

Entrepreneurship education in the vocational high school of agribusiness and agrotechnology fields

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Abstracts. This research aimed to know the pattern of entrepreneurship education in the vocational high school of agribusiness and agrotechnology fields. This research used the qualitative method with a case study approach. The technique of participants determination used snowball sampling. Research participants are teachers of entrepreneurship subjects and vocational subjects (productive) of Agribusiness and Agrotechnology expertise in SMK Negeri 1 Temanggung and SMK Negeri 1 Bawen. The data were collected through interviews, observations, and other relevant sources. The data analysis technique referred to the Interactive Model of Miles, Huberman, and Saldana which includes data collection, data condensation, data display, and conclusion. This research found a pattern of entrepreneurial education consists of four stages: input, process, output, outcome. The primary strategy of entrepreneurship education is (1) learning strategies of collaboration and integration of entrepreneurial subjects with vocational subjects, (2) entrepreneurial growth strategies in schools. Entrepreneurial education outcomes are: (1) graduates choose careers as entrepreneur directly after graduating from the school, or indirectly after working first, (2) graduates can develop and expand the market.

Keywords: entrepreneurship education, agribusiness, agrotechnology entrepreneurship, vocational entrepreneurship

Introduction

Future generations will face uncertainty in the labor market, such as the reduction of the period of employment with a company, the limited period of the employment contract, and the growing service sector. Therefore, it will be necessary for safe jobs and long-term in the future. The entrepreneurial job is secure employment and long-term so that it can be as career options for the future (Frank, Korunka, Lueger, and Mugler, 2005). Therefore, future generations need to be awareness to create jobs and not just searching for employment. The job creation will provide employment opportunities also for others (Suryana & Davis, 2013). Entrepreneurship awareness can be given in the form of entrepreneurial education and entrepreneurial training (Alma, 2017; Gutiérrez & Baquero, 2017).

Entrepreneurship education has been much given to schools in developed and developing countries. Organization For

Economic Co-Operation And Development recommends the entrepreneurship to all gender (OECD, 2017). Bell (2015), in his research, has developed attitudes of entrepreneurs generation with ways to provide opportunities for students to gain experience and grow in the learning process. Elert, Andersson, & Wennberg (2015) have researched the long-term impact of entrepreneurship education and entrepreneurship training in secondary school in Sweden against the entrepreneurial capabilities and the performance of graduates. According to Abdul Karim (2016), Malaysia includes entrepreneurship education in the curriculum at the college. In Indonesia, the civilizing entrepreneurship program has been conducted since 1995 through a presidential instruction (Hariyanto, 2012).

Nevertheless, an increasing number of entrepreneurs in developing countries is still slow even though entrepreneurial education is already included in the curriculum in schools and colleges. Meanwhile, small and medium

enterprises (SMEs) are the backbone of the economy in ASEAN. As much as 89%-99% of companies in ASEAN are SMEs. SMEs provide employment amounting to 52%-97% (World Economic Forum, 2017).

Entrepreneurship is a crucial factor in economic development. Entrepreneurship determines the speed and accuracy of the financial system to identify and respond to profit opportunities in disequilibrium situations. Entrepreneurship can increase the rate of economic growth over time (Harper, DA, 2003). Entrepreneurship is the process of taking advantage of opportunities or create opportunities through innovation to have more value. Therefore, entrepreneurship requires a strategy to win the market, taking advantage of opportunities and risk. Additionally, entrepreneurship requires knowledge of economics, psychology, management science, and organizational behavior. Economic knowledge to study the market process, motivation and psychology to study sociology, and organizational behavior to explore aspects of entrepreneurial innovation (Brown, & Ulijn, 2004).

Entrepreneurship is the act holistic, visionary, innovative, responsible and proactive approach to identify and capitalize on opportunities. Entrepreneurship can be learned in track entrepreneurial (Van der Sijde, Ridder, Blaauw, & Diensberg, 2008). Entrepreneurial attitudes, skills, and behaviors (Volkman, Wilson, Vyakarnam, and Sepulveda, 2009). Entrepreneurial requires the individual or group who actively identify, evaluate, and take advantage of the situation as an opportunity. Therefore, entrepreneurship involves action. Entrepreneurial action is the Act of the creation of new products and entry into new markets (Hisrich, Peters, & Shepherd, 2017).

