
DEVELOPING ENTREPRENEURSHIP SKILLS MANAGEMENT OF STUDENTS AT SMK 2 PALANGKA RAYA

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Received: 18th September 2015; Revised: 22th October 2015; Accepted: 04th December 2015

Abstract

The study seeks to trace the way of disseminating the skills of entrepreneurship among of the students in school (SMK Negeri) 2 Palangka Raya. This study applied qualitative approach by observation, documentation and interviews the principle of school, vice principle for curriculum affairs, vice principals for students affairs entrepreneurial education teacher, and unit production managers. The findings show that developing skills of students entrepreneurship has meer the criteria and functions of contemporary management. The ddissemination of entrepreneursh skills to the students was done through practical way through a variety of channels, such as units of production practice, in collaboration with the real enterprises such as telecommunication, pharmacy store, college of management and communication science, bazaar or flea market and other forms of collaboration with the tellecominication office, gra pari, and salon. In practice, disseminating the entrepreneursh skills are still faced with many complex challenges such as human resources who has no progressive spirit of teaching due to the contemporary dynamics issues of business,lack professionalism of teacher in teaching and learning process, the curriculum change, lack of facilities and infrastucture owned by the school, and the limitation of time in practicing the theories.

Keywords: management; entrepreneurship skill; professionalism; curriculum

Abstrak

Study ini mengkaji cara menanamkan ketrampilan berwirausaha pada siswa Sekolah Menengah Kejuruan Negeri 2 Palangka Raya. Studi ini menerapkan pendekatan kualitatif dengan observasi, dokumentasi, dan wawancara kepala sekolah, wakil kepala sekolah bagian kurikulum, wakil kepala sekolah bagian kesiswaan, guru kewirausahaan, dan pengelola unit produksi. Temuan studi ini menunjukkan bahwa pengembangan ketrampilan berwirausaha siswa telah memenuhi kriteria penerapan fungsi manajemen komtemporer. Diseminasi ketrampilan berwirausaha siswa selain pemahaman teorertik melalui proses belajar mengajar di kelas juga melalui praktek langsung beresentuhan dengan dunia usaha melalui sejumlah saluran yang berbeda seperti praktek di unit produksi, kerjasama dengan telekomunikasi, apotik, sekolah tinggi ilmu manajemen dan komunikasi, pasar murah, dan bentuk kerjasama lain seperti gra pari dan salon. Dalam prakteknya, diseminasi ketrampilan berwirausaha masih diperhadapkan dengan berbagai tantangan seperti sumber daya manusia yang memiliki semangat berkemajuan untuk mengajar sesuai dengan dinamika isu-isu business kontemporer, kurangnya profesionalisme guru, Perubahan kurikulum, kurangnya fasilitas dan infrasktuktur sekolah, keterbatasan waktu dalam mempraktekkan teori-teori kewirausahaan.

Kata kunci: pengelolaan; keterampilan kewirausahaan; profesionalisme; kurikulum

How to Cite : Nurbudiyani, I., Said, M. (2015). Developing Entrepreneurship Skills Management of Students at SMK 2 Palangka Raya. *TARBIYA: Journal Of Education In Muslim Society*, 2(2), 131-145. doi:10.15408/tjems.v2i2.3182.

Permalink/DOI: <http://dx.doi.org/10.15408/tjems.v2i2.3182>

Introduction

Facing the free trade of economic business industry such as economic community of ASEAN countries, educational institution has an important role in producing graduates (alumni) who have high competitive advantage and have sense of entrepreneurship or actor of business.

Free trade requires the availability of labor skillful and has high competence to compete in the labor market, regional, national and international. Consequently, formal educational institutions such as Vocational High School (SMK) demanded to produce graduates who are ready to work, have the attitude, character and behavior of entrepreneurs and skills (life skills) for work in all areas in accordance with the needs of the world industry (Hakim, 2010).

This role is one of strategic role played by educational institution as the pre-requisite for the nation to create a prosperous society.

According to David C McClelland (1962) that a nation needs at least 2 % of its citizens are being businessman to an achieving society. In his study, McClelland found that the need for achievement increased in the United States from 1800 to 1890 but degress regularly after that date. The trade off between the need of achievement and the need for affiliation took a dramatic shift between 1925. At that time, the need for affiliation was a primarily a famillial concern; By that time, people where showing more concern for affiliation and less concern for acheivement (Wren, 1994, 335).

