

Entrepreneurship Education Synergy in The Framework of Vocational Education Development by Kadin Kalteng

Rahmad Hamka, Liberty Natalia Hia
PGRI Palangkaraya University
rahmad@gmail.com, libertinalia@gmail.com

Abstract

The unemployment rate in Central Kalimantan in 2019 by 56,790 people. In 2020 it was 63,309 people and in 2021 it was 63,874 people there were 139 SMK schools (State: 95 Private: 44) with a total of 33,437 SMK students in Central Kalimantan Province (State: 27,339 Private: 6,098), Central Kalimantan The Chamber of Commerce is considered it is necessary to take part in providing direct assistance as an effort to deal with various problems that occur in a synergistic, structured, and systematic way in order to be a solution to these problems so that vocational education graduates can be absorbed into the business world and the industrial world. The method used is a literature study by tracing, reviewing, and collecting from various books and scientific articles related to vocational education in the era of the independent curriculum. This writing aims to develop strategies for entrepreneurship education in vocational high schools fostered by Kadin. Kadin which is a forum or association of entrepreneurs and businessmen has a role to be able to produce novice entrepreneurs in addition to providing education to students to be able to adapt in the midst of rapid digitalization, especially in the industrial sector, for that we need synergies between intra-sectoral, inter-sectoral, regional scale, national scale and even international.

Keywords

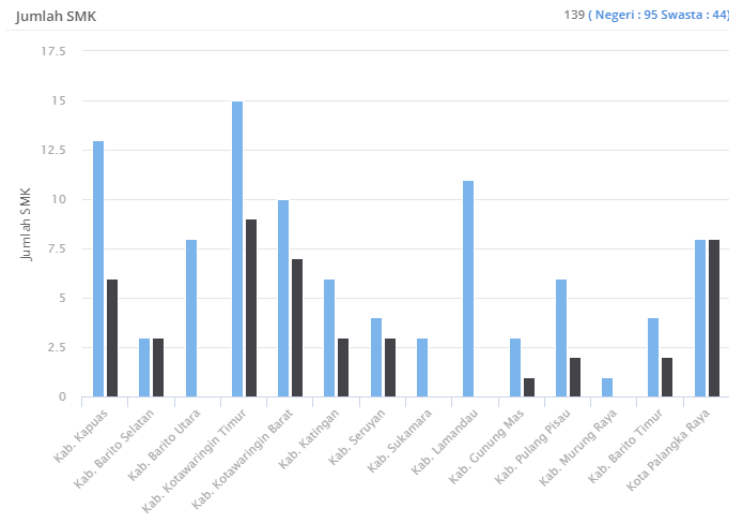
entrepreneurship, triple helix, vocation

1. Introduction

Entrepreneurship education in Indonesia is still getting less attention, both by the world of education and society. Many educators pay little attention to the character development and entrepreneurial behavior of students, both in vocational schools and in professional education. In general, they only prepare the workforce. And not directing, how education can play a role in changing students who have entrepreneurial character and or behavior. For this reason, it is necessary to prepare students to have strong entrepreneurial character and/or behavior, so that later they will be able to become human beings who enter the world of work will become independent workers and if they do not work in an office they will become human beings who are able to create minimum job opportunities for herself.

The unemployment rate in Central Kalimantan has increased from year to year, in 2019 by 56,790 people. in 2020 there were 63,309 people and in 2021 there were 63.874 people. The data illustrates that the quality of graduates in Central Kalimantan still does not meet the demands of the world of work, and one of the educational institutions that is expected to be able to produce graduates who have professional competence is vocational education.

