THE MANAGEMENT DIMENSIONS OF ENTREPRENEURSHIP EDUCATION IN AGRIBUSINESS VOCATIONAL SCHOOL (A CASE STUDY IN SMKN 1 BAWEN AND SMK SPMAN UNGARAN)

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Article history:

Received
12 February 2024

Revised
29 April 2024

Accepted
13 May 2024

Available online
31 May 2024

ABSTRACT

Background: The problem especially in the field of vocational education was the weak relationship between the quality of graduates from educational institutions and the demand for employment opportunities.
Purpose: This research aimed to define and examine the role of entrepreneurship education in the formulation, implementation and evaluation of agribusiness degree programs in vocational schools.
Design/methodology/approach: This research used post hoc qualitative methodology, purposive sampling strategy, and interactive models in analyzing the data.
Findings/Result: From the case study, it was found that there was a lack of integration between initiators of entrepreneurial soft skills (principals, principals, principals), and teachers of subjects other than entrepreneurship, according to research. This means that traditional and semi-modern teaching methods are still used in planning, implementing and evaluating learning. In accordance with this issue, it is necessary to develop integrated entrepreneurship education that relies on soft skills and competency-based training (CBT). So that it can improve the quality of graduates in creating students with an entrepreneurial spirit at the level of personal maturity, achieving student competency, reducing the gap in workforce needs, reducing the unemployment rate and increasing the number of entrepreneurs who will strengthen the national economy.
Conclusion: This research adds to the literature on efforts to develop curriculum-based competencies and the use of learning methods that continue to develop to facilitate the acquisition of sustainable entrepreneurial knowledge and skills.
Originality/value (State of the art): Its originality lies in its contribution to the literature on the management dimensions of economic education, because it uses management dimensions to analyze the conditions and efforts that must be made in vocational schools and the world of education needs to be involved in entrepreneurial management governance, especially in vocational schools to ensure implementation is in accordance with entrepreneurial practices as well as refinement of new learning that continues to develop.

Keywords: competency-based training, entrepreneurship education, entrepreneurship, vocational education

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INTRODUCTION

Entrepreneurship is a significant phenomenon that holds relevance across different educational levels and has emerged as a necessity within communities (Lindner, 2012). One of the primary obstacles faced by SMK pertains to the dearth of alignment between the educational curriculum and the subsequent employability of graduates. According to data provided by the Indonesian Central Bureau of Statistics (BPS, 2017), it is evident that individuals who have completed their education at vocational high schools (SMK) constitute the largest proportion of the unemployed population, accounting for 9.27% of the total unemployment rate. The current state of affairs deviates significantly from the intended objective of entrepreneurship education, which is to effectively generate employment prospects for graduates of SMK. The available data indicate that the proportion of SMK graduates enrolled in agribusiness study programs who pursue entrepreneurship is relatively low, amounting to less than 2% annually. This condition arises due to suboptimal development of soft skills, with an overemphasis on hard skills. According to Lans et al. (2014), there is a call for additional investigation into the field of entrepreneurship education. Thus, teachers should develop curriculum-based competence and employ creative learning methods to facilitate the acquisition of sustainable entrepreneurship knowledge and skills. The primary emphasis for acquiring proficient knowledge to address these challenges lies in the dimensions of soft skills and cognitive-behavioral therapy (CBT) (Abungu et al. 2014).

According to Ruskovaara et al. (2016), the focus of entrepreneurship education lies in the implementation of a training system for school principals and teachers. In order to effectively incorporate this education, Bikse et al. (2014) argue that a comprehensive level of instruction is required, encompassing various subjects, administration, teachers, students, and organization. The impact of soft skills on an individual's success in life has been emphasized in academic literature (Sailah, 2008). It is argued that soft skills, which encompass attitudes and behavior, play a crucial role in shaping an individual's entrepreneurial outcomes (Martin & Lucu, 2014). It is imperative for individuals in the human resource field, particularly those who have completed their education, to possess soft skills. The absence of soft skills among human resources can have a detrimental impact on the unemployment rate (Paadi, 2014; Samta, 2013; Robles, 2012; Pop and Barkhuizen, 2010). According to Din et al. (2016), the cultivation of an entrepreneurial mindset and the effectiveness of entrepreneurship programs are crucial factors in fostering the development of entrepreneurs. However, Todorov and Papazov (2014) as well as Purnomo (2014) argue that entrepreneurship education is currently perceived as an isolated and disconnected domain.