Facing the global economic, free trade era of business development, the government of each nation formulate strategic to prepare and empower the potency of their citizens to be able to find their own mean and ways of facing global business and to avoid the crucial economic disease, unemployment of the productive and young citizen. By August 2008, the number of

unemployment based on the education level is most dominated by the graduates of vocational high schools. The data explored by the Central Agency of Statistics shows that graduates of vocational school who are idle is 17, 26%, followed by high school graduates 14%. Over 31% of the unemployment is university graduates with the total 12.59% and diploma I, diploma II and Diploma III is 11:21% (BPS 2008).

While the junior high school graduate precisely level and number of unemployment is slightly 4:57% for primary schools, 9:39% for the junior high school (BPS March 2009). The unemployment data indicates that it is become a crucial problem and difficult issued should be overcome by the government. Gap between the unemployed and the fieldwork (job) offered is not comparable. The Central Agency of Statistic shows that the number of unemployment by August 2014 is 7, 15% people. The open unemployment rate is 6, 14% which is dominated by college graduate 12, 12%, consisting of 6.12% and 5, 91% diploma graduates (Rismayanti, Rahmat & Azzahra, 2015).

In Indonesia, the total of entrepreneur is less compared to its neighbor states such as Malaysia and Singapore. The survey of World Bank (2008) result shows that the entrepreneur in Malaysia is 4%, Thailand 4.1% and Singapore 7.2% while in Indonesia is 1.56% only (Nuraeni, 2015).

There have many factors influences the spirit of entrepreneurship of the students. One of them is the educational pattern which does not support the students to be an entrepreneur which is generally highlighted by the teaching and learning model of the entrepreneurship subject. It tends to more theoretic than practice, teacher-centrist during the process of learning, and the academic ability of the teacher in

accessing the recently development issues on entrepreneurship as well (Said, et.al, 2014; Rudmann, 2008).

Tangible and intangible resources must be the main characteristic to be posed by the entrepreneurs. They, as it is stressed by Busenitz, et al (2004) must realize that markets characterised by dynamic changes that demand them to continuously develop their knowledge, hunts information investments and others programs that enhance them to be the winner of the business opportunity (Majuru, 2014; Said, et.al, 2014).

Realizing the problem including the lack number of population involve in the entrepreneurship field, the Indonesia government instructed to all level schools to shape students' entrepreneurship. Stressing more attention to the vocational school is an integral part of the effort in overcoming the employment, less of entrepreneurship spirit and skills. This type of school is the medium which intended-designed to shape new entrepreneur who have high skills, high creativity, independent, professional and flexible skills, high competitive and comparative advantages which enables them to enter the business market and win the opportunity.

General Directorate of the Basic Education of Indonesia has the skills of entrepreneurship shape and disseminate to the students of vocational school through a variety of programs, which are entrepreneurship curriculum development, entrepreneurship program for the vocational school students, workshop and training program at the production unit at enterprises and companies (Dirjen dikdasmen, 2012).

The efforts continuously undertaken by the government of Indonesia in anticipating social and economic problems such as juvenile delinquencis and others, especially those who

graduated from the college and higher educational institution in Indonesia. Unemployment is a crucial problem which is not easy to be overcome by government of Indonesia.

The problems caused by many factors one of them is having no job and social problems that may drive the unemployment group to the anarchism action. Through the entrepreneurship education, unemployment is expected to be reduced through the entrepreneurship.

The role of entrepreneurship education is one of the key factor plays significant contribution to the contemporary competitive era of global business. The idea of disseminating the entrepreneurship skills through educational system indicates the evidence on the seriousness of the government to prepare the community to have strong sense of entrepreneurship skills in order they involve actively in any sector of business for improving their social and economic status. In the free trade era, the educational system required the availability of prudent labor skillful and has high competence to compete in the labor market, regional, national and international.

Indeed, the government has been developing vocational school. It is believed that the role of vocational school (SMK) in the competitive arena of global markets is to prepare middle-skilled workers (Hakim, 2010). Consequently, Vocational School is an alternative system of the entrepreneurship learning and teaching system in the college and other higher education. Learning system of entrepreneurship implemented in the college is more focused on punctuality graduated and rapidity of getting job, instead of how to create a job. Due to this way of view, educational system contributes to the low quality of Indonesian development (Rismayanti, et.al, 2015).

It is demanded to produce graduates who are ready to work, have the attitude, character and behavior of entrepreneurs and skills (life skills) for work in all areas in accordance with the needs of the world industry (Hakim. 2010).

