

Life Skill Learning Management In Improving Entrepreneurship Student At SMK Negeri South Tangerang

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Abstract

This research is motivated by the weak life skills and entrepreneurship of Sekolah Menengah Kejuruan (SMK). The purpose of the study was to analyze and describe the management of life skills learning in improving student entrepreneurship at SMK Negeri south Tangerang. This study uses a descriptive method with a qualitative approach through observation, interviews and documentation studies. The theory that underlies this research is the theory of management and learning. The results of the study indicate that: (1) Planning by formulating policies, missions, goals and programs of each school, but has not been supported by educators and the involvement of external school parties. (2) Organizing is arranged according to the program and school resources but has not been supported by teacher resources according to the field of expertise. (3) Actuating in the process is theoretical and practical but not optimal, especially developing student entrepreneurship. (4) Controlling through mentoring and evaluation/assessment by teachers on a regular and scheduled basis but has not been maximized due to lack of resource support and development of areas of expertise. (5) barrier factors include the lack of teachers and teacher entrepreneurship competencies, and the lack of school operational budgets for the development of learning facilities and infrastructure. (6) Solutions: maximizing education staff who have expertise, effectiveness and efficiency of learning time, and are active in competitions in the field of expertise.

Keywords: Management, Life Skill Learning, and Entrepreneurship

I. INTRODUCTION

The era of global competition in the Asean Economic Community began in 2015, demanding skilled and highly competent human resources to be ready to compete in the national, regional and global arenas. The core of global competition is human Resources competition or the shift from comparative advantage to competitive advantage. The presence of the Asean Economic Community should be an opportunity and a momentum to spur economic growth in the community, especially for graduates of vocational high school level by maximizing special education patterns in order to become graduates who are ready to compete. In PP No. 19 of 2005 concerning National Education Standards it is stated that: "*Pendidikan menengah kejuruan adalah pendidikan pada jenjang pendidikan menengah yang mengutamakan pengembangan kemampuan siswa untuk jenis pekerjaan tertentu*". The reality in the field is that, in general, the entrepreneurship learning model specifically in Vocational Schools tends to be theoretical, lack of practice, teacher centers or teachers dominate learning activities, children as objects in learning so that children tend to be passive and lack creativity, leadership, group collaboration and innovation. The education curriculum SMK in implementation has not been as expected as in the SMK curriculum (Dikmenjur, 2008) that the purpose of vocational education can create students to:

((1) Memasuki dunia lapangan kerja dan mengembangkan sikap professional. (2) Mampu berkompetensi dan mengembangkan diri. (3) Menjadi tenaga kerja yang dapat mengisi kebutuhan usaha/dunia kerja industri saat ini dan masa yang akan datang. (4) Menjadi tenaga kerja yang produktif, adaptif, dan kreatif.

For SMK graduates, of course this is an opportunity to develop skills that should be obtained from school. However, the reality until now is that vocational education and graduates have not been as satisfactory as the initial goal of forming a vocational school. Education policies in Indonesia, specifically for Vocational High Schools, have not taught entrepreneurship education optimally. Though entrepreneurship education is needed to support economic growth. Until now, entrepreneurship education has not received adequate special attention so that entrepreneurship education has not run optimally. It should be time for entrepreneurship education to get treatment and support starting from supporting facilities

for entrepreneurship education and efforts to achieve a graduation that is in accordance with the competitiveness of the world of work. Entrepreneurship education plays an important role as a tangible manifestation in growing the entrepreneurial spirit. Muhadjir Effendy opinion (Tuesday, 15/9/2020), the government is still not paying attention to SMK. Despite the revitalization of Mr. Jokowi first SMK, where I worked on, of the 15 thousand SMK, only 4 thousand were handled. The rest of the SMK is what it is. In fact, there are often anecdotes of cultural vocational schools because there are no laboratories, skill centers and so on.