Education is a multifaceted process that encompasses the transformation of behavior across various domains, namely cognitive, affective, and psychomotor. This process involves the imparting of knowledge and skills through teaching and training. Additionally, education involves the pursuit of specific educational objectives, which may be directed towards individuals, groups, or communities. The individuals responsible for facilitating education, known as educators, play a crucial role in this process. Furthermore, education is characterized by its dynamic nature, involving various elements such as processes and outcomes. Several classifications of entrepreneurship education that can foster entrepreneurial intentions are divided into four categories. Firstly, entrepreneurial awareness education refers to a specific form of education that aims to enhance individuals' understanding and familiarity with the field of entrepreneurship. The primary objective of this category of education is to augment the population of individuals who possess sufficient knowledge and comprehension of entrepreneurial concepts and practices. This aspect pertains to a singular factor that influences interest, such as knowledge, motivation, or the capacity to engage in entrepreneurial spirit. The second category pertains to startup education, which encompasses entrepreneurship education that specifically targets various aspects of business practice during the initial stages of a venture. This includes topics such as securing venture capital, understanding the legal dimensions of entrepreneurship, and other related subjects. The third category pertains to education aimed at fostering entrepreneurial dynamism. In this context, the objective of entrepreneurship education is not solely to cultivate interest, but rather to cultivate dynamic behaviors that promote the advancement of entrepreneurial activities that have already been undertaken. Fourth category, continuing education for entrepreneurs. This entrepreneurship education aims to improve existing entrepreneurial abilities. In the implementation of this type of education, it is usually linked to the previous type of education category with

the hope that participants in the previous program will be interested in continuing their education in this type of education (Linan, 2004).

The implementation of entrepreneurship education in SMK can be integrated in all subjects, integrated in extra-curricular activities, entrepreneurship education through self-development, changes in entrepreneurship learning from concepts/theories to practical entrepreneurship learning, and integration of entrepreneurship education into teaching materials/ books (Puskur Ministry of National Education, 2010). In addition to imparting entrepreneurial knowledge, it is imperative to enhance the soft skills of vocational education students through diverse approaches. In a mathematical context, the equation representing soft skills can be expressed as the sum of intrapersonal qualities and interpersonal skills. The intrapersonal quality refers to the inherent spiritual quality that emanates from the depths of the human heart.

One dimension of interpersonal quality in humans is having or having an entrepreneurial spirit, which generally comes from education that liberates humans so that they are not depressed and become creative which in turn results in being innovative and able to form a human entrepreneurial spirit (Slamet, 2010). The term "entrepreneurship" encompasses a wide range of activities and is commonly understood as a function that involves the identification and exploitation of market opportunities. The aforementioned exploitation primarily pertains to the allocation and/or integration of inputs. An entrepreneur, or businessperson, is an individual who demonstrates tenacity and bravery in their pursuit of business growth. An entrepreneur is someone who is "moving forward", moving forward so that his business grows from time to time.

The development of entrepreneurship education in schools especially in SMK involves the imparting of knowledge, fostering awareness, and facilitating practical experiences pertaining to entrepreneurship among students. Slamet (2010) asserted that it is imperative for students to receive instruction on the attributes associated with prosperous entrepreneurship, encompassing both fundamental and instrumental qualities. The fundamental characteristic of entrepreneurship encompasses cognitive ability, emotional intelligence, and physical prowess, whereas instrumental competence entails proficiency in various disciplines.

Another weakness in entrepreneurship education that still needs to be intensified is the dimension of instrumental quality, namely mono, inter and inter-disciplines. These disciplines include production management, finance, marketing and human resources as well as accounting and accounting principles (Slamet, 2010). Entrepreneurship education requires studies from various inter- and interdisciplinary disciplines. This is because entrepreneurship is not just a mono-discipline (economics, mathematics, management, and so on) but also inter-disciplinary (company management, agricultural economics, industrial psychology, and so on), and across disciplines namely the environment, population, etc (Basrowi, 2014)

Competency-based training is an approach to implementing job training that refers to Work Competency Standards according to the needs of the industry/job market. Competency-based training programs are implemented in an integrated manner both at job training institutions and in the workplace which are directly guided and supervised by instructors and/ or workers/employees who are competent in their fields.

