after graduation. Because the entrepreneurship learning given since SMK will foster an entrepreneurial spirit for provisions after graduation.

Hägg & Gabrielsson, (2020) states that a country will prosper if entrepreneurs in a country reach 2% of the total population. Indonesia is very aware of the importance of entrepreneurship education for the advancement of Indonesia's human resources to respond to future challenges. According to Badzinska, (2021); Mittal, (2021) the objectives of holding entrepreneurship learning are (1) building entrepreneurial character (2) preparing entrepreneurship learning services based on business practices (3) preparing industry teaching pilots in Vocational High Schools (4) preparing vocational high school graduates to become entrepreneurs. There are still many educational institution personnel who consider entrepreneurship subjects as complementary, so that the learning process is not carried out as seriously as providing

other skills lessons. This gives an indication that educational institutions are considered incapable of implementing entrepreneurship learning (Amelia et al., 2021; Lutfiani et al., 2020). However, these ideal activities often receive inappropriate feedback. Feedback that is not expected from the school education environment, among others, is that there is still a lot of the notion that learning entrepreneurship will produce tradesmen or entrepreneurs on an SME scale, so that people value employees more than entrepreneurship.

Many media can be a tool for developing entrepreneurial potential in the school environment. First, forming a student activity unit in order to train entrepreneurial competencies by making various types of student handicrafts. Second, making an honest canteen which is intended to train students' honesty because honesty is one of the characteristics of someone who has an entrepreneurial character. Third, student entrepreneurship training with hands-on practice in the entrepreneurship laboratory, namely the Business Center (Ghemawat, 2002; Margherita & Heikkilä, 2021). The Business Center is a place to conduct trading business by involving elements of education in accordance with relevant competency competencies and can be implemented in a combination system with other expertise systems (Hakim, 2020; Nasution et al., 2019; Public et al., 2020). The role of the Business Center is a place for training and education for students that functions as a facility for school production units and as an entrepreneurship laboratory for students to carry out entrepreneurial practices, calculations or bookkeeping. The existence of this practice is expected to motivate students in fostering interest in student entrepreneurship. In this study, what is meant by a Business Center is a place in the school environment that functions as a center for activities related to the buying and selling of goods and services by utilizing all available resources at the school concerned.

According to Agunawan, (2020); Baskoro & Maulidian, (2019); Bismala et al., (2019); Gozali et al., (2020); Lutfiani et al., (2020) The objectives of the Business Center program are as follows: (1) Realizing the establishment of a trading business laboratory that functions as a vehicle for social and economic interaction for school residents, especially students and teachers. (2) Producing SMK graduates who have an entrepreneurial spirit and interest and are ready to be independent in an effort to improve the function of education as an institution that creates productive generations.

Based on the description above, a novelty or an update of this research can be raised on the development of entrepreneurial learning thinking in business incubators at Vocational High Schools. From the background and previous research as described, the research aims to complete the gaps in previous studies by conducting a comprehensive study of entrepreneurship learning and to prepare graduates for any profession that has entrepreneurial characteristics (Maroufkhani et al., 2018; Rakib et al., 2020; Wardi et al., 2019). By developing an understanding of entrepreneurial practices in the business center for all professions produced by the school. Researchers were motivated to conduct this research because of the important role of vocational high school students to always provide assistance, both moral and material, to economic development. And students are expected after graduating from school to be able to create jobs, not looking for work, from the entrepreneurial soft skills they already have.

THEORETICAL

The review of the theories described in this research comes from several relevant previous studies, as the basis for the theoretical framework, determination, and research analysis. Furthermore, in this section, a succession of discussions about :

Entrepreneurship Learning

Entrepreneurial learning design means a pattern that is used as a basic guideline in the form of global policies through stages directed at carrying out ideal interactions between managers of educational institutions, educators and students, which are planned and organized in the mechanism of education management and contain factors for the design of activities to learn entrepreneurship (Hendratmi & Sukmaningrum, 2018; Ionel & Alexandru-Gabriel, 2019; Mittal, 2021). Implementing these learners can be carried out in educational institutions both in formal and non-formal education. It can even be done in an informal educational environment.