The constraints of facilities make the available majors that are not suitable for the needs. This causes development to be disrupted, where the needs of one sector are not met, while many workers are not absorbed because there are fewer needs. Most of our SMK majors do not match the market. For example, an office, even though it has been taken by a robot, artificial intelligence (AI). Meanwhile, in the electronics department, the tourism that is really needed is small, due to the difficulties of laboratory workshops or facilities. (source: <https://www.cnbcindonesia.com/news> downloaded 22 January 2022) The entrepreneurial spirit includes fostering innovative, creative and sportsmanship attitudes in educational methodologies which are used as the elaboration of a creative economic development. Entrepreneurship education equips students with life skills such as being confident, motivated, disciplined, confident and diligent and tenacious in doing work. Entrepreneurship education can be a good provision for students in fighting for life. The purpose of entrepreneurship education is to create people who have the understanding and skills in managing a business. Through entrepreneurship education students can learn to be confident and responsible for the business they run. In addition, for graduates who have received entrepreneurship education, they will be able to create their own job opportunities so that their job opportunities and opportunities are more wide open. One of the efforts that can be done is to build competitive vocational schools, internalize entrepreneurial values in the learning process, students are equipped with various skills according to market needs.

In addition, "*Rencana Pembangunan Jangka Panjang Dirjen Manajemen Pendidikan Dasar dan Menengah Tahun 2005-2025, pada tahun 2005-2009 perbandingan siswa SMK-SMA akan berubah dari 50:50, tahun 2010-2015 menjadi 60:40, dan tahun 2015-2020 serta 2020-2025 menjadi 70:30*" (Tyastuti in the scientific journal of mechanical engineering education, vol 3 No 2 of 2014). (<https://jurnal.fkip.uns.ac.id/>). This shows that vocational education is a top priority at the top level of formal education. However, until now, SMK graduates have not been able to answer the needs of the business world and industry. Vocational high school graduates do not yet have life skills, so many are still not working because they are unable to meet the competencies needed by the industrial world, as well as the inability to open their own jobs. The long-term development plan for the SMK must be prepared and managed, both by the government and the school. At the internal level of schools, the management of vocational education in order to produce graduates who have life skills according to the needs of the business world and industry, education and learning need to be managed properly according to the curriculum and objectives of vocational education. Management through management is a necessity for all organizations of any kind. Without management, efforts to achieve organizational goals will be difficult to achieve because without clear and systematic directions and goals. According to Handoko (2009:6), there are three main reasons for the need for management, namely: (1) to achieve organizational goals, (2) to maintain a balance between conflicting goals, objectives, and activities and the parties involved. stakeholders with the organization, and (3) to achieve efficiency and effectiveness.

Terry opinion management (Athoillah, 2010:16), "*adalah suatu proses yang meliputi tindakan-tindakan perencanaan pengorganisasian, pergerakan dan pengendalian penggunaan sumber daya manusia dan sumber-sumber daya lainnya organisasi untuk menentukan dan mencapai tujuan*". From this understanding, management is a process and action of planning, organizing, implementing and monitoring. Management in education is to manage educational activities in which or the core of education is learning that involves curriculum, educators, infrastructure, students and other learning support resources. Haling opinion (Haerana, 2016: 18), "*pembelajaran adalah suatu proses di mana lingkungan seseorang secara sengaja dikelola dan dilaksanakan secara sistemik di mana setiap komponen saling berpengaruh*".

Learning according to humanistic theory (Gintings, 2012: 29) that: (1) Students will have a learning experience point of view according to their learning needs and actively internalize their experiences into themselves, (2) Student-centered learning and learning approaches (learner centered) . (3) Emphasizing the importance of the role of motivation in students in learning. In humanistic theory, that the purpose of learning is to humanize humans, and the learning process is considered successful if students understand the environment and themselves. Every student has the potential and desire to maximize that potential. The potential here is entrepreneurial life skills.

The scope of life skills according to Arifin (2011: 242), includes: "*Aspek kemampuan, aspek kesanggupan dan aspek ketrampilan. Aspek kemampuan dan kesanggupan tercakup dalam kecakapan berpikir, sedangkan aspek ketrampilan tercakup dalam kecakapan bertindak*". As for entrepreneurship education according to Hendro (2011: 29), "*merupakan suatu konsep pembelajaran yang terpadu yang dirancang khusus bagi siswa untuk mempelajari konsep, taktik, strategi, dan pengetahuan mengenai cara memulai usaha serta mengubah pola pikir dan paradigma mengenai kewirausahaan*". Thus, entrepreneurial life skills learning management is a learning management process to improve thinking and acting skills to apply their skills as entrepreneurs in fulfilling the needs of life in the community.