Based on dashboard data for the number of SMKs in Central Kalimantan, the number of SMK schools is as follows:

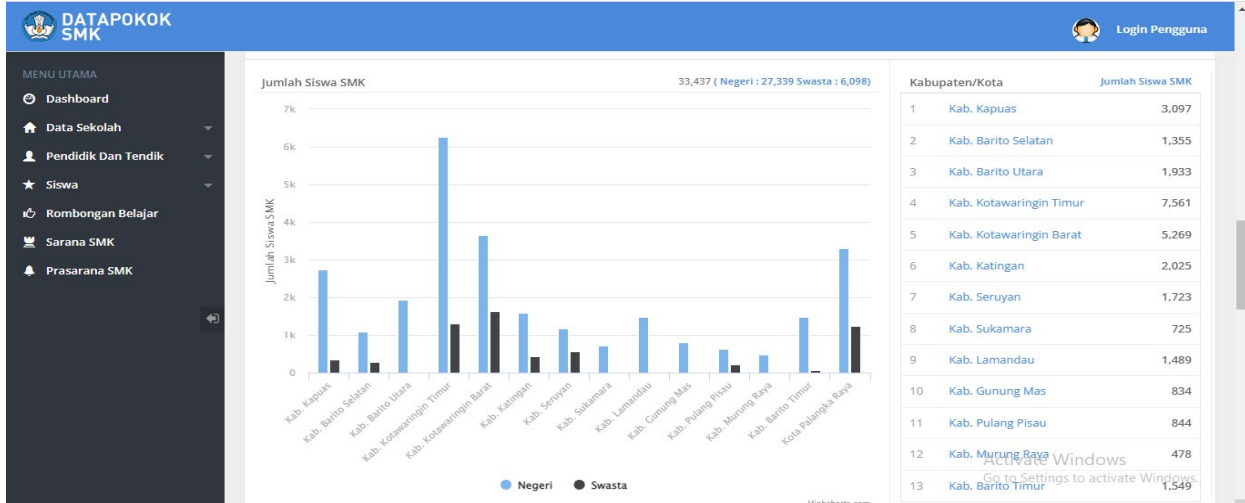


Namely there are 139 vocational schools (State: 95 Private: 44)

By the number of distributions:

| No | District / City | Number of SMK |
|-----|---------------------------|---------------|
| 1. | South Barito Regency | 6 |
| 2. | East Barito Regency | 6 |
| 3. | North Barito Regency | 8 |
| 4. | Mount Mas Regency | 4 |
| 5. | Kapuas Regency | 19 |
| 6. | Katingan District | 9 |
| 7. | West Kotawaringin Regency | 17 |
| 8. | East Kotawaringin Regency | 24 |
| 9. | Lamandau District | 11 |
| 10. | Murung Raya District | 1 |
| 11. | Pulang Pisau District | 8 |
| 12. | Sukamara Regency | 3 |
| 13. | Seruyan District | 7 |
| 14. | Palangkaraya City | 16 |

And data on the number of vocational students in Central Kalimantan Province are as follows:



That is as many as 33,437 vocational students in Central Kalimantan Province (State: 27,339 Private: 6,098).

For this reason, it is deemed necessary for the Central Kalimantan Chamber of Commerce and Industry to take part in providing direct assistance as an effort to deal with various problems that occur in a synergistic, structured and systematic manner so that they can become a solution to these problems so that vocational education graduates can be absorbed into the world of business and industry. Previously the Central Kalimantan Chamber of Commerce and Industry (KADIN) together with the Central Kalimantan provincial education office signed a collaboration or memorandum of understanding regarding the carrier of vocational education. As a forum for joining entrepreneurs, the Central Kalimantan Kadin is ready to work together with the Central Kalimantan provincial government to advance education in Central Kalimantan through CSR funds.

This paper intends to provide a description of how to synergize the development of an entrepreneurial culture through the triple helix approach where the Triple Helix: A Model of Synergy in Entrepreneurship Education for Vocational High School students is carried out by exposing the roles of each party as well as the implications that arise in it in order to maintain the sustainability of the program as well as in it bring about innovation. in program implementation. This writing aims to devise a strategy so that entrepreneurship education in Vocational High Schools fostered by Kadin can become facilitators between schools and industry.