Kosbab study in 2018 yielded findings indicating that competency-based training proposes informative qualities that render it applicable in the context of vocational learning and training. One of the benefits of utilizing competency-based training is that it not only facilitates the development of anticipated or referenced competencies, but also fosters vocational competence by nurturing dispositions such as values, interests, and attitudes that contribute to personal growth and maturity. Furthermore, according to Knowles (1996), the enhancement of an individual's competence necessitates the identification of strategies to foster their maturity. Through CBT, knowledge and technical competence can be achieved, as well as dispositions (values, interests and attitudes) which form the basis of maturity.

The use of CBT in vocational education can be recommended because besides being able to increase knowledge and technical competence, through CBT it can increase the dimensions of attitudes that are included in the concept of one's maturity, for example more self-confidence, positive thinking, decision-making attitudes, more discipline, increased activity, more independent, more focused on ethics and the environment, more attentive, and able to organize (Kosbab and Derek, 2016).

In order to address the prevailing issues, schools undertook a study aimed at delineating and examining the planning, implementation, and supervision models of entrepreneurship education within agribusiness study program at SMKs. This sought to identify and subsequently enhance entrepreneurship education models, thereby fostering a positive influence on the propensity for entrepreneurial pursuits among students in educational institutions. A vocational study program focused on the field of agribusiness.

Based on the existing problems of the dimensions of entrepreneurial management, as well as the results of previous observations and research which state that there is no harmony between the educational curriculum and the employability of graduates, as the population who have completed vocational high school (SMK) education constitutes the largest proportion of the unemployed population, the solution approach is to The problem that needs to be done is to carry out an analysis related to the dimensions of entrepreneurial management in agribusiness vocational schools, if it is suspected that there are differences between SMKN 1 Bawen and SMK SPMAN Ungaran in terms of the dimensions of entrepreneurial management. Whereas there are significant differences, efforts to develop curriculum-based competencies and use creative learning methods to facilitate the acquisition of sustainable entrepreneurial knowledge and skills, the main emphasis in overcoming this challenge lies in the soft skills dimension and cognitive behavioral therapy (CBT) is an important thing to do.

The aim of this research is to analyze the dimensions of entrepreneurial management at Agribusiness Vocational Schools. Stakeholders in vocational schools and the world of education need to be involved in the governance of entrepreneurship management, especially in vocational schools, to ensure that the curriculum is in accordance with existing entrepreneurial practices and provides clarity regarding entrepreneurship education and quality graduates in the future. Therefore, it is important to develop dimensions of entrepreneurial management in Agribusiness Vocational Schools that are adequate and in line with industry needs.

METHODS

The study was conducted in the agribusiness study program at SMKN 1 Bawen and SPMAN Ungaran in in 2016-2017. There were two primary rationales for selecting students pursuing agribusiness studies. Firstly, the field of agribusiness was in a nascent stage and required further development. Secondly, entrepreneurship played a crucial role within the realm of agribusiness, rendering it of significant importance. The findings of this study held potential value for education policymakers seeking to gain insights into prevailing models, particularly with regards to the ramifications for interventions and the cultivation of entrepreneurial soft skills.

This study employs a qualitative research methodology utilizing an ex post facto research design. The primary data source for this study was identified through the application of a purposive sampling technique. According to Tongco (2007), the utilization of purposive sampling technique is highly advantageous in non-probability sampling, particularly when the objective is to investigate a specific cultural domain in order to acquire comprehensive understanding.

This methodology involves the deliberate selection of participants who possess a comprehensive understanding of the intricacies and execution of entrepreneurship within the realm of educational administration. These individuals include principals, vice principals responsible for curriculum and student affairs, principals overseeing expertise programs and counselors, teachers, representatives from the business and industry sectors, as well as a subset of students. The data was collected in 2016-2017 and conducted using observation and interview methodologies.