Based on the foregoing, this research is focused on how the management of life skills learning in improving student entrepreneurship at *SMK Negeri* South Tangerang, specifically aims to describe and obtain an overview of: planning, organizing, implementing, monitoring, barrier factors and solutions as an effort to overcome barriers to learning life skills in improving the entrepreneurship of *SMK Negeri* students in South Tangerang.

II. METHODS

Research on life skill learning management in improving student entrepreneurship at *SMK Negeri* south Tangerang uses a descriptive method with a qualitative approach to analyze and describe field facts objectively when the research is conducted based on the researcher's point of view. Data collection techniques were carried out through interview, observation and documentation studies. Interviews were conducted with principals, teachers and students. Observations were made by observing the situation and condition of the school that was the location of the study. Documentation studies in the form of written documents, recordings etc. to support research data. The location of the research subject is *SMK Negeri 5* and *SMK Negeri 7* at south Tangerang.

III. RESEARCH RESULTS AND DISCUSSION

Life Skills Learning Planning

Planning is the process of formulating and setting goals, strategies, policies, procedures and programs, as Suandy (2001:2) defines: "Perencanaan adalah proses penentuan tujuan organisasi (perusahaan) dan kemudian menyajikan (mengartikulasikan) dengan jelas strategi-strategi (program), taktik-taktik (tata cara pelaksanaan program) dan operasi (tindakan) yang di perlukan untuk mencapai tujuan perusahaan secara menyeluruh". Life skills learning for vocational students aims to enable students after graduation to develop their skills in the community, either working in industry or opening their own business, which is the goal of vocational education at the high school level. In this case, vocational school graduates are expected to be able to develop their skills in the community to become entrepreneurs with the skills that have been obtained at school through programs, policies, and entrepreneurial learning models developed by schools according to the competency objectives to be achieved. Planning for life skills learning in improving student entrepreneurship at *SMK Negeri* South Tangerang according to the areas of expertise developed by each school. At *SMK Negeri 5* South Tangerang, the areas of expertise developed include welding techniques, graphic design and clinical pharmacy. As for *SMK Negeri 7* South Tangerang, the areas of expertise developed include: hospitality, catering, and beauty care. These areas of expertise are the policies of each school based on an analysis of the expertise needs of SMK graduates in the world of work, both in the South Tangerang area or nationally.

This area of expertise is a type of service job that is much needed in the community, and students after graduation are expected to be able to develop these skills independently as professional entrepreneurs. Education and learning programs to support the achievement of competency standards in the field of expertise in South Tangerang State Vocational Schools are prepared through short-term and long-term programs referring to the fulfillment of 8 national education management standards, and some schools have not maximally met these standards. In general, life skills education and learning programs to improve student entrepreneurship are planned through curriculum development, provision of educator standards and improvement of educator competencies, development of infrastructure to support practical activities in the field of expertise, and expanding industrial cooperation for student field work practices. Planning for life skills learning in improving student entrepreneurship at *SMK Negeri* south Tangerang has been carried out through short-term and long-term programs according to the area of expertise of each school which is integrated into curricular, extracurricular and co-curricular activities as well as school resources, but short-term programs on activities The annual and semi-annual schools have not fully received the support of educators and the development of entrepreneurial practice activities due to the lack of school operational budgets to carry out entrepreneurial activities to the fullest. In addition, the practice of entrepreneurship by involving local industry parties is still limited to collaboration for student field work activities

Life Skill Learning Organizing

Learning life skills requires a series of systematic learning in order to achieve goals. Organizing learning is an activity to divide, organize and assign tasks and responsibilities to a certain person or group in order to carry out a task in a particular field according to the objectives to be achieved. which is basically to make the management clearer, so that it can support better entrepreneurship education for students. Organizing within the organization is needed in order to optimize each organization's management in achieving its goals. Good organization will provide efficiency and effectiveness of every management process carried out, including the management of entrepreneurship education for vocational students. According to Kadarman (2001:34) stated:

Pengorganisasian adalah penetapan struktur peran-peran melalui penentuan berbagai aktivitas yang dibutuhkan untuk mencapai tujuan-tujuan perusahaan dan bagian-bagiannya. Pengelompokan aktivitas-aktivitas penegasan, pendelegasian wewenang untuk melaksanakan serta pengorganisasian hubungan-hubungan wewenang dan informasi baik secara horizontal maupun vertikal oleh struktur organisasi.