Entrepreneurship education is learning the entrepreneurial competence presented a formal and structured to help students choose a career entrepreneur, and prepare students to start and run his own business. Students are expected to recognize commercial opportunities, has the knowledge and skills to act, develop awareness of entrepreneurship as a career. Entrepreneurial competence consists of concepts, skills, and mental awareness. Entrepreneurship competence is used by individuals during the process of startup and grow his business. Therefore, the

primary focus of education is to identify and develop entrepreneurial qualities, skills, and competencies required of entrepreneurship (Manimala, M.J., & Thomas, p., 2017). Entrepreneurship education is related to increased awareness of entrepreneurship in students through learning about entrepreneurship, and the role of entrepreneurship in the economy and society. Entrepreneurial education to equip students with the knowledge and skills (competencies) to start up and develop businesses (Fayolle, 2007).

The purpose of education entrepreneurship according to the International Labour Organization (ILO) is to develop entrepreneurial skills, attitudes, and mindset among young people. The goal in a broader scale is for the creation of a culture of entrepreneurship. Entrepreneurial education program conducted by the ILO are: (1) develop a positive attitude towards sustainable business and work independently (entrepreneurial) in the community, (2) creating awareness of entrepreneurship as a career option for the young, (3) provide the knowledge and practices of entrepreneurship, (4) gives the challenge to start and operate a business that is sustainable, (5) facilitating the transition from school to work for the understanding of the functions and operations of the company sustainable (De Rezende, t. l., & Christensen, j. d., 2009).

Entrepreneurship education should be integrated into the Vocational Technical Education program so that it will produce graduates who have entrepreneurial skills. Entrepreneurial skills can be used for productive activities independently. The integration of entrepreneurship education in Vocational Technical Education programs will help improve the quality of students and produces high productivity in the business world. Thus, entrepreneurship education will have implications for the nation's economic well-being encourages (Ogowewo, 2012).

The formation of an entrepreneur can be done via three track that is heredity, the environment, and exercise. The factor of heredity means someone who comes from a family of entrepreneur will internalize the values of entrepreneurship early on. The elements of the social environment and conducive friendship towards entrepreneurship resulted in the values and customs of the entrepreneur will get in and

absorbed through everyday sociality. Aspects of training and education is a structured effort to build entrepreneurial skills and viewpoints to do entrepreneurial actions (Ciputra, 2008).

The students of General High School (GHS) and Vocational High School (VHS) should be taught the basic concept of entrepreneurship as a basic competence so that graduates will be able to successfully work in the business world or continue studies to a higher level. The idea of entrepreneurship being taught include: (1) the nature of the business environment and business, (2) the organizational structure of a business, entrepreneurial philosophy (3), (4) the legal aspects of business contracts, factors of production (5), (6) sales and marketing (7) Registration (Ogowewo, 2012).

Hariyanto (2014) found that the integrated model of entrepreneurial teaching in the productive sector of VHS in the expertise of the construction engineering can enhance students' entrepreneurial readiness. Entrepreneurial subject and construction engineering subject mutually synergize. Its implementation completed with: (1) the model set in the form of the book model, (2) learning implementation plan (RPP) that integrated, (3) modules of entrepreneurial learning, (4) practice learning job sheet of productive field, (5) the evaluation device as a representation of student performance against the readiness of entrepreneurship.

Meanwhile, Lastariwati (2014) found that the productive entrepreneurship model of tata boga in VHS is useful in creating values, attitudes, and behavior of entrepreneurship. The entrepreneurial model implemented the integration of entrepreneurship in the productive process. The entrepreneurship process approach includes exploration, facilitation, business plans, actions, and results. The material of the entrepreneurship process developed in the topics and unit integration, in a productive learning activity attached the duties and responsibilities. Students did active learning through learning with real experience.