The present study employs interactive analysis techniques, namely data reduction, data presentation, and drawing conclusions, to analyse qualitative descriptive data. This research carried out a series of activities to prepare analysis of existing data using concepts in the form of narratives and matrices. Next, make propositions from the narrative that has been prepared, and the propositions are used as the basis for developing the model, and then developed into a substantive theory.

Vocational education plays a crucial and strategic role in the overall process of national development. In order to enhance the strategic significance of vocational education, it is imperative to incorporate entrepreneurship education into the curriculum for vocational students. This can be achieved by imparting

knowledge, fostering awareness, and providing practical experiences pertaining to entrepreneurship. According to Slamet (2010), The inclusion of entrepreneurship education in SMK is stipulated in Regulation 70/2013 issued by the Minister of Education and Culture of the Republic of Indonesia. This regulation outlines the fundamental framework and curriculum structure for SMK/MAK in 2013. Craft and Entrepreneurship training courses are mandatory for all students from semester 1 to semester 6 and are an important element of learning in SMK.

The economic dimension of vocational education can be explained by various concepts regarding the function and role of vocational education related to employment as the ultimate goal, assessment, process and certification as well as prospects all related to economic criteria. The economic dimension that needs attention and thought in a proportionate and intensive manner is the dimension of developing students to become a productive workforce through the most efficient and effective delivery process alternatives and basing educational planning on job prospects with various dimensions of the problem carefully.

In addition, another economic dimension that is no less important than vocational education is the dimension of developing students to become independent job creators/ job creators with the provision of entrepreneurial competencies and soft skills through an effective and efficient training process and transmission of mindsets and basing entrepreneurial education planning on prospects. According to Klause (2007) soft skills are very important for success in a workplace where the situation is very harsh and soft skills complement hard skills. The ability to sell ideas, get along with other people or turn in work on time if someone does not have it will not achieve anything. This is in accordance with the opinion of Sadilah (2008) that a person's success is determined by the ability of his soft skills by 80%, while the contribution of hard skills is only 20%. Goleman (1999) and Carter (2011) explained that soft skills or competence/emotional intelligence are very important in the field of work, especially leadership, physical health, mental health and even in school performance or achievements.

The implementation of entrepreneurship education within agribusiness study program at SMK is scheduled to occur at the commencement of each semester, taking into account multiple facets such as goals, participant engagement, instructional materials, instructional media, teaching methodologies, and assessment of entrepreneurship education. A crucial aspect of this plan pertains to the engagement of educators, school administrators, the business/industry sector in entrepreneurship education, and the continuous assessment of the execution of entrepreneurship education. In the capacity of a policy maker, it is imperative for the principal to disseminate information, while the teacher should possess a scientific background and prior experience in the field of entrepreneurship (Figure 1).

The implementation of the entrepreneurship education plan commences with an initial declaration by the teaching team, followed by the execution of the plan in alignment with the syllabus, curriculum, and a strategic plan. Notably, the strategic plan does not involve any participation from the business world or industry. To engage students in extracurricular spirit, schools implement various initiatives, such as involving them in school production units like canteens and business centers, as well as encouraging their participation in exhibitions to showcase their work.

RESULTS

This study provides an explanation of the descriptive results of entrepreneurship education in relation to the characteristics of entrepreneurs. The research model proposed in this study specifically emphasizes the planning, implementation, and supervision of entrepreneurship education within agribusiness study programs. The student agribusiness study program comprises four distinct areas of expertise, namely agricultural product agribusiness, plant agribusiness production, livestock agribusiness production, and mechanical agriculture. These areas are further divided into 32 study groups, accommodating a total of 1,169 students.

To align with the educational institution's overarching vision, SMK engages in collaborative partnerships with various corporate entities. In line with the findings of Barba-Sánchez and Atienza-Sahuquillo (2018), it highlighted that the significance of incorporating entrepreneurship into the European context through the establishment of a task force or steering group. This group, consisting of various departments such as education, economics, jobs, science, and research,

aims to explore the integration of entrepreneurship within the educational framework, particularly at the elementary, secondary, and tertiary levels.