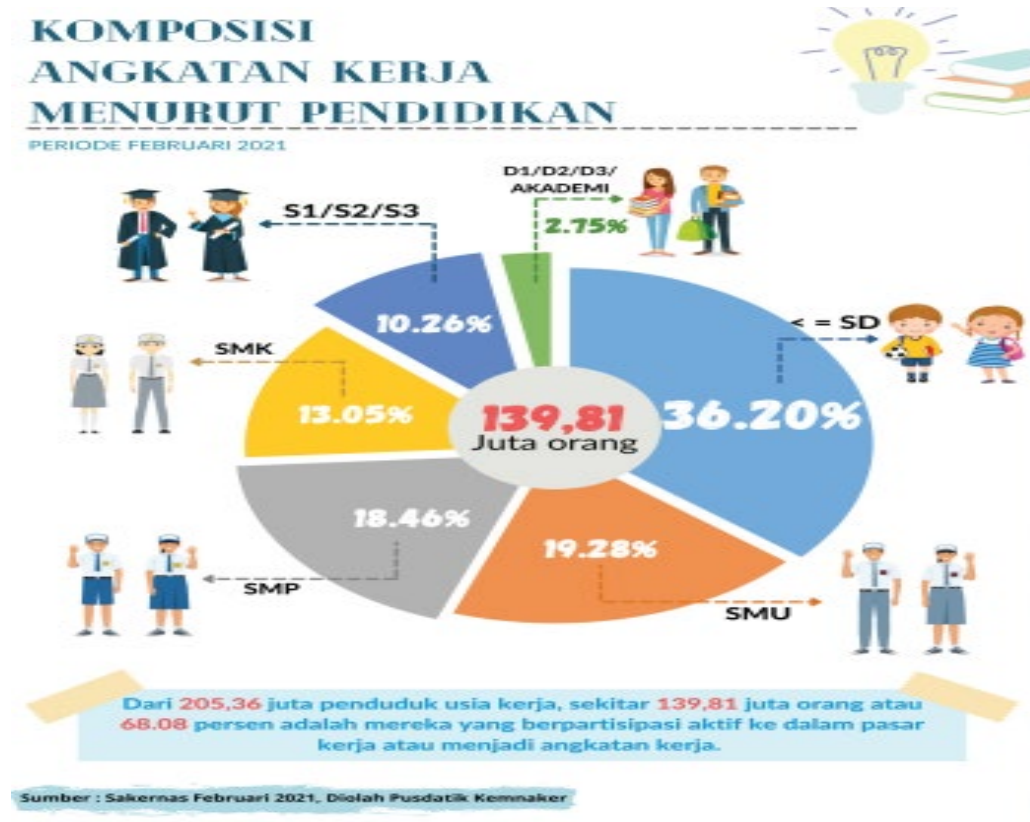
2. Methods

In this research article, the method used is literature study by tracing, analyzing, and collecting from various books and scientific articles related to vocational education in the era of independent curriculum. As for the method of data collection by looking for methods that can be used in order to be a solution to these problems.

4. Results and Discussion

4.1. Vocational Education Objectives and Entrepreneurship Education Implications

Vocational education is an important part of the national education system and has a strategic position in producing quality human resources and workforce who are actively involved in the business and industrial world. Vocational education should be able to provide awareness to DUDI actors to actively participate in the big responsibility of developing human resources so they can fill jobs with high skills and knowledge. In the study of the old paradigm, vocational education placed industry as only the end user of a vocational school graduate, so this paradigm had to be changed. Currently, the industrial world can play a role in curriculum alignment, mapping skills needs, building HR competencies through a productive educational process,



Job apprenticeship, competence and institutional strengthening, as well as implementation of certification and absorption of graduates. Through the government policy regarding the revitalization of vocational education has changed as stated in Presidential Instruction (Inpres) Number 9 of 2016¹ concerning the Revitalization of Vocational High Schools (SMK) in the framework of Improving the Quality and Competitiveness of Indonesian Human Resources (HR), namely a student in either SMK/Course/Training/Vocational Higher Education participates in the learning process (learning patterns, curriculum development, provision of facilities and infrastructure, as well as HR competency development (Teachers/Instructors/Lecturers) must follow the needs of the industrial world, and then must take competency tests that have been accredited and certified by relevant industrial partners. , so that both students and teachers/instructors/lecturers can do apprenticeships and graduates can work directly in the industry. After about four years of government policy regarding the revitalization of vocational education, the expectations and reality of stakeholders, the government, society, and the business world and the industrial world have been in conflict.