In addition, Manimala, M.J., & Thomas, p., (2017) stated some of the innovative methods that can be used in education and business, namely: (1) work-related learning, (2) experiential learning, (3) action-learning, (4) active learning, (5) cooperative learning, (6) learning through parables, (7) game-based

learning, (8) problem-based learning, (9) case method, (10) project method, (11) business plan, (12) role-plays and simulations, (13) study visits, (14), assignments (15) lectures by role models, (16) e-portfolio based pedagogies, (17) incubation support.

Testa & Frascheri (2015) found the failure caused learning in entrepreneurship education using simulation for large companies and not a simulation start-up for small businesses. Students are taught management that emphasizes the business plan in general, such as marketing, finance, and accounting. Entrepreneurship education in schools is less effective because entrepreneurship is given without direct experience. In Indonesia, entrepreneurship education in secondary schools usually taught only as a theory of corporate management and entrepreneurial practices rarely taught directly.

This research aimed to know the pattern of entrepreneurship education in Vocational High School of Agribusiness and Agrotechnology fields. Vocational High School was selected as the study because entrepreneurship is usually closely related to vocational productive activities. According to Frank, et al. (2005) the process of education has a considerable influence on the entrepreneurial orientation of students. Meanwhile, the Vocational High School students had the idea of a start-up entrepreneurial more clearly and chose entrepreneur as an alternative career. This research is expected to contribute to the theoretical concepts in education entrepreneurship in Vocational high schools, especially in the field of agribusiness and Agrotechnology.

Research Method

This research used the qualitative method with approach case studies. This research was carried out starting October 3, 2017, until November 29, 2017. The analysis was carried out in Vocational High School of Agribusiness and Agrotechnology fields in Central Java, namely SMK Negeri 1 Temanggung and SMK Negeri 1 Bawen. The school has been accredited A by National Accreditation Board. The school was designated by the government as a school reference (model) for vocational high schools on its territory based on the achievements of the school.

The unit of analysis in this research is entrepreneurship education in the expertise field of agribusiness and agrotechnology in vocational high schools. The data collected in the form of text interviews with teachers of vocational and entrepreneurship. The technique of determination of the participants used snowball sampling. Participants in the study were the two teachers of entrepreneurship subjects and vocational subjects (productive), and one teacher of vocational subject. Triangulation of the data is done through observation and other secondary sources. The technique of data analysis refers to Analysis of the Interactive Model of Miles, Huberman, & Saldana (2014) that includes data collection, data condensation, data display, and conclusion.

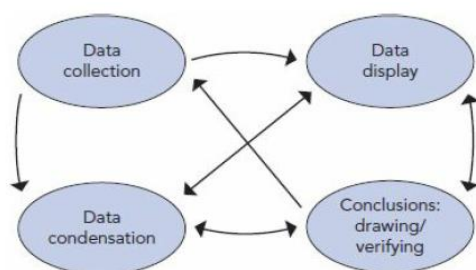


Figure 1. Analysis Interactive Model of Miles, Huberman, & Saldana (2014: 10)

Finding and Discussion

Finding

Research findings obtained are the inputs, processes, outputs, and outcomes of entrepreneurial education. The primary input of entrepreneurship education is the students and teachers. The following excerpts of interviews with teachers of entrepreneurship. *“begini mereka masuk ke kampus ini saya menanyakan. ... ‘kamu masuk ke kampus ini tujuannya untuk apa? Kalau kamu sudah lulus mau apa? Yang mau kerja di perusahaan swasta siapa? Yang mau kerja jadi PNS siapa? Yang mau mandiri siapa?... Tapi kalo kamu mau berwirausaha atau mau bekerja baru peningkatan karier, silahkan nyaman di sini.’ Nah, kemudian kaitannya dengan wirausaha, saya mulai mengajak mereka, menggiring mereka. Saya lihat latar belakang orang tua (E/Yd.1.1).”* Based on the interview meant that teachers have been directing career students since the first entry to the school, whether the students will be working,

independent, or continue. Students who have a background of the families cannot afford or traders, then since the beginning directed towards entrepreneurship.