Entrepreneurial action can be conceptualized as a form of innovative action that is facilitated by a structured system of human relationships and the integration of various resources. Moreover, it is imperative that such action is purposefully directed towards specific accomplishments (Liao and Gartner, 2006). Education plays a pivotal role in fostering entrepreneurship, thus making entrepreneurship education an effective avenue for cultivating and nurturing an entrepreneurial mindset. This can be achieved through an agribusiness skills program that emphasizes global competition and are guided by a written mission encompassing commitment, innovation, comprehensive understanding, proficiency, autonomy, and self-improvement.

The findings indicated that the entrepreneurial soft skills that were developed included the elaboration of vision and mission. However, these skills were not yet fully optimized, and the dominant focus was on the implementation of hard skills. The individuals involved in this process were primarily entrepreneurs and productive subject teachers, but there was a lack of synergy between them. Furthermore, the planning, implementation, and evaluation of learning activities still relied on semi-modern conventional pedagogy, which lacked contextual relevance. This finding aligns with the research conducted by Irawanto dan Novianti (2021) the result shows that entrepreneurship education with a pedagogic approach significantly affects innovative behavior, differs from the alternative approach, Purbasari (2021), which identified social community actors, specifically the surrounding communities, as the primary actors in the entrepreneurial ecosystem. Additionally, the study highlighted the presence of supporting service factors that deviate from the established entrepreneurial ecosystem model used as a reference.

In Indonesia, there is a pressing need to enhance awareness and understanding of the entrepreneurial phenomenon. This can be achieved through the inclusion of dedicated courses on business creation across different academic disciplines (Sardeshmukh and Smith-Nelson, 2011). Additionally, the establishment of entrepreneurship support units (Crum and Chen, 2015) and the implementation of targeted initiatives to foster business creation (Colette et al. 2005) such as business idea competitions, business incubators, and comprehensive support for startups, are crucial steps in this direction.