In developing the SMK education methodology, several policies have been formulated as follows²:

- 1) conducting a review and revision of the SMK curriculum so that it is more oriented towards building creativity and entrepreneurship in students as early as possible;
- 2) improve the quality of SMK that supports the creation of students' creativity and entrepreneurship;
- 3) creating access to exchange of information and creative economic knowledge between education providers;
- 4) increasing the number and improving the quality of SMKs that support the creation of creative people in the development of the creative economy;
- 5) creating connectedness and integration among SMK graduates related to the needs of creative economy development;

¹ Republic of Indonesia, 'Inpres Number 9 of 2016.Pdf', 2016
<<https://peraturan.bpk.go.id/Home/Details/195928/inpres-no-9-tahun-2016>>.

² 'Window Magazine Analysis of Entrepreneurship Education in Vocational High Schools'.

6) encouraging successful entrepreneurs to share experiences and expertise in SMK in developing the creative economy; And

7) Facilitate network development and encourage cooperation between Indonesian creative people at home and abroad.

On the basis of this policy, the implementation of Vocational High Schools becomes a necessity to collaborate with the community, especially DUDI, in a programmed manner that can create an atmosphere of mutual symbiosis, mutual understanding, and mutual benefit.

In the revitalization of vocational education in Indonesia, there are problems or obstacles faced, based on the 2020-2024 Director General Vocational Education Strategic Plan, including:

1. Limited active involvement of the industrial world in the implementation of vocational education (DUDI Real Link and Match);
2. The unemployment rate for graduates from vocational education is still high; HR competencies (Lecturers/Teachers/Instructors) are not meeting the needs both internally in vocational education and for industrial needs;
3. The quality of graduates from vocational education is still inadequate so that the impact on the productivity of the Indonesian workforce is relatively low;
4. The development of areas of expertise in course and training institutions has not been in line with industry needs and has not responded to market needs.
5. Limited active involvement of the industrial world;

From the problems above, it can hinder student and student apprentice programs from being able to master various skills, this will also hamper the quality of human resource development which has an impact on the national economy.

The data shows that the distribution of unemployment based on education is as follows:



Unemployment with vocational education, the highest is 33.09%, this data shows there are problems in absorbing labor with vocational graduates, so there is a need for Link and Match to work well and there needs to be a strong legal

umbrella and provide rewards to companies that are willing to provide training for students and students from vocational schools.

In practice, the legal umbrella that has been agreed upon is not mutually complied with, even in its implementation in 2016 the Ministry of Industry is committed to building Indonesian human resource (HR) competencies that are in accordance with the needs of the current world of work as well as to encourage sustainable national industrial growth. This form of commitment is demonstrated through the joint signing of a Memorandum of Understanding (MoU) by five ministers on the Development of Competency-Based Vocational and Vocational Education that Links and Matches with Industry. The five ministers are Minister of Industry Airlangga Hartarto, Minister of Education and Culture Muhadjir Effendy, Minister of Research, Technology and Higher Education Mohamad Nasir, Minister of Manpower M. Hanif Dhakiri, and Minister of State Owned Enterprises Rini M. Soemarno. The signing of the MoU is a follow-up to Presidential Instruction Number 9 of 2016 concerning Revitalization of Vocational High Schools (SMK) in order to improve the quality and competitiveness of Indonesian human resources. The competency qualifications of Vocational education graduates are still low; Only 65 percent of Indonesian workers have completed senior secondary school, indicating a relatively low level of education. However, Indonesia still suffers from poor school quality. Based on scores from the Program for International Student Assessment (PISA) of the Organization for Economic Cooperation and Development (OECD), more than half of Indonesian students do not have sufficient skills to compete in the labor market. In fact, the results of vocational graduates have not been able to be absorbed by the world The competency qualifications of Vocational education graduates are still low; Only 65 percent of Indonesian workers have completed senior secondary school, indicating a relatively low level of education. However, Indonesia still suffers from poor school quality. Based on scores from the Program for International Student Assessment (PISA) of the Organization for Economic Cooperation and Development (OECD), more than half of Indonesian students do not have sufficient skills to compete in the labor market. In fact, the results of vocational graduates have not been able to be absorbed by the world The competency qualifications of Vocational education graduates are still low; Only 65 percent of Indonesian workers have completed senior secondary school, indicating a relatively low level of education. However, Indonesia still suffers from poor school quality. Based on scores from the Program for International Student Assessment (PISA) of the Organization for Economic Cooperation and Development (OECD), more than half of Indonesian students do not have sufficient skills to compete in the labor market. In fact, the results of vocational graduates have not been able to be absorbed by the world Based on scores from the Program for International Student Assessment (PISA) of the Organization for Economic Cooperation and Development (OECD), more than half of Indonesian students do not have sufficient skills to compete in the labor market. In fact, the results of vocational graduates have not been able to be absorbed by the world Based on scores from the Program for International Student Assessment (PISA) of the Organization for Economic Cooperation and Development (OECD), more than half of Indonesian students do not have sufficient skills to compete in the labor market. In fact, the results of vocational graduates have not been able to be absorbed by the world