Entrepreneurial subjects teachers and teachers of vocational subjects (productive) role in educational entrepreneurship. Also, the teacher must be able to collaborate with teachers of all disciplines (G/Yd 1.4), often follow entrepreneurial training (V/Yd 1.1), and has a vast knowledge (V/1.3 Yd). Based on interviews with a teacher named Sm can mean that teachers should have an entrepreneurial venture or a business because the submission of material can match the fact so the stronger students. The following excerpt of an interview with a teacher named Sm that has the chicken farm. *“Saya punya peternakan ayam walaupun kecil, tapi ya alhamdulillah ya bisa memberi tambahan pendapatan yang cukup signifikan di saya (O/Sm1.2). Pengalaman konkrit, pengalaman nyata akan lebih bisa mengena kepada anak-anak dari pada sekedar cerita... (O/Sm1.1).”*

The process of entrepreneurial education encompassed learning strategies, instructional materials, assessment, motivation, and conditioning the entrepreneurial character. Learning strategy includes several strategies, namely: (1) integration and collaboration with vocational subjects (2) visits to the outside, (3) cooperation with the eksternal, (4) growth of entrepreneurship in schools, (5) assignment, (6) project work.

Entrepreneurship teachers often do learning strategies of integration and collaboration with productive subjects (G/Sm1.1-4, G/S1.1, G/Yd1.1-4). The integration is done through the practice of productive subjects using: (1) students are selling their products of training, (2) the students calculate the profit to be earned, and (3) material connected with entrepreneurship and vocational fields. The following excerpt of an interview with a vocational teacher. *“...jadi ne’ kewirausahaannya memang kita semua praktik pengolahan mereka harus menjual, karena kita ajari untuk berwirausaha...(C/S1.3).”* Meanwhile, the collaboration is done in the following way. Entrepreneurial subject teachers guided students in making the business design (the proposal), while the productive subjects teachers guided in implementing proposals or making products. The following excerpts of interviews with

teachers of entrepreneurship. “...anak kan disuruh mencoba untuk membuat sebuah rencana di program keahlian masing-masing. Setelah itu nanti kalau praktiknya ...'nitip di produktif (G/Sm1.1).” “... guru kewirausahaan kolaboratif dengan guru produktif (G/Yd1.2).”

Learning strategies visits outside of the school environment carried through visits to the corporate world or home industry (H/Sm 1.1), and a visit to the exhibition of products of small, medium enterprises (SMEs) (T/Yd 1.1). The strategy of learning done through external cooperation with industry led by alumni who work in the industry through the Teaching Alumni programme (Q/Yd 1.2). Entrepreneurial growth strategy in school is done through the means of production units and teaching factory. Also, students are given the opportunity to sell a product that it generates in the school environment. The following is an excerpt of the interview guru Bc and teachers about the growth of entrepreneurial Yd at school. “... *Unit Produksi untuk perkebunan, ditambah THP. Kemudian seiring dengan perkembangan waktu dan... kebutuhan peningkatan kualitas pendidikan ditambah dengan adanya Teaching Factory (N/Yd1.1).* “*Di sekolah kami itu kan kegiatan wirausaha khususnya marketing itu agak digelorakan. Jadi sekolah membuka kran setiap anak itu untuk boleh berjualan di sekolah dengan membawa produk dari rumah ke sekolah (N/Sm1.1).*”

The learning strategy of the assignment is done through the appointment of students to design business then presented (I/Sm 1.1). Also, students were given the task of creating leaflets as a means of product promotion and learning strategies of project work done by students independently or in a group in an industrial scale household that implemented on class XIII. The following is an excerpt of the interview with a teacher named Yd. “*Mereka saya suruh mendesain ini ... [Guru Yd memperlihatkan karya siswa berupa leaflet dan desain usaha], mereka mendesain leafletnya untuk promo (I/Yd1.1-2). ... Kelas empatnya project work. Itu yang mulai ke skala industri rumah tangga (F/Yd1.4).*”

On the cognitive aspects of entrepreneurship, the material presented includes entrepreneurial management, preparation of business proposals, marketing the product (F/1.3-4 Bc), and calculation of loss and

profit (C/Sm 1.1). Vocational materials associated with entrepreneurship are production techniques, product quality, and product safety (C/S P/S 1.1, 1.8). The following is an excerpt of the interview with a teacher named Sm. “... *prinsip-prinsip kewirausahaan seperti... pentingnya manajemen, pengelolaan, itu juga ...kami ajarkan. Mengapa harus merencanakan, itu penting (F/Sm1.1).*”