Monica et al., (2020); Patil et al., (2021) Entrepreneurial learning is the latest international study and continues to be researched and developed dynamically in all parts of the world. Entrepreneurship learning is carried out starting from universities, middle schools, elementary schools until there are playgroups of entrepreneurship for children. The development of entrepreneurship learning around the world is none other than the

increasing awareness of the importance of entrepreneurial character in young people who are creative, innovative and dare to manage risks. This is also clearly explained by Salvador et al., (2019); Suroso et al., (2021) that a country will prosper if entrepreneurs in a country reach 2% of the total population. Indonesia is very aware of the importance of entrepreneurship education for the advancement of Indonesia's human resources to respond to future challenges. the objectives of holding entrepreneurship learning are (1) forming entrepreneurial character (2) preparing entrepreneurship learning services based on business practices (3) preparing industry teaching pilots in SMK (4) preparing vocational graduates to become entrepreneurs (Niati et al., 2021; Sembiring & Tanjung , 2021; Shibin et al., 2020).

In the development of today's world, the government is required to have an entrepreneurial spirit. By having an entrepreneurial spirit, the bureaucracy and agencies will have innovation, optimism and compete to create new ways that are more efficient, effective, innovative, flexible and adaptive. Based on this explanation, it can be concluded that the purpose of learning entrepreneurship is to provide students with provisions on how to become a good entrepreneur and to form a complete human being, as a human being who has the character, understanding and skills as an entrepreneur.

Business Center

This is where every educational institution is required to optimize the use of the laboratory. In fact, the procurement of laboratories in every educational institution is a necessity and a necessity. Based on the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards in Chapter VII Article 43, Paragraph 1 which reads the types of Natural Science Laboratory (IPA) equipment, Language Laboratories, Computer Laboratories, and other learning equipment in educational units are stated in the list contains the minimum types of equipment that must be available. There are several types of laboratories, according to Baskoro & Maulidian, (2019); Bismala et al., (2019); Dahms & Kingkaew, (2016) in terms of the field of work, school laboratories can be divided into several types, namely, science laboratories, biology laboratories, chemistry laboratories, library laboratories, entrepreneurship laboratories, and others. The Business Center is an entrepreneurship Laboratory. Definition of Business According to the Big Indonesian Dictionary wikipedia

(online) Business is a commercial venture in the world of trade, business sector, or trading business. In line with that, business in the English-Indonesian dictionary "business" means "company, affairs, or business". The role of school laboratories according to Baskoro & Maulidian, (2019); Bismala et al., (2019); Dahms & Kingkaew, (2016), among others: (1) Laboratory as a place to train skills and habits of finding a problem and being conscientious. (2) The school laboratory as a place that can encourage the spirit of students to deepen the understanding of a fact being investigated or observed. (3) Laboratory as a place for students to develop their knowledge and gain knowledge, new insights.

In this study, what is meant by a Business Center is a place in the school environment that functions as a center for activities related to buying and selling of goods and services by utilizing all available resources at the school concerned. The Business Center for students can function as a place to improve skills where students are conditioned as if they are really involved in the job market. students through the Business Center can practice selling services and planning work, calculating production costs and selling costs, carrying out work, controlling quality and selling the goods they work on. In its implementation, the Business Center provides merchandise for students to take and resell in their respective neighborhoods. Thus students can directly practice retail business and will enjoy the benefits derived from their business. Therefore, graduates at SMK are able to become successful and independent entrepreneurs in the future.