Preparing Workforce Systematically and Structurally . Indonesian Vocational Development Policy Vocation is defined as work that is in accordance with the qualifications or expertise in Indonesia. In order to create a workforce that has mastery of these qualifications or expertise, vocational education and training is being developed through 3 main institutions, namely Vocational High Schools (SMK), Polytechnics, and Vocational Training Centers (BLK).

Vocational education and training was formed with the aim of preparing a skilled workforce that is ready to enter the world of work according to the needs of the Business and Industrial World (DUDI). This Vocational Development Program is implemented with the aim of reducing the unemployment rate in Indonesia, creating a link and match between vocational graduates and DUDI needs, and creating higher quality vocational education and training institutions. This Vocational Development Program generally arises due to several background problems including unemployment for vocational graduates, presidential directives on November 21 2018 the coordinating minister for the economy was tasked with coordinating vocational development policies in Indonesia and the vocational problem lies in quality not quantity, companies in Indonesia tend to recruit vocational graduates only to occupy low level positions. For this reason, the direction of future vocational development policies is to improve the quality of graduates, especially so that they remain relevant to the dynamics of changing trends in automation. Improving the quality of graduates will be carried out through structural improvements to vocational education;

Vocational education is expected by the Government and the community to be able to provide skills for students so that they are easily accepted in the world of work upon graduation, and can be as expected.

4.2. Entrepreneurship Education Era Free Learning Curriculum

In principle, Entrepreneurship is the nature, characteristics, and character of a person who has the will and ability to realize innovative ideas in the real world creatively and productively. In other words, entrepreneurship is creativity and innovation possessed by graduates of Vocational High Schools (SMK) to generate added value for themselves

and benefit others and bring mutual benefit. Besides existing in each individual (innate), one's entrepreneurial potential can also be formed through integrated learning between theory and practice through training and or apprenticeship. According to BPS Head Suharyanto (2020): "Vocational High School (SMK) graduates dominate the number of unemployed in Indonesia, which reached 6.88 million people in February 2020. Vocational High School graduates contributed to the Open Unemployment Rate (TPT) according to education reaching 8.49%. "Looking at the level of education, the TPT for Vocational High Schools (SMK) is still the highest among other education levels, namely 8.49%, Meanwhile, for the lowest number of unemployed from elementary school education and below it is 2.64%, then SMP 5 .02%, Universities 5.73%, High School 6.77% and Diplomas I/II/III 6.76%. However, the trend of unemployment for Vocational High School graduates has decreased from 2018 to 2020. It is noted that the unemployment rate for Vocational High School graduates reached 8.92% in February 2018, then decreased to 8.63% in February 2019. Currently, the number of labor force in February 2020 was 137.91 million people, an increase of 1.73 million people compared to February 2019. In contrast to the increase in the number of labor force, the Labor Force Participation Rate (TPAK) decreased by 0.15%. various parties, the problem faced in organizing entrepreneurship education to date is the availability of facilities and infrastructure to carry out entrepreneurship education in SMKs. Furthermore, the pattern of cooperation carried out between Vocational Schools and the business and industrial world (DUDI) and the management of Vocational Schools, especially in the implementation of entrepreneurship education. "For this reason, cooperation from various parties is needed. The problem faced in organizing entrepreneurship education to date is the availability of facilities and infrastructure to carry out entrepreneurship education in SMKs. Furthermore, the pattern of cooperation carried out between Vocational Schools and the business and industrial world (DUDI) and the management of Vocational Schools, especially in the implementation of entrepreneurship education. "For this reason, cooperation from various parties is needed. The problem faced in organizing entrepreneurship education to date is the availability of facilities and infrastructure to carry out entrepreneurship education in SMKs. Furthermore, the pattern of cooperation carried out between Vocational Schools and the business and industrial world (DUDI) and the management of Vocational Schools, especially in the implementation of entrepreneurship education.