Meanwhile, the assessment of the results of the study includes cognitive, psychomotor, and affective. Cognitive assessment was taken from a written test, oral tests, portfolios, and the task of making the business proposal — psychomotor assessment is drawn from the practice of making the product, presentation of projects, and product sales. The affective evaluation includes the entrepreneurial attitude, among others: the ability to look for opportunities, discipline, work productively, high spirits, the ability to communicate. Another attitude assessment is carried out in cooperation with teachers PKn (Civics), religion, and counselling guidance (M/Yd M/Sm 1.2, 1.1-5). The following excerpts of interviews with a teacher named Yd. “... *ada nilai pengetahuan, nilai keterampilan, dan nilai sikap. Sekarang nilai sikap di bawah PPKn dan BP dan guru agama. Tapi saya masih menilai sikap. Nilai pengetahuan saya ambil dari...ulangan harian, dari tugas, dari lisan. Kemudian nilai ketrampilan saya lihat dari keseharian mereka, kegiatan praktek. Mulai ketrampilan...menggali ide, mengemukakan ide, membuat proposal, sampai projectnya. Sampai praktiknya (M/Yd1.2).*”

In the learning process, students are always given the motivation for entrepreneurship. Motive is provided by (1) communicating the great people who succeed in entrepreneurship, (2) describes entrepreneurship as a future work, (3) shows the home industry can survive, (4) communicating the success of alumni as entrepreneur, (5) provide solutions for starting a business while working in the industry, (6) revealed the income of entrepreneurs not limited than factory workers, (7) a direct view of young people who succeed in entrepreneurship, (8) revealed a great opportunity if self-employed in agriculture, and (9) entrepreneurs have the freedom of time (E / Sm.1.1-8, E / Yd.1.3-5). Here are excerpts of interviews of a teacher named Sm. “*Saya katakan, wirausaha itu pendapatannya tidak terbatas. Hari ini lima puluh ribu, besok piye carane dadi satus ewu,*

besok lagi piye carane bisa jadi seratus lima puluh, kita yang menentukan. Tapi kalau kamu jadi pekerja pabrik, tergantung UMR...(E/Sm.1.7)”

The growing entrepreneurial character carried out during the learning process through habituation everyday in school, for example, while it is the practice in the laboratory or learning in the classroom (C / S1.7). Entrepreneurial character instilled among others, discipline, responsibility, optimism, self-efficacy, enjoyed the challenge, cultural quality, independent, hard work, honesty, respect for others, love the environment, leadership, toughness, loyalty, patience, perseverance, seize opportunities, and focus on the job (D / Sm1.2, D / S1.1, D / Yd1.2-8). The following excerpt interviews with a teacher named Yd. *“Kemudian leadership, intinya tu kemandirian. Ya itu sudah meliputi tanggung jawab, kejujuran, kesetiaan, kemudian ketangguhan ya. Itu harus mereka miliki semua (D/Yd1.7).”*

Output student of the learning process of entrepreneurship among others have managerial skills of entrepreneurship, the ability to design business (to make a proposal), have entrepreneurial character, the ability to manufacture products to packaging, the ability to market products, has an interest in entrepreneurship, more open to entrepreneurs, and has a self target for entrepreneurship (F / Yd1.7-10, C / S1.4, G / Sm1.4). The following excerpt interviews with a teacher named Yd. *“...entrepreneur kita belajar kewirausahaannya, belajar akuntansi, belajar managerial. Manajemen kita harus tau (F/Yd1.10).”*

The outcome of entrepreneurial learning is graduates who choose the path of entrepreneurship. The following excerpts of interviews with teachers of entrepreneurship. *“...begitu lulus langsung memutuskan, ‘bu, saya mau wirausaha. ... Saya mau ngingu domba sama puyuh’. ... Ternyata alhamdulillah berhasil. Dia lulus baru tahun 2016 (K/Sm1.1).”* *“Apalagi yang udah pada lulus itu wah... luar biasa, mereka berani jadi eksportir segala, internasional (K/Yd1.3).”* Based on interviews that can be taken to the meaning that there is a graduate of direct entrepreneurship and there is no direct entrepreneurship. Graduates who do not use directly entrepreneurship generally worked out for several years. Also, the alumni

also can develop products and expand the market (K/Sm1.1-3, K/Yd1.1-3, L/Sm1.1).