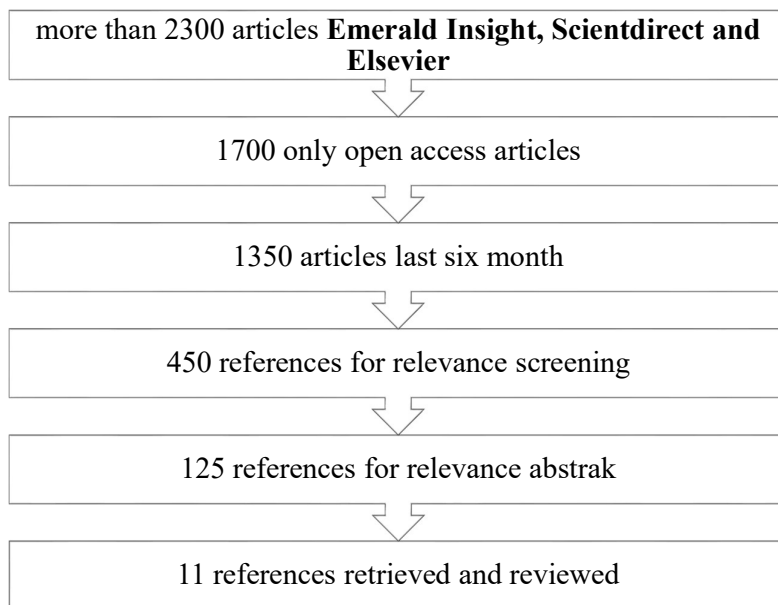
RESEARCH METHODS

In this study using systematic literature (Systematic Literature Review / SLR) which discusses problems in entrepreneurship learning in business centers in Vocational High Schools. Literature study research is a process or activity of collecting data from various literature such as books and journals to compare the results of one study with another (Nowell et al, 2014).

The purpose of this literature study research is to obtain a theoretical basis that can support solving the problem being researched and reveal various theories that are relevant to the case, more specifically in this research the researcher examines problems in entrepreneurial literacy at the tertiary level. This literature study is a comprehensive summary of several research studies that are determined based on a particular theme. The

data used in this research is secondary data obtained not from direct observation, but obtained from the results of research that has been conducted by previous researchers.

The secondary data source obtained is in the form of articles from reputable journals with predetermined themes. The literature search in this literature study uses the Emerald Insight and Scintdirect databases. The search for published articles on the search engines (Search Engines) above uses the keywords: "Entrepreneurship Learning and Business Center". The search process or search process is used to obtain relevant sources to answer the research question (RQ) and other related references using Search Engine Dimensions (<https://www.emerald.com/insight/>). From the identification results obtained more than 2300 articles from Emerald Insight. Furthermore, articles were filtered according to access criteria, year, type of content and abstract analysis. As a result, 125 articles were obtained. From the title of the article, then filtered based on the feasibility of the topic of digital transformation through abstract analysis, the results obtained were 11 articles. In detail, it looks like in the following image:



Gambar 1. Diagram Alir Penyaringan Artikel

RESULTS AND DISCUSSION

RESULTS

The results of the study of selected articles answer the formulation of the problem regarding the distribution of journals that discuss Entrepreneurship Learning in Business Centers at the Vocational High School level, as follows:

Table 1. Distribution of Journals on Entrepreneurship Learning in Business Centers at the Vocational High School level

No	Journal Name	Journal Link	Indexation	Total
1	Journal of Assian Business and Economics Studies	Journal of Asian Business and Economic Studies Emerald Insight	Emerald Insight	2
2	Entrepreneurship theory and practice	Entrepreneurship theory and practice Elsevier	Elsevier	2
3	Journal of Enterprising Communities: People and Places in the Global Economy	Journal of Enterprising Communities: People and Places in the Global Economy Emerald Insight	Emerald Insight	3
4	European economic review	European economic review ScienceDirect.com by Elsevier	Sciencedirect	4
5	Journal of Economic behavior & organization	Journal of Economic behavior & organization ScienceDirect.com by Elsevier	Sciendirect	2
6	International Journal of Educational Development	International Journal of Educational Development Elsevier	Elsevier	3
7	Journal of Small Business Management	Journal of Small Business Management Taylor & Francis Online	Taylor & Francis Online	3
8	Education + Training	Education + Training Emerald Insight	Emerald Insight	5
9	Journal of entrepreneurship education	Journal of entrepreneurship education Emerald Insight	Emerald Insight	1
10	Journal of Business venturing	Journal of Business venturing Elsevier	Elsevier	3
11	Journal of European industrial training	Journal of European industrial training Emerald Insight	Emerald Insight	1

Source: processed by researchers, 2023

Discussion

Business Centers in Vocational High Schools generally have a management board consisting of several sub-sections and each has their own duties and responsibilities. The composition of the management of the Business Center at the Vocational High School is formed in order to be able to achieve the goals of the Business Center that have been set. The management of the Business Center/upj apk copy room is currently not going well due to hampered facilities and infrastructure and the place is still under repair, so that previously students majoring in Apk were assigned to picket in the photocopy room moved to the Business Center Pms marketing room.