The study of Abdul Hakim on the role of Vocational High School shows that the average quality of entrepreneurial learning in vocational school is still low. The material being taught entrepreneurship is not yet complete and wore the desirable target for print entrepreneurs. Furthermore, the policy of entrepreneurship in vocational school is unimplemented. Many vocational school's road map not yet have a clear idea of the development of entrepreneurship. Networking with the industry is still low which is causing entrepreneurial learning in school is not effective (Hakim, 2010).

Another reason on the importance of entrepreneurship is to emphirically see the weakness of the implementation of the government' policy in the process of teaching and learning within and out of class room; the knowledge level of entrepreneurship class including the teacher readiness. is still fairly low (Rismayanti et.a.;, 2015). Furthermore, the policy of the government implemented in the educational institution, especially at the vocational school need to be known whether it runs well, efficient and impact to the rise entrepreneurship spirit among of the students or not. While, the vocational school in Indonesia is well-designed to overcome the unemployment problems of the productive man work in Indonesia.

Entrepreneuership as a part of economy development, it is needed to be well-manage. The thought of management is not be able to be separated from the management. The economics, mass production demanded an even sharper focus on management. Large accumulations of resources were requisite to

meet the demands of mass markets and mass distribution. As the industrial giant grew, the iindividual who built the empires were passing from the helm and being replaced by a new breed of salaried managers (Wren, 1994, 219).

This study addresses its focus to the problem on how is the management of developing the entrepreneurship skills at the vocational schools.

Objective

The study is intended to explore the management of developing the entrepreneurship skills of the students of the 2nd vocational school in Palangka Raya by focusing on the program of disseminating students both in class learning and on the job learning, or real practice in the realm of enterprises world. .

Entrepreneurship education

There have been many definition on entrepreneurship given by experts. Despite their definition seems different one another, but it looks like having the same core. In this space, the author shall separately define the definition of the two key words, entrepreneuership and entreprereneuership education.

Entrepreneurship is a human, creative act that builds something of value from practically nothing. It is the pursuit of opportunity regardless of the resources, or lack of resources, at hand. It requires a vision and the passion and commitment to lead others in the pursuit of that vision. It also requires a willingness to take calculated risks (Lambing & Kuehl, 2000: 14).

Hisrich & Peters (1989: 9) define entrepreneurship as the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks,

and receiving the resulting rewards of monetary and personal satisfaction and independence.

Entrepreneurship functions to reduce the rate of unemployment in a state. It is an integral part of individual and state's responsibility to prepare a creative and innovative people to face the condition of continuously change business environment. Through the educational system, the skills will be the process of transmitting entrepreneurial knowledge and skills to student to help them exploit a business opportunity (Thung, 2011).

Role and Objective of Entrepreneurial Educational

Formulating curriculum, internship and training program at the companies and enterprises are the effort of the state to create the students has entrepreneurship skills as the equipment to involve within the global economic and business change and opportunity. Additionally, educational institutions have the role to prepare the students to have entrepreneurship skills and to stimulate their interest and motivation to create their own opportunity to earn their life. Many parties believe that educational institution has a high role to promote entrepreneurship and stimulate the spirit of students on becoming the economic development and business actors. Entrepreneurial education has been considered as one of the key instruments to increase the entrepreneurial attitudes of both potential and nascent entrepreneurs (Linan, Carlos and Cohard, 2011).

Entrepreneurial education is a meant that has an important role to prepare creative, risk-taker personal, innovative thinking and has a high art of entrepreneurship in the midst of the continuously change business condition. Apart from the mentioned role, entrepreneurial education has some specific objectives that are to

empower the people, creation employment and individual competence (Mwasalwiba, 2010).

Teaching people innovative ways to make a living enables them to take control of their circumstances is one of the core objective of entrepreneurial education. It has been the tool used to empower people through training, internship program and other forms in order they shall easily act and struggle struggle to find employment.

Empowering people to create employment opportunities is the second objective of the education. Thorough the education they are trained how to manage business, start build the small and medium enterprises and manage other important parts to embark them on new ventures. While the individual competence is meant by this education empowers people to have self-discipline since entrepreneurship involves taking well calculated risks, well-counted the prospects, opportunities and challenges of the unstable condition. It also encourages innovation in the running of organizations.

Kimsah and Rohayah cited by Muhammad Said et.al, (2014) asserted that entrepreneurship training defined various and multiple goals, but all of goals can be expressed in three fundamental goals; (1) creating of recognition and awareness toward entrepreneurship; (2) exposing of people to entrepreneurship view point; (3) preparation of people for being entrepreneurship (Said, et.al, 2014), and avoiding the productive young from unemployment, empower them to the national economic pillar which requires 2% of entrepreneurship of the total population.