Discussions

In this discussion, the input of especially entrepreneurial learning is student and teacher. Students who mainly have a background from economically disadvantaged families or families trader directed career as an entrepreneur. Students who are financially driven has the potential to entrepreneurship as they strive to meet their needs. By the opinion of Musrofi (2011) that the business idea can arise due to the oppressed economy. Meanwhile, students who come from a merchant family has the potential to entrepreneurship as an essential family environment in internalizing the values of entrepreneurship from an early age through habituation. Aligned Ciputra opinion (2008) that a person who comes from a family of entrepreneurs will internalize the benefits of the entrepreneur early on.

Teachers of entrepreneurship subject and vocational subjects (productive) role in entrepreneurship education. Teachers of entrepreneurship should be able to collaborate with the issues of productive, industrious and diligent training in entrepreneurship, and has extensive knowledge. Teachers of entrepreneurship should have a business so that they understand the ins and outs of entrepreneurship. Therefore, the teacher can convey the subject matter by the fact so that learning is right on target. Teacher entrepreneurship as a role model for students because students tend to imitate someone who is considered auspicious in its environment. By the theories of Albert Bandura's social learning that people learn by observing the behavior of others. The behavior displayed by someone will be studied and modified by observing and imitating models. The model is exemplary, such as parents, teachers, friends, role models, and so on (Rahyubi, 2016). According to Manimala, MJ, & Thomas, P. (2017) puts the teacher as a model, including methods Lectures by Role Models who are a method of innovative entrepreneurial education.

Entrepreneurial learning run in schools includes some learning strategies, namely: 1) the integration and collaboration with vocational subjects, 2) study visits, 3) cooperation with external, 4) the growth of entrepreneurship in schools, 5) assignment, 6) project work.

Learning strategies of integration and collaboration between the subject of entrepreneurship with the vocational subjects is the main entrepreneurial learning strategies in the field of agribusiness and agrotechnology. When making the design of business (proposals) on the subjects of entrepreneurship, the type of product to be produced by vocational fields. Furthermore, the business proposal is implemented in vocational subjects since practice for making a product until its sale. If the product can not be sold directly thus calculated the estimated benefits to be obtained. Therefore, the learning of the student has been integrated and interconnected between the two subjects. According to Fayolle (2007), entrepreneurship education should equip students with the knowledge and skills to start and grow a business. Ogowewo (2012) states entrepreneurial education should be integrated into the vocational education program so that it will produce graduates who have the entrepreneurial skills, high productivity in the business world, and improving the quality of graduates.

Entrepreneurial growth strategy at the school will support the growth of the entrepreneurial climate in the school. This strategies will foster students ' entrepreneurial souls so that graduates ready to entrepreneurship. The entrepreneurial growth strategy is done through the production units, teaching factory, and the giving of an opportunity for students to sell his/her products in school. The business unit as a vehicle of students practices skills and entrepreneurship. According to the opinion Rahayu, e. s. (2011) that the business unit at the vocational high school became an ideal container for students to sharpen the competencies and develop entrepreneurship capabilities.

The entrepreneurial character is fundamental as the foundation of a person's success in entrepreneurship. The entrepreneurial character of internalized during the learning process through the habit of positive behaviors at school. When the students through the process of making the business proposal until presented in front of classmates will be going on the process of internalization of character. The characters are internalized, among others, the ability to communicate, the capability to capture opportunities, responsibility, leadership, tough, hard working, independent, and appreciate

others. Also, the practices learning even as a means the process of internalization of character in students. While the method in the laboratory or workshop, students should follow Standard Operational Procedure (SOP) which is already specified use equipment practices, maintaining product quality, food safety and keeping halal guarantee. Thus, the characters are formed namely disciplines, educational quality, responsibility, patience, focus, and diligence. By the opinion of Remmele, B., Schmette, M., & Seeber, G. (2007) that entrepreneurship education includes the development of quality personal, personal attitudes, knowledge, and skills of formal.