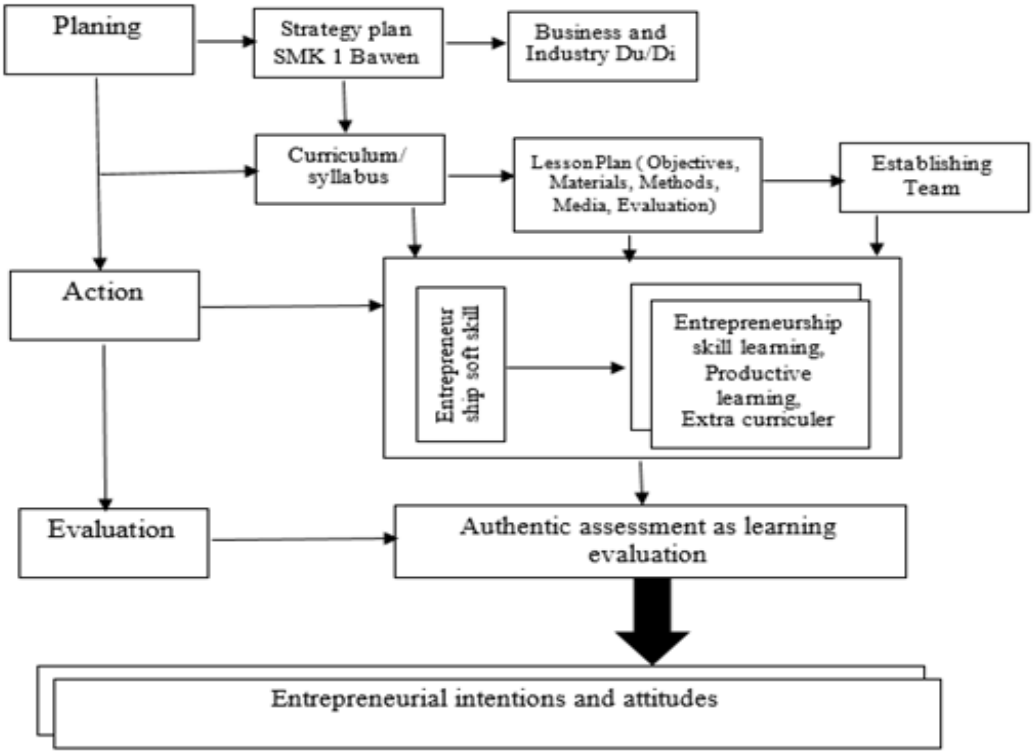

Figure 1. The dimensions of entrepreneurship management in vocational school

The research findings indicate that the memorandum of understanding (MoU) does not explicitly outline the context of entrepreneurship education facilitated by industrial work activities. However, it can be inferred that industrial work practices effectively equip students with the necessary skills for knowledge transfer, production processes, and the dissemination of entrepreneurial knowledge, which have yet to be fully developed. The current implementation of the entrepreneurship education strategy in Vocational Schools is suboptimal. The indications of the learning methods employed can be observed to be similar to those utilized in other subjects, taking the form of normative hard skills and adaptive material (Figure 2).

Lee et al. (2011) put forth a psychological economics approach, which offers an alternative interpretation for the phenomenon of entrepreneurship. Jones and English (2004) had proposed a pedagogical approach that combines action-oriented teaching methods with project-based learning. The primary methods commonly employed include reading, engaging in class discussions, and developing business plans. These approaches involve analyzing cases of esteemed entrepreneurs and organizing events where local entrepreneurs are invited to enrich the understanding of entrepreneurship among graduates. The aim is to foster an entrepreneurial mindset and inspire graduates to pursue opportunities as creators of employment rather than mere job seekers (Barba-Sánchez and Atienza-Sahuquillo, 2018).

The principal implements a policy aimed at promoting entrepreneurial practices by facilitating the sale of products and production units within the school environment and its surrounding community. The purchasing and vending operations are conducted either through direct transactions with teachers and students or through storage in the canteen or business center. The business units that have been developed within SMK encompass a range of entities:

1. Rooster agribusiness.
2. Broiler agribusiness.
3. Broiler duck agribusiness.
4. Livestock production units that produce fresh milk and processed milk (yogurt) to organic fertilizers.
5. Sweet corn cultivation agribusiness production unit with the trusted brand “sweet corn vocational school”.
6. Curly chili agribusiness production unit
7. Salted egg production unit
8. Staple food production units facilitated by the school economics unit
9. Instant ginger production unit
10. Field trip business units for kindergarten and elementary school students to learn about agriculture.

In addition to pursuing professional careers, it is expected that graduates of SMK will possess the ability to establish businesses or engage with entrepreneurship. The implementation of the entrepreneurial soft skill development plan involves several key steps, namely identification, formulation of objectives, organizing instructors, and socialization plans. The scope of identifying entrepreneurial soft skills within Vocational Schools is currently constrained to the singular aspect of sales proficiency. Entrepreneurship education plans primarily exhibit a contemplative nature, as they are predominantly observed within instructional modules that incorporate the practical application of entrepreneurship education principles, such as PKWU and productive lessons. The findings of the study suggest that the agribusiness skills program’s entrepreneurship management education exhibits certain deficiencies. This pertains to various aspects such as human resources, materials, facilities, and infrastructure. In the context of learning and teaching entrepreneurship, it is important to consider the adaptive nature of the process and its interaction with productive subjects. However, one significant challenge that arises is the lack of synergy among educators. The cultivation of soft skills is facilitated by engaging in extracurricular activities, with a particular emphasis on spiritual pursuits.

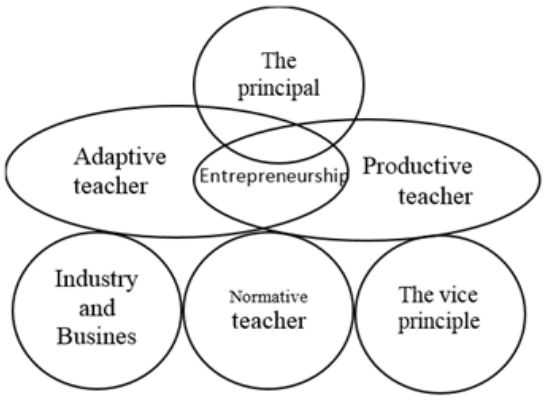

Figure 2 . Teacher's synergy position

The proposed entrepreneurship education program encompasses four key dimensions: craft, technique, cultivation, and processing. The primary objective of this program is to foster the development of products utilizing technology that is suitable for home industries in terms of scale. The evaluation of effective entrepreneurial skills is conducted at the institutional level. The oversight of student entrepreneurship soft skills is managed by the principal through the implementation of incidental supervision activities. Subsequently, a comprehensive evaluation is conducted, and the outcomes are presented during regular daily meetings.