Management and its Functions

Management as the art and science is a vital tool in ever day life. Management can be said as the basic need that

helps human being undertaking their activities well. Simply, management as pointed out by Stoner & Freeman is an art of getting done through people. Management as a process of achieving organization goals through others (Schoderbek, Cosier & Aplin, 2000) or as a distinct process consisting of planning, organizing, actuating, and controlling, performed to determine and accomplish stated objectives by the use of human beings and other resources (Terry, 1977). It has some main functions, which is widely known are planning, organizing, actuating, and controlling and evaluating (Terry, 1977).

There have been many definitions presented by scientist, but the core of management is not change though its scope continuously changes which constitute about ethics and social responsibility, the organization and its constituents in a boardening environment, and business policy strategy as the integrating task of general management (Wren, 1994).

Sebagai sebuah praktek manajemen sangat berfungsi tidak saja membuat perencanaan yang baik, melakukan suatu perencanaan dengan baik, mengontrolnya dan mengevaluasi hasilnya tetapi juga sebuah perusahaan harus melibatkan etika dan tanggungjawab sosial dalam melaksanakan misinya.

Shapping the entrepreneurship skills is among of the students is unable to be separated from the functions of management. Management provides its contribution in managing the planning up to the evaluation processes. Good management in shaping the skills of entrepreneurship of the students determines good result. According to Usman, that the notion of entrepreneurs in the context of management is to disseminate the knowledge and its practice by mean someone has the ability to use resources, such as financial, raw materials

and labor to produce a new product, new business, production processes or organizational development. In addition, management inspires one to have an ability to have motivation, vision, communication, optimism, encouragement and ability to take advantage of business opportunities, pioneer in businesses, innovators, risk insurer and other excellency in achievement in the field of business.. Thorough the management knowledge (in Hakim, 2010).

Method

Based on the previous objective of the study which aims at elaborating the view of people and their feeling on their social and personal world, this study meets the characteristics of qualitative approach, or a term refer to several strategies that share certain characteristics. The data collected in this study is the description of people, place and conversation (see Bodgan and Biklen, 1982, 2-3. Baker, 1994, 334).

The interview with some informants which are vice principle for the curriculum affairs, vice principle for the student affairs, teacher of entrepreneurial education, and some students was undertook to formulate the study objective. Participant observation was used to meet the data uncovered through the interview.

Additionally, the needed data was collected through the document analysis. The document was the syllabus of entrepreneurship education, its curriculum and the content of the curriculum in that book and related documents or articles of other researchers (Baker, 1994, 240).

The steps of exploring the result of interview with the informants are displaying all the recorded data in the form of narration in order to easily classify the data which supports attaining the study objective. All the narration is thoroughly read to be coded or to be highlighted with other figurative model to elaborate the ideas

the ideas that are being developed (Baker, 1994, 337).

Results and Discussion

In the following section, the authors will present important things as the finding of this work which are entrepreneurship as a part of school subjects and entrepreneurship as a practical way to shape the skills of students and its challenges.

Entrepreneurship as school subject

The following space will present the result of research finding concerning the strategic of shaping entrepreneurship skill of students of vocational school. Before describing the developing entrepreneurship skills, Authors firstly describe the structure of entrepreneurship curriculum thought taught to the SMK 2 Palangka Raya students.

The curriculum is meant to anticipate the problems which may arise in the twenty first century. Each school takes its own mean and ways to develop the material teaching for the entrepreneurship skills' class. The process of teaching-learning at school undertakes not only in the form of processing information, but also will be further developed in such a way that may creatively, productively, adaptively, and innovatively increase the ability of the students. It is realized that equipping students to adapt to the work of environment needs to be matched with a mastery of the ability to interact with the society through entrepreneurial education (document, 2015).

The entrepreneurship materials packed into entrepreneurship education curriculum at the SMK 2 Palangka Raya is an effort to provide students towards creating circumstances for the entrepreneurship skills among students. The systematic structure of knowledge and skills are well-prepared by mean of shaping the students

skills in understanding how they undertake business and all its components. It is strongly believed that a well-designed skill with good management as well and systematically implemented through educational institutions has a profound effect.

The strength of the institution as a medium of disseminating the skills of entrepreneurship among the students is believed as a strategic management to empower the young generation who have bright future. Educating citizens with entrepreneurship, in the view of Sexton & Upton (1987), is to address the equivocal nature of business entry. It must include skills building in negotiation, leadership, new product development, creative thinking and exposure to technological innovation (Mc Mullen & Long, 1988). As a part of the national education system, SMK 2 participates succeed entrepreneurship program designed by the government through educational institution and the business world.