Keppmendikbut no 56 year 22 mentions:, on Entrepreneurship. Students identify economic potential at the local level and the problems that exist in developing this potential, as well as its relation to environmental, social and community welfare aspects. Through this activity, creativity and entrepreneurial culture will be developed. Students also gain insight into future opportunities, are sensitive to community needs, become skilled problem solvers, and are ready to become professional workers with integrity. This theme is intended for SD/MI, SMP/MTs, SMA/MA, and equivalent levels. Because the SMK/MAK level already has Creative Projects and Entrepreneurship subjects, this theme is not an option for the SMK level, in other words entrepreneurship education is mandatory at the SMK education level.

4.3. The Role of Kadin Central Kalimantan Province in Entrepreneurship Education

Kadin, which is a forum or association for entrepreneurs and business people, has a role in being able to produce novice entrepreneurs besides providing education to students so that they are able to adapt amid the rapid digitalization, especially in the industrial sector. international.

The Central Kalimantan Provincial Kadin together with the Central Kalimantan Provincial Education Office, signed a collaboration or memorandum of understanding regarding the development of vocational education. As a forum for joining entrepreneurs, the Central Kalimantan Kadin is ready to work together with the Central Kalimantan provincial government to advance education in Central Kalimantan through CSR funds. In addition, the Central Kalimantan Kadin provides direct assistance for entrepreneurial interests. In accordance with the statement of the Chairperson of the Indonesian Kadin at the Rapimnas, Arsjad Rasjid stated that there are 3 main programs that Kadin Indonesia will achieve in 2022, namely firstly supporting accelerated investment, secondly creating entrepreneurship and developing the regional economy, and the third is by strengthening human resources through Vocational Studies.

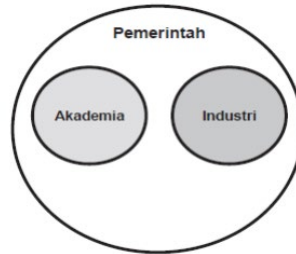
Entrepreneurship education as part of the development of national entrepreneurship is a systematic and complex effort, this is because entrepreneurship is the result of interaction, integration and reflection of ideas, expectations and activities of one person with another. On the other hand, entrepreneurship is also influenced by many environmental aspects, such as culture, character and policies regarding entrepreneurship itself. So that efforts to develop an entrepreneurial culture among students cannot be carried out or imposed on just one element, namely higher education institutions. Furthermore, this requires synergy from multiple parties, so that the triple helix model approach involves collaboration between three elements of higher education, entrepreneurs,

The triple-helix approach is a positive synergy between three different actors in discussing the innovation development introduced by Etzkowitz and Leydesdorff. This model, as expressed by Taufik (2010), emphasizes that interaction between universities (academicians), industry and government is the main key to improving conditions that are conducive to innovation. Irawati (2007) suggests this model involves the university as a center of excellence through

academic activities based on research and development, industry as a provider of customer requests based on commercial activities as well as research and development.

During its development, the triple helix model underwent a development process that described the transformation process in the relationship between the three parties, where according to Etzkowitz and Leydesdorff as reported by Taufik (2010) conceptually there are at least three forms of evolution of the triple helix model:

1. Triple Helix I shows the statistical model of university-industry-government relations, as illustrated in Figure 1 as follows:



Source: Taufik, Tatang Ahmad, 2010, Partnership in Strengthening the National Innovation System, National Research Council, Jakarta.