The evaluation of entrepreneurial soft skills is conducted on a semester basis to gauge the level of accomplishment. Measurements in the concluding phase are conducted in a fragmented manner across various departments that have encountered difficulties in implementing effective entrepreneurship-focused training. Conversely, certain comprehensive examination-oriented training initiatives may be implemented to facilitate productive training within an entrepreneurship-based framework. A competency test was conducted as part of the Agribusiness Expertise Program organized by the Professional Certification Institute (LSP) in Malang. Certificates earned by students are widely acknowledged both domestically and globally. According to Ismail and Zain (2014), there is potential for the development of measurement devices in future research that can be used to establish competency standards for entrepreneurial graduates. The process of establishing a business encompasses two distinct dimensions, as identified by Barba-Sánchez and Atienza-Sahuquillo (2017): a rational dimension and a motivational dimension.

According to Santateresa (2016), the findings of the study indicate that the utilization of problem-based learning approach has the potential to enhance individuals' motivation to engage more actively in activities that closely resemble real-world professional scenarios. The findings from previous studies conducted by Karimi et al. (2016) and Lans et al. (2013) demonstrate a notable rise in entrepreneurial intentions following the provision of specialized training in business creation and management. According to Mesquita et al. (2016), an alternative perspective suggests that social entrepreneurship can also serve as an extracurricular pursuit. The purpose of the evaluation conducted by vocational schools is to gain a comprehensive understanding of the theoretical aspects of entrepreneurship.

Following the completion of the test, the instructor proceeded to provide the students with an explanation of the correct answers for each item. This process served to assess the students' skills and attitudes by means of assigning portfolio tasks. There exist various specialized program encompassing agribusiness plantation crops, food crops and horticulture, ruminant agribusiness, and poultry. The program derived soft skill competencies that have the potential to enhance students' expertise in entrepreneurship. For instance, (1) Individuals who possess intrinsic motivation and demonstrate a genuine interest in environmental matters are inclined to actively seek knowledge pertaining to the cultivation of diversity, as well as food and non-food processing. In order to effectively introduce cultivation activities and food and non-food processing, it is imperative to exhibit qualities such as honesty, confidence, and independence. (3) Foster collaboration, mutual cooperation, tolerance, discipline, and responsibility in the development of food and non-food cultivation and hard work spirit.

The development of entrepreneurship education management necessitates the establishment of various approaches, including the implementation of an integrated entrepreneurship education model that incorporates soft skills and competency-based learning (CBT). According to Alonso et al. (2016), the authors assert that management introduces a novel perspective on the dissemination of knowledge and the construction of competency development frameworks. Barba-Sánchez and Atienza-Sahuquillo (2018) present empirical findings that support the efficacy of entrepreneurship training, albeit with certain areas for enhancement. From a mathematical perspective, it can be observed that this concept bears resemblance to the equation: soft skills equal to the sum of intrapersonal qualities and interpersonal skills.

The significance of entrepreneurship education lies in its ability to impart knowledge on the democratization of entrepreneurial culture and the advancement of professional teaching and development technology (Cunha et al. 2016; Lackeus, 2015; Debyser, 2013). Hence, it can be argued that the existing entrepreneurship education model for agribusiness students is suboptimal. To enhance its effectiveness, it is imperative to incorporate soft skills and cognitive behavioral therapy

development. Moreover, collaborative efforts with diverse public authorities should be undertaken to ascertain the most effective measures and strategies for maximizing available resources. According to the findings of Zhao et al. (2005), there is a significant positive correlation between formal education in entrepreneurship-related subjects and the intention to engage in entrepreneurial activities. This relationship is mediated by the individual's level of entrepreneurial self-efficacy, as depicted in Table 1. The comparision of dimensions in entrepreneurship management in Table 2.