Hence, in establishing entrepreneurship skills to the students, SMK 2 Palangka Raya, as other SMK, applies the same paths, entrepreneurship as a subject of school which aims at equipping the students to have cognitive or theoretical understanding on the nature of entrepreneurship and its scope in one hand and entrepreneurship as a practice that aims to provide space to the students to concretely practice theories they learned in class room at school. The following discussion is directed to explain subs of two different ways of developing entrepreneurship skills of students. The subs of entrepreneurship as a subject of school consist of curriculum of entrepreneurship, entrepreneurship class for all, and enterprises class.

Entrepreneurship Curriculum

Entrepreneurship as a subject of school has been included in school curriculum, especially

curriculum in the vocational schools (SMK). Currently, entrepreneurship subject is thought to all students to form their basic understanding expertise. The expertise programs at SMK 2 Palangka Raya are accounting, office administration, and marketing (Document, 2016).

Even though the three expertises are different, but substantially all them are equally related to business. All the students from the three departments are rhought the same

curriculum to construct students' understanding on entrepreneurship.

To achieve the entrepreneureship skills, the systematic curriculum was designed to be implemented at the SMK 2 Palangka Raya. The structure of the entrepreneurial curriculum generally describes basic competency of the entrepreneurial education and its sub themes as it is seen in the following table 1.

Table 1. The structure of entrepreneurship curriculum

No	Material	Sub items
1	Preparing the establishment of businesses	<ul style="list-style-type: none"> • Planning of establishing business • Managing business license
2	Business capital	<ul style="list-style-type: none"> • Business capital problem • Additional venture capital loan
3	Determining the place of business	<ul style="list-style-type: none"> • Analysing the determinant of business venue • organize facilities and raw materials
4	Recruiting and managing human resources	<ul style="list-style-type: none"> • Recruiting human capital • Concept, component, benefit and deciding human capital • Steps and stages of managing human capital • Strategic of developing human capital • Implementing the management of human capital
5	Managing business administration	<ul style="list-style-type: none"> • Business administration • Type of business administration
6	Calculating the risks of doing business	<ul style="list-style-type: none"> • Problem of calculating the venture capital • Analysing the risk of doing business
7	Running a small business	<ul style="list-style-type: none"> • Identifying the characteristic of small business • Managing raw material and production process • Managing business finance
8	Evaluate the results of operations	<ul style="list-style-type: none"> • Model and form of evaluating business activity
9	Managing business finances and calculate the ratio	<ul style="list-style-type: none"> • Planning of managing business finance
10	Controlling business	<ul style="list-style-type: none"> • Businesses control guidelines
11	Competition Tip	<ul style="list-style-type: none"> • Business competition • Tips of resolving business competition
12	Preparing business management report	<ul style="list-style-type: none"> • Arranging report of business management • Business financial statement
13	Preparing the business development	<ul style="list-style-type: none"> • Process of developing business planning • Frame of developing business planning • Characteristic of business development planning • Managing business finance

The vice principle for students affairs asserted that the entrepreneurship skills are theoretically implanted to all students with 40% theory. Furthermore, she explained that the theory within the curriculum is expected to be well understood by students. It (curriculum) is not only the reference to the students at the time they involve in the real business practice, but also is expected to shape their management skills in handling business. The component of management in developing students skills of entrepreneurship is it usual, which are planning, actuating, controlling and evaluating.

Planning

The planning function of management in shaping students skills is built through understanding how to plan establishing their business and emphasizing that the business may not run properly without good planning.

In this step, students are thought how to plan a business, kind of business, finance to be needed, produce a product and distributing the products to its consumers.

Planning is the foundation of knowledge for the students. Business establishment planning should be there though it seems simple to help determining priorities, tool to measure the ability of successful and failure in handling business.

Organizing

The organizing step is to help student to implement their knowledge in the previous step, planning. There are two option offered to students in undertaking their business, self-prduce and buying product by utilizing the . venture capital provided by the government through educational department. The venture capital is used to help students stimulating their business spirit. They are free to choose whether a self-product or buy products for sale.

Controlling

Controlling used as an instrument to measure successful and failure of students in applying the theory of entrepreneurship which can be done through controlling function. Ccontrolling can be done by having students make business report to explore whether it gains profit and loss.