People, who are successful as entrepreneurs in the same field with the students, will inspire and motivate students to be able to emulate his success. Therefore, teachers motivate students by means of 1) tells of people who succeed in entrepreneurship, 2) communicating the success of graduates in entrepreneurship, 3) make a visit to the home industry, 4) direct view of young people who succeed in entrepreneurship, 5) provides a solution to start a business, 6) explain the earnings entrepreneur is not limited than factory workers, 7) describes entrepreneurs as future work, 8) reveals great opportunities for entrepreneurship in agriculture, and 9) explain the independence of an entrepreneur in the set time. According to Bandura, observation and modeling process more impact on students (Rahyubi, 2016). By social cognitive theory described by Schunk (2012) that observing other people's success raises self-efficacy and motivation to work because he believes could succeed if others succeed.

Evaluation or assessment of learning outcomes includes cognitive, psychomotor, and affective. Assessment is done to look at the following level of learning — assessments tailored to the subject matter being taught by the entrepreneurship teacher or vocational teachers. A cognitive assessment conducted through tests, portfolios, and tasks. The psychomotor assessment was carried out through product creation practices, presentations, proposals and sales of the product. Affective assessment is done through observation of entrepreneurial attitudes or characters that appear on the students. The emotional assessment was carried out in cooperation with teachers PKn (Civics), Religion, and Counseling to assess the other attitudes.

The output of entrepreneurial learning process of agribusiness and Agrotechnology field is students have the competence of production management, entrepreneurship, the business proposal in the form of designing, producing, packaging, and market the product. Entrepreneurial learning builds entrepreneurship knowledge and fosters entrepreneurial character. Therefore, students are more open to entrepreneurship, have an interest in entrepreneurship, has a target yourself for entrepreneurship, able to capture business opportunities, and have the entrepreneurial character. The school has been to equip students with a comprehensive entrepreneurship competence to start and run a business after graduation. According to the opinion Fayolle (2007) that entrepreneurship education learns about entrepreneurship, so that raise awareness of entrepreneurship to students. Manimala, M.J., & Thomas, p., (2017) supports the opinion that education entrepreneurship delivered information of entrepreneurial competencies which consists of concepts, skills, and mental awareness as provisions to start and develop businesses.

The outcome or impact of entrepreneurship education in Agribusiness and Agrotechnology

field, namely the graduates take jobs career as an entrepreneur. Graduates can use entrepreneurship directly after graduation or work first before running entrepreneurship. Also, graduates have kreatifvitas and innovation in product development and expand the market. An environment that supports entrepreneurial climate will raise the morale and motivation of graduates to choose a career as an entrepreneur. In tune with the opinion of the Ciputra (2008) that entrepreneurial training and education is constructed a way of looking young entrepreneur and provided entrepreneurship skills. Similar to the statement of Manimala, M.J., & Thomas p. (2017) that entrepreneurship education aimed at preparing individuals able to identify business opportunities, develop awareness of entrepreneurship as a career, and equip individuals with the knowledge and skills.

Finding of entrepreneurial education pattern in Vocational High School of Agribusiness and Agrotechnology fields

Finding of entrepreneurial education pattern of Agribusiness and Agrotechnology fields in Vocational High School can explain in diagram this below.