Organizing life skills learning in improving student entrepreneurship at *SMK Negeri* south Tangerang according to the goals and programs that have been planned. In organizing life skills learning activities so that all students have the same opportunity to learn, the principal as manager prepares and establishes the school organizational structure, assigns teachers in each subject for in-class and out-of-class activities or practice, authorizes teachers to develop The syllabus and lesson plans are in accordance with the respective curriculum, skill areas, and subjects by maximizing school resources. The school's strategy in increasing entrepreneurship is through learning in theory, learning in practice, practicing field work, participating in inter-school competitions, and learning to market products. Organizing life skills education and learning activities at *SMK Negeri* south Tangerang in general through in-class and out-of-class learning activities according to school programs and resources. For activities in the classroom, in general, learning is theoretical, while for activities outside the classroom, namely skills practice activities, competition activities, field work practices and entrepreneurial activities from the products produced. However, the organization of life skills education and learning activities at *SMK Negeri* south Tangerang has not been maximally supported by teacher resources according to the life skills expertise field and entrepreneurial activities are still oriented in the school environment.

Actuating Life Skill Learning

Actuating in management is the implementation of planning and organizing by moving and directing organizational resources to the goals to be achieved. Implementation according to Terry (Ulfah, 2022:154) states that: *'Pelaksanaan adalah tindakan untuk mengusahakan agar semua anggota kelompok berusaha dengan sepenuh hati untuk mencapai sasaran agar sesuai dengan perencanaan manajerial dan usaha-usaha*

organisasi'. In the implementation of life skills learning in educational institutions, the principal as a leader must be able to mobilize and direct educators and education personnel, infrastructure, and budgets according to their respective functions, duties and responsibilities as the curriculum, education program and life skills learning have been determined. In the implementation of skills learning at *SMK Negeri* south Tangerang, the teachers prepare lesson plans in the syllabus and lesson plans based on subjects and available infrastructure resources, carry out the learning process and assess learning outcomes. In the learning process, students learn hands-on practice in areas of expertise about welding, graphic design, culinary arts, beautification, and others according to supporting resources and allocation of learning time.

The practical learning process in the field of expertise is guided directly by the subject teacher and involves other education personnel in carrying out practice and developing the field of expertise, building student businesses from some of the products produced by students through school business units, and carrying out field work practices in environmental companies. South Tangerang according to the field of expertise. The implementation of life skills learning in improving student entrepreneurship at *SMK Negeri* south Tangerang has been running according to the learning program that has been set even though it has not been maximal in developing the types of fields of expertise and student entrepreneurship in several areas of expertise. Learning life skills and student entrepreneurship practices is still limited in the school environment due to the lack of support for resources and teacher competencies in the field of entrepreneurship expertise, lack of collaboration with the industrial world, and the operational budget for student entrepreneurial activities is still minimal.

Controlling Life Skill Learning

Supervision in the management stage is a process in an effort to control and direct organizational activities towards goals according to planning and organizing. Controlling of learning is the process of seeing, directing and controlling the implementation of learning against learning standards that have been planned and organized. According to Handoko (Supriani, 2022:335) provides supervision as follows:

Pengawasan merupakan kegiatan untuk melihat sejauhmana pelaksanaan sudah mencapai tujuannya atau belum. Hal ini karena pengawasan sangat penting untuk mencapai sebuah tujuan organisasi terutama tujuan lembaga pendidikan. pengkoordinasian penting dalam rangka menghasilkan komunikasi yang baik.

Controlling life skills learning in improving student entrepreneurship at *SMK Negeri* south Tangerang is operationally carried out by teachers according to their respective duties, both internally and externally. To measure the level of achievement of student competence, in addition to controlling the implementation of program activities, learning evaluation is also carried out to assess the progress of student learning outcomes, as well as improvement of future learning processes. Evaluation of student competency standards is carried out through written tests, oral tests and non-tests in the form of observation, attitude measurement, assessment of work, projects/products, portfolios and self-assessments. This evaluation activity is a routine and scheduled activity. To evaluate interest in learning, including through pre-test and competency test.