Baskoro & Maulidian, (2019); Bismala et al., (2019) so that all activities in the Vocational School Business Center are under control, a Business Center management, organizational structure and duties and responsibilities are formed. There are many functions of the SMK Business Center organizational structure. Humanities et al., (2020); Lutfiani et al., (2020) states that there are 4 functions of the organizational structure of the Laboratory, namely facilitating practice and research planning, facilitating the management of research and practice activities in the Laboratory, facilitating reporting and accountability of all activities in the Laboratory so that they are easily evaluated, facilitating the supervision of all activities in the Laboratory . In its implementation, the management of the Business Center at Vocational High Schools is running well enough, this can be proven by the existence of an organizational structure, the management of the Business Center at Vocational High Schools is running according to their duties and responsibilities. But regarding the facilities and infrastructure in the Vocational School Business Center, it is still lacking in maintenance. This can be seen in the Business Center, which mostly switches functions, for example, there are production rooms used as Warehouse rooms.

In every school of course there is Entrepreneurship learning, especially in the Marketing, Accounting and Office Administration majors, even in other majors there is also entrepreneurship learning. It is not enough if entrepreneurship learning is done only in theory in class. Therefore schools usually provide a place to practice entrepreneurial activities. One of the places for entrepreneurship learning practices owned by Vocational Schools is in the form of a Business Center. With the existence of a Business Center at Vocational Schools, students can do hands-on practice in accordance with the theory that

has been taught by the teachers. Many student activities are carried out at the Business Center, starting from product arrangement, display arrangement, managing finances, recapping purchases, marketing goods to customer service. With the Business Center as a place to practice entrepreneurship learning, it is easier for students to understand and understand about entrepreneurship learning, and teachers can easily explain it to students (Amelia et al., 2021; Baskoro & Maulidian, 2019; Humaniora et al. , 2020; Lutfiani et al., 2020).

According to Ghina & Sinaryanti, (2021); Nasution et al., (2019) the objectives of holding entrepreneurship learning are (1) establishing entrepreneurial character; (2) preparing business practice-based entrepreneurship learning services; (3) preparing a pilot teaching industry in SMK; (4) preparing vocational graduates to become entrepreneurs. In order to achieve this goal, the SMK Business Center creates programs that actively involve students in managing the program, starting from activities in production, helping to produce, helping to pack orders, making their own products for sale. Entrepreneurship learning through practice at the Business Center is very effective and has a positive effect on students' entrepreneurial competence. It is also easier for the teacher as a teacher to explain entrepreneurship learning through practice in the Business Center, so students can more easily understand what the teacher has explained about entrepreneurship learning.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Based on the research findings regarding the effectiveness of the role of the Business Center as an entrepreneurship learning unit in Vocational Schools, it can be concluded that with a Business Center in Vocational High Schools, entrepreneurship learning is very effective, teachers can easily explain entrepreneurship theory to students, while students can quickly understand what is explained by the teacher. The real manifestation of the management of the SMK Business Center is the management of the organizational structure and the duties and responsibilities of each division, having a clear vision, mission and goals, activity programs for teachers and students, coaching and supervision by teachers to students who carry out activities in the Business Center SMK,

teachers provide entrepreneurship learning to students before carrying out practical activities at the Business Center.

Empowerment of the Business Center as a means of cultivating entrepreneurial characteristics for students has gone well, it can be seen from several students, most of the students have been able to read business opportunities, and can manage sales finances. With entrepreneurship learning and the Business Center as a place for practice, students understand entrepreneurship and can develop the characteristics of an entrepreneurial spirit.

RECOMMENDATIONS

- 1) It is recommended for teachers managing Business Centers to further develop cooperation with trade-based employment agencies such as Indomart, Alfamart, Alfamidi, etc.
- 2) It is necessary to increase the carrying capacity of facilities and infrastructure that are more suitable for use in the Business Center. for teachers and students who have been assigned a picket schedule to stand guard at the Business Center to always maintain and care for the equipment in the SMK Business Center.
- 3) It is recommended for entrepreneurship teachers to provide additional practical assignments to students and provide entrepreneurship seminars to students.
- 4) Other researchers, so that this research is used as a reference to develop research on Business Centers in improving Entrepreneurship learning.

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