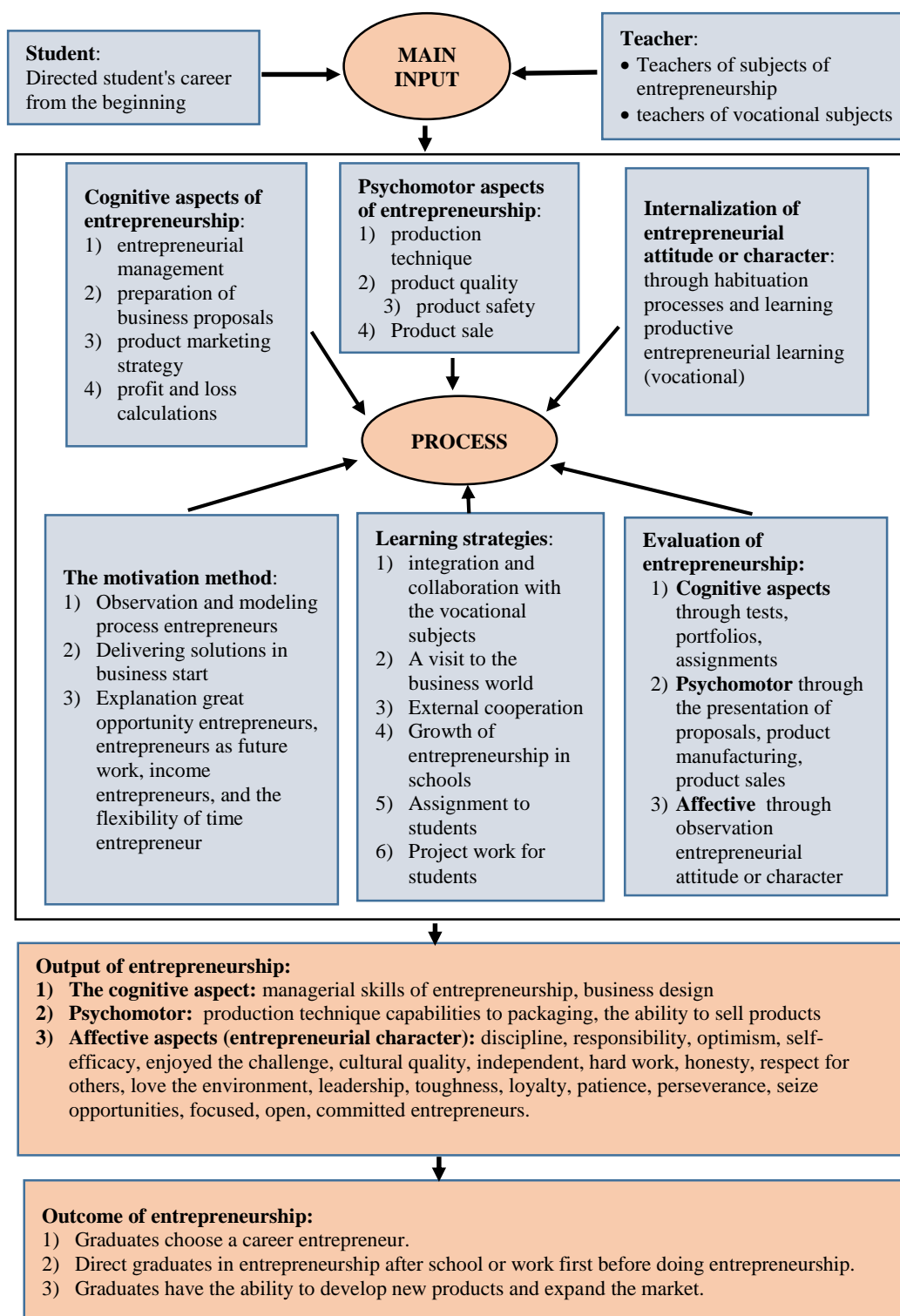


Figure 2. The entrepreneurial education pattern of Agribusiness and Agrotechnology fields in Vocational High School

Conclusion

The conclusion this research that entrepreneurial education in Vocational High School of Agribusiness and Agrotechnology fields resulted in graduates who have the entrepreneurial competencies which include knowledge, skills, and character of

entrepreneurship as for starting and developing businesses. Entrepreneurship education in Vocational High School build awareness of entrepreneurship and identify business opportunities so that students choose a career as an entrepreneur steadily.

Entrepreneurial learning strategies in Vocational High School of Agribusiness and Agrotechnology fields is a strategy of collaboration and integration between entrepreneurial subjects with subjects of productive (vocational) learning. Another essential learning strategy is the growth of entrepreneurship in schools through business units and the allowing of students to sell the products of his work at the school.

Based on the results of the research that has been done, then it can be given a suggestion for the next researcher that: (1) need to be studied more deeply about the other inputs of entrepreneurship learning and impact of entrepreneurship learning for students; (2) need to be investigated entrepreneurial culture process in the SMK (VHS).

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