For learning activities outside of school such as field work practice activities and competition activities, supervision is carried out by certain teachers who are assigned directly by the principal as field supervisors. During a pandemic, learning supervision is carried out online and practical activities are more in the form of assignments than face-to-face meetings based on policies for implementing the learning process during the COVID-19 pandemic. Controlling life skills learning in improving student entrepreneurship at *SMK Negeri* south Tangerang is carried out through mentoring and general evaluation/assessment by teachers according to their respective field assignments on a regular and scheduled basis to measure the achievement of competency standards of attitudes, knowledge and skills although in practice it is not optimal. especially during the COVID-19 pandemic. Entrepreneurship learning programs are not running optimally due to the lack of support for infrastructure resources and the development of areas of expertise, both the educational curriculum in the field of expertise and practical activities in the field of expertise.

Barrier Factors Life Skill Learning

The implementation of life skills learning in improving student entrepreneurship at *SMK Negeri* south Tangerang has been running, however, it is still faced with various obstacles at the planning, organizing, implementing and monitoring stages. The root causes of these obstacles include the following:

- a. There is still a lack of educators and educator competencies to support and develop life skills learning and entrepreneurship from the products produced by students. Some teachers who support subjects in the field of expertise are less innovative in designing online learning and some educators do not match their educational background in the field of expertise.
- b. The lack of school operational budgets for student entrepreneurial activities. Some schools do not have sufficient financial support to develop skills learning and entrepreneurship learning so that only some areas of expertise can develop.
- c. The lack of learning infrastructure to support the field of expertise. Some schools lack the support of infrastructure for the practice of activities in the field of expertise so that some students do not get the opportunity to learn optimally and achieve the expected competency standards.
- d. Lack of school cooperation with other institutions/agencies for the development of areas of expertise. Learning in the field of expertise is still in the school environment and field work practice activities.
- e. The implementation of online learning during the covid-19 outbreak so that the learning process was not optimal due to various obstacles to the implementation of distance learning, both from teachers, students and learning media.

Solutions of Barrier Life Skill Learning

The steps taken as a solution to overcome the barriers to learning life skills in increasing student entrepreneurship at *SMK Negeri* South Tangerang are as follows:

- a. Lack of educators who are in accordance with their field of expertise by utilizing some educators who have experience, both from training and self-taught as practical learning instructors.
- b. The lack of school operational budgets by utilizing the school environment and school residents for marketing student products.
- c. The lack of support for learning infrastructure by regulating the effectiveness and efficiency of time and student learning activities according to available resources.
- d. Lack of industrial cooperation by maximizing appropriate student fieldwork practices, participating in local and national competitions.
- e. Barriers to online learning by arranging a more effective allocation of learning time to maximize the internet network half of normal time, condensing material and providing additional assignments through modules.

IV. CONCLUSION

In general, the management of life skills learning in improving student entrepreneurship at *SMK Negeri* South Tangerang has been carried out according to the stages of management through planning, organizing, implementing, and supervising but not yet maximized because it is still hampered by the competence of educators, infrastructure, and the budget for developing student learning in the field of expertise. Specifically as follows:

1. Planning Life skills learning have been formulated based on short and long-term policies, missions, goals and programs by each school but have not been supported by educators and the involvement of external school parties.
2. Organizing life skills learning is structured according to school programs and resources, but some have not been supported by teacher resources according to the field of expertise.
3. Actuating life skills learning in the process is carried out in theory and practice in the classroom and outside the classroom but has not been maximized, especially developing student entrepreneurship in several areas of expertise and is still limited in the school environment.
4. Controlling life skills learning through mentoring and evaluation/assessment by teachers on a regular and scheduled basis but not optimal, especially during the COVID-19 pandemic due to the lack of support for

infrastructure resources and development of areas of expertise, both educational curriculum in the field of expertise and practical activities areas of expertise.

5. Barrier factors include the lack of educators who are in accordance with the fields of expertise and entrepreneurial competence, and the lack of school operational budgets for the development of learning facilities and infrastructure.
6. Solutions to overcome obstacles, namely: maximizing educational staff who have expertise, effectiveness and efficiency of learning time, and are active in competitions in the field of expertise.

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