Business reports have an important function for a businessman in dealing with the disclosure of the company's health condition. The financial statement of the company describes the condition of the corporate performance. In addition, preparing busines or finacial reports is mean and way to measure the ability of students whether they understand the theory and apply it in practice well.

Evaluating

Another important function of management in developing entrepreneurship skills of student is evaluation. Generally, evaluation is needed to obtain an overall information on a done busines program.. Evaluation is the knowledge about the successesful and failures of a business or other program's concepts and its application in the real business world. Evaluation functions also to be taught to students to make them identify the supporting and hiindering factors in business successful.

Generally, the students failure in understanding the concept and its implementation is caused by their unfocuss, regarding business as the secondary effort and strictly competition with other actors.

All the components above are theoretically and pratically equiped to the students by mean shapping their knowledge and entrepreneurship skills through curriculum design. It is based on the main core of the vocational school existence which is purposively to empower the students with skills of entrepreneurship. The curriculum

contains both local and national issues by means to accommodate student's need and keep referring to the acknowledged standards.

Vice principle for curriculum affairs admitted that two hours per week is insufficient time to shape students' skill of entrepreneurship.

Entrepreneuership in Practice

Entrepreneuership as a practice is , basically meant as an implementation and continuation of the theories which was previously taught to students and has the portion 60%, higher than theory.

Practically, the entrepreneurship program in practice is in the form of small enterprise which mean to emphasize the core competency on how to producee and and distribute the products in the market. According to the vice principle for student affairs that the aim of entrepreneurship program is to enable students to have planning skills with which beginning form making proposal as the early stage up to the marketing and reporting.

During this time, although entrepreneurship in practice is aimed at measuring and determining the level knowledge and understanding of students on implementing concepts of etrepreneuership, but the practice of entrepreneuership is seriously performed by students every year. The forms of small business practiced are:

Micro Enterprises

Micro-business is the lower levels of any business Generally spekaing, the students of SMK 2 Palangka Raya performed micro business by trading the daily pieces of stuffs needed by many people such as rice, sugar, plam oil and other stuffs.

The micro business performed is meant to sharpen the entrepreneurship skills of the students. The program is supported with the

funding from the government, educational department. The funding is to stimulate the spirit of student to perform entrepreneuership. According to Nuryani, a tutor of micro entpriese that the funding can be provided by proposing a clear statement in the form of proposal which contains:

Name of enterpise

Type of prodcuts

Market segment (consumer)

Market share

Business partner

Staff

Neede funding

Distribution

By understanding the components proposed in the proposal, then the chances of the students to receive financial assistance from the government is larger though in quantity it is mall, but the effect of the financial assitant can increase the spirit of student to be entrepreneurs.

The most concreate example of business undertaken by the students during the time is distributing daily stuffs needed by majority of people such as rice, sugar and cooking oil, for example, to their teachers and their families and relatives with basic cost plus margin. They drove the stuffs then raising revenues from distributed goods and make income statement report.

Various cakes

Apart from the daily need stuffs, the students are also trained to make snack foods, cake in a variety of different shapes and flavors and distributed them in the market or micro business agents to be accessible to the public, teachers, family, and neighbors. through such practical skills that students can directly pinpoint

which products, making process, taste the products and gain profit from sale the products.

According to the teacher of SMK 2 who act as coaches for students that there are various products made by students through practical way. Other than stated above, students also make screen printing, a flea market and so on.

Training at the production unit

Apart from the program decided by the department of National Education, Republic of Indonesia, entrepreneurship skill is shaped through the activities at each expertise program in the form of training at the school production unit. The purposes of the training, according to the vice principle of the school is to stimulate the discipline and work ethos of students, to give a complete and real picture in managing a business and as a step of effort before practicing at the real industrial.

It is admitted by the vice principle for students affairs that the implementation of program at the unit production at the vocational school 2 Palangka Raya has not maximal yet as caused by the many factors. Firstly, dominant role of coacher impacts to the lack of opportunity of the students. In this matter, the students; role is no more than assistant of the coacher. The unit production at the SMKN 2 Palangka Raya took some forms such as canteen, student cooperation, mini market, and consumption products unit production. Secondly, the lack of good plans program that makes it looks like no more than routine program. Third, no systematic and fix structure format made by school management so that students are unable to get a maximal performance.

Industrial Workshop

The goal of the workshop is to recognize students to the real world of enterprise. It is

another mean and ways of shaping students entrepreneurship skill. By this program, students are expected to have a real understanding and recognizing entrprise world, its challenges, prospects, and the way of overcoming the problems. Thus, Industrial workshop is regarded as an important factor in shaping the skills of student before they involve in the real industrial world.