Then conceptualized its use into the model of the evolutionary form of the triple helix model showing the statistical model of the relationship between SMK - industry - KADIN

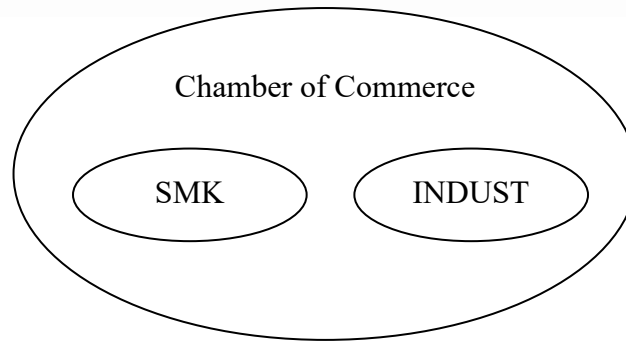


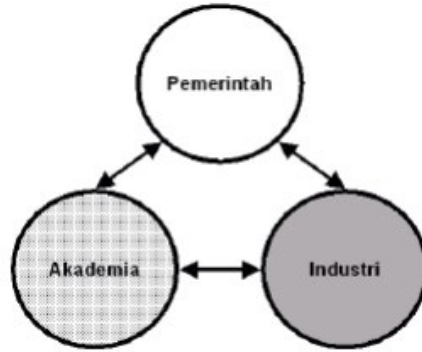
Figure 2: relationship between SMK – industry – KADIN

Figure 1-2 : Triple Helix I Model :

Statistical Model In the Triple Helix I model the role of government dominates the other parties (spiral circle). The development of innovation and partnership systems and institutions is controlled by the government. The government acts as a mediator in regulating industrial relations, technology transfer and institutional regulations. In this role, Kadin acts as a mediator in regulating industrial relations, technology transfer and institutional regulations.

2. Triple Helix II, as illustrated in Figure 3 is defined as a communication system consisting of market operations, technological innovation (affecting future changes) and interface control. The interface of these different functions operates in a distributed mode to generate new forms of communication as in continuous transfer of technology or in patent law

Figure 3 : The Triple Helix II Model : The Laizzes Faire Model



Source: Taufik, Tatang Ahmad, 2010, Partnership in Strengthening the National Innovation System, National Research Council, Jakarta

If you put it into the concept model, the evolutionary form of the triple helix model, the etastic model of the SMK-industry-KADIN relationship, the model is as follows:

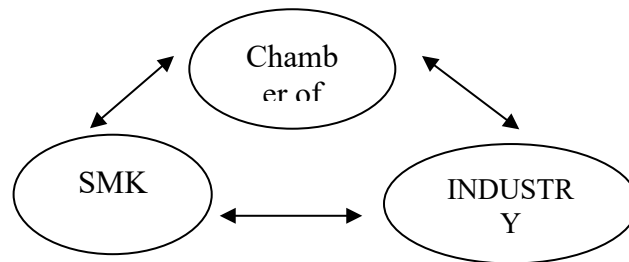


Figure 4: relationship between SMK – industry – KADIN

The Triple Helix II model consists of three separate institutional circles with strong boundaries, and the relationships between the circles are very limited. “Traditional” role “assertiveness” characterizes this model. For example, the role of SMK is to provide human resources (through formal higher education) and to carry out more basic research. Meanwhile, KADIN's role is to directly guide entrepreneurship education and distribute graduates to industry.

5. Conclusion

Unemployment with vocational education, the highest is 33.09%, this data shows there are problems in absorbing labor with vocational graduates, so there is a need for Link and Match to work well and there needs to be a strong legal umbrella and provide rewards to companies that are willing to provide training for students and students from vocational schools. And there are 139 vocational schools (State: 95 Private: 44). In addition to collaborating with the Central Kalimantan Provincial Education Office, Kadin is deemed necessary to devise a strategy so that entrepreneurship education in Vocational High Schools fostered by Kadin can become a facilitator between the school and the industry so that the vocational education expected by the Government and the community can provide skills so that vocational students are easily accepted in the world of work when passed, and as expected. Some recommendations that can be made include:

- 1) gradually and continuously facilitating adequate facilities and infrastructure for the implementation of entrepreneurship education through the CSR program;
- 2) develop a cooperative partnership mechanism with DUDI through the triple helix model;
- 3) formulate and implement optimal SMK management through networking with various learning resources in the community including DUDI;
- 4) benchmarking to schools that have successfully held entrepreneurship education tailored to their respective potentials.

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