Additionally, through the workshop they are bridged to integrate the theory and its practice in the real world which consumed time 4 month periods. Some of the industries where the students have been taking internships are telecommunications office, pharmacies, electrical service center, campus, salon and several others.

The learning during the internship program is becoming the task of industry to coach the students. The type of work done by the students at the industrial environment is based on the expertise of study program. However, the minimum standard of expertise that will be received by the students is previously agreed between the school and industry. The agreement is signed on the memorandum of understanding between the two parties school and enterprises under the agreement of the department of national education of Palangka Raya.

The internship program at the real industry is to evaluates and to decide whether or the program meets the targeted competency and sharpened the skills of students, but also to determine wherther the students are properly receiving certificate states his/her successful completed the program.

Students are directly involved to undertake the training, workshop and internship program in the area of partnership industries The SMK 2 Palangka Raya is deal with or partnerships with the business world which is not only meaning to make students has a formidable entrepreneurial skills, but also

as a strategy to create a professional business schools in creating an independent school.

Challenges in Shapping Skills

Shapping entrepreneurship skills among students is admittted as not an easy matter. This work meet some factors challenge the proses.

Human Resources

Human resources as a leading amongs of the factor plays a crucial important in processing all the business and worldly matter. The human resources becomes one of the barriers confronts the global business. The global issues of human resources capacity is also the main chlallenges faced by the SMK 2 of Palangka Raya in disseminating the skills to the students.

The coucellor teacher of entrepreneurship admitted that the the limitation apability of the human resoureces challenge the effort of disseminating skills of entrepreneurship students. Although all trhe teacher have economic studies background, but the complexity of the changing world

Although entrepreneurship teacher has the educational background of the economy, but the issues develops during their educational process is more different from the issues they are currently facing, especially issues related to entrepreneurship is not compliance to the readiness of the teachers so that there is a wide gap between ideality and reality.

Curriculum changes

The matter of changing curriculum from the Integrated Curriculum to the 2013 curriculum is one of the ambiguity problem faced by the schools. The changes in the curriculum over time, changes in the policies of the different ministry of education in Indonesia have a major influence on school readiness for

grafting a entrepreneurship skills among students.

The ambiguity of content of the new curriculum continuesly overshadow the ability of teachers, while the implementation of of the old curriculum still leaves some issues that require more time to complete. The case of chaning curriciulum from the Integrated curriculum to the 2013 curriculum is still leaves more problems for the schools.

Curriculum 2013 has a high level of complexity that does not just become a new problem for students but also for teachers. students receive the knowledge transferred by teachers, while the teachers are not ready to give something new based on the curriculum.

The 2013 ccriculum necessitated students to more active while the teacher is no more than a facilitator. The problem arises in this case is how teacher can facilitate the students well if she/he does not have a good foundation of knowledge to facilitate them. The other problem is felt when the students are confronted by incomprehensive problems, the teacher does not have an adequate understanding on the same matter. Thus, the problems presented by the changes curriculums become more and more both in quantity and qaulity without any meaningful solutions. This fact has almost been not taken seriously attention yet. Consequently, the problem leads to the indifference attitude of the teacher. The problems are more and more complex when they meet the indifference characters of the currently students who do not want to be regulated. Thus, the delivery of learning programs do not encourages students to think creatively, innovative and build the capacity of students on solving existing problems.

Professionalism of teacher

The ability of teachers to implement innovative learning within and out of class to stimulate the birth of the entrepreneurial spirit among students is one of the real challenges. It is recognized by the head school that the ability of teachers does not align with the development of information and technology. It becomes a real obstacle to achieve the aim of vocational schools. Hence, academic ability or professionalism of teacher is a key factor that plays a pivotal role in the process of learning and teaching. It determines the successful transferring of knowledge and skills, and values to the students. It becomes one of the other important factors in the educational institution as the supplier that provides service in transforming the world view of the students. It is found that one of the problems of shaping the students' skill is the academic ability of the teacher is less relevant to the current development and situation. Most of the students admit that the rate of professionalism of the entrepreneurial education teacher is under the average. (Said, et.al. 2014).

The recognition is also admitted by the vice principals for curriculum affairs. He asserted that the instructor stressed the material teaching is less relevant into the realm of the world of business practice. Exploring the real world of current business conditions does not only stimulate the rise of the students' interest in entrepreneurship skills, understand the nature of entrepreneurial education but also point out important things to be explored by the teacher to motivate the students in order they perceive the entrepreneurship as a vital need in the global business world.

The statement above clearly shows that the entrepreneurial education as a science and an art is not sufficient to be taught in the sense of theoretic, but a practice as well. In the case of transforming the mind of a student to have a good

preference, an instructor needs to have a wide understanding in elaborating the substance of a matter in accordance to the condition of local, national and global business. It needs the ability of the instructor in exploring the teaching material more interesting, enjoyable, and flexible. The ability of the instructor in transferring the modern issues on business is more lively and contextual, according to the real life and the facts of a growing business. It has a fascination for the subject, not only in understanding the nature of the business, but also understanding the business reality, its challenges and its opportunities (Said, et.al, 2014).

Lack of facilities and operational ability

It is undeniable that developing entrepreneurship skills among the students requires soft and hard skills. If the soft skills related to mentality, communication skills, attitude in response to a particular issue, and ethics and responsibility to face and implement the issues, then the hard skills concern the matters of facilities and infrastructures as the embodiment of soft skills.

Hard and soft skills in the developing management skills of students in entrepreneurship is one of the inhibiting factors. The lack of facilities and infrastructure will not support the achievement of the main goals of entrepreneurship education. Thus, entrepreneurship skills development need the complete infrastructure.

Although the facilities owned by the school has not been completed yet, but the necessary operational capabilities of the operator are demanded to give good results. Developing entrepreneurship skills of students need to be supported by full facilities, quality of teacher and operator personnel.

Those challenges have become a common phenomenon. The findings of work carried out by Hakim (2010) justified the facts corroborate along with advances in science and technology in today's global era. Thus, the vocational school has not performed its main mission to prepare entrepreneurship community who are ready to live in the competitive global market.

In other words, as it is stated by Abdul Hakim (2010) that vocational school has not been able to produce medium-skilled workers who are competent. This is, according to Hakim because the normative and adaptive programs less desirable than the majority of vocational students earning program.

Limitation of Time

The position of exploring theories in the process of learning and teaching is ideally 40% while the practical way is 60%. The gap portion of the theory and practice set by the school is not only deemed against the rules established by mainstream ruler and the competent party, but also impoverish the experience of students in applying the theory they gained in their previous learning.

In fact of matter, the theory more consuming time than practice. Teaching entrepreneurship occupies the portion 60%. It is turn in the guidelines book stated that theory is 40%. According to the teacher that in reality, this portion 60% of practice is difficult to achieve because of time limit. The reason often stated that the time is not sufficient to describe all of the contents of the curriculum. In addition, the students are demanded to prepare themselves well to face the national examination. This fact adds the previous complex problems to achieve the goals of entrepreneurial education.

Consequently, the result of evaluation shows that the entrepreneurship education is still in the surface of cognitive aspects. While, the main

substance of the course is still far away from which is expected.

Conclusion

Based on the findings above, this working results some conclusions on the matter of developing entrepreneurship skills students management at the SMK 2 of Palangka Raya.

The findings show that developing skills of students entrepreneurship skills management was applied due to the criteria and functions of contemporary management. Generally speaking, the efforts of the dissemination entrepreneurship skills to the students was done through entrepreneurial education teaching related to the implant cognitive aspects to the students and the practical way of manner.

In case of cognitive aspects, the SMK 2 Palangka Raya follows the national guide lines. The school applies the national syllabi which has the portion 40% for teaching and learning process and 60% of application. Although, in its application, the school emphasize more time, 60% for theory teaching while practice becomes consuming 40% time only.

The theories is implemented through a variety of channels, such as units of production practice, in collaboration with the real enterprises such as telecommunication, pharmacy store, college of management and communication science, bazaar or flea market and other forms of collaboration.

Although the SMK 2 Palangka Raya has done its main agenda to prepare the entrepreneur community in the future both through the theories and practices, but in its practice is still faced with many complexity of challenges which took forms such as human resources, professionalism of teacher, curriculum changes, lack of facilities and infrastructure, and the limitation of time in practicing the theories.

Thirdly, the planning of the production units (UP) is less mature so that in its implementation is no more than routine. Additionally, the student's involvement is not maximal as the impact of the occupational management dominated by employees. Further impact is that the development of production unit gets no serious attention.

Fourthly, although the industrial practice as a medium to directly provide experience to the students in managing the business, including experience in the managerial aspects, application skills, formation of personality (social aspects) as an entrepreneur is undertaken, the number industry is less proportional with the number of students it is found that the students who undertook the practice in the industry they find no standardized place that influences the competence achievement is less optimal.

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