Implication Managerial

This research indirectly explains that there are several things that can be evaluated from the entrepreneurship soft skills development program systematically and it is suggested that the integration of entrepreneurial soft skills in all processes should be aligned effectively. Students in the agribusiness study program at Vocational Schools can develop entrepreneurial skills, so they can master hard skills and soft skills. On the other hand, this research is used as literature to understand the management dimensions of Agribusiness Vocational School entrepreneurship education.

Table 1. Basic competency skills program in food arts and entrepreneurship and horticultural agribusiness

Aspects of PKWU: Cultivation
Basic competencies
Applying the concepts and procedures for crossing cultivation and ornamental fish breeding and consumption.
Study the process of cross-archipelago cultivation activities and ornamental fish breeding and consumption.
Designing ideas for archipelago cultivation activities resulting from crosses and ornamental fish for breeding and consumption that are able to compete in the world market.
Applying the concepts and procedures for cross breeding and poultry breeding, and broiler breeding activities.
Study the process of archipelago cultivation activities from crossing results and laying and breeding broiler chickens.
Designing archipelago cultivation activities from crosses and layers as well as broiler poultry farms that are able to compete in the world market.
Managing broiler poultry farms for breeding.
Aspects of PKWU: Processing
Basic competencies
Understand the concepts and procedures for various types of vegetable and animal materials with preservation processes as food and non-food processing products.
Study the process of producing vegetable and animal ingredients by preserving them in the archipelago through various media or visiting production sites.
Designing ideas for manufacturing and packaging processing of food and non-food products.
With the preservation process in accordance with the characteristics of each region of the archipelago:
Making processed vegetable and animal food with preservation process.
Processing of plant foods into cleaning products.
Making processed vegetable and animal food through a fermentation process.
Processing of organic waste through a fermentation process into liquid fertilizer.
Apply the concepts and procedures of local vegetable and animal food traditions for making and modifying them into food and non-food products.
Study the process of production of plant and animal food with local traditions of products and their modifications into food and non-food products according to which each region of the archipelago has different characteristics through various media or production site visits.
Designing ideas for the production and packaging of local plant and animal food, traditional products and their modifications into food and non-food products that can compete in the world market.
Making processed local plant and animal food traditions and their modifications, processing non-food materials from animal ingredients into health supplement products.

Table 2. The comparision of dimensions in entrepreneurship management

	SMKN 1 Bawen	**SMK SPMAN Ungaran**
Program	Agribusiness Results Agriculture	Agribusiness Plant
	Agribusiness Production Plant	Agriculture
	Agribusiness Production Cattle	
	Mechanism Agriculture	
Superiority	Own braid or networking or Work together with a number company And businessman or world business And world industry (Du/Di). Forms Work The same the includes:	SMK SPMAN Ungaran build Work The same with a number of agency agriculture, as well a number company field agriculture especially business in the field processing results agriculture located nearby Semarang district.
	Cooperation in Practice Work Industry with 136 Du/Di (incl Internship in Malaysia);	
	Internship Bond Service with 2 companies namely PT. Best Agro International Central Kalimantan & PT. Kayan Patria Pratama North Kalimantan;	
	Recruitment Candidate Employees held at SMKN 1 Bawen (28 companies per year);	
	Scholarships Studying Bond Department (4 companies);	
	Accept student bond service company For attended SMKN 1 Bawen;	
	Class Far Independent, that is class especially at SMKN 1 Bawen which is funded education is 100% covered company with enforce pattern education special namely 1 year in the company and 2 years at SMKN 1 Bawen;	
	SMK Negeri 1 Bawen become training organizer for candidate employee plantation;	
	SMK Negeri 1 Bawen become consultant establishment of an Agricultural Vocational School namely SMKN 1 Best on year 2012. And year This Already MOU signed with PT. Kayan Patria Pratama For establishment of Tridaya Vocational School Primary in Samarinda	
Planning	Planning Entrepreneurship Education at SMKN 1 Bawen is established moreover formerly with integrating it into Crafts and Entrepreneurship subjects as well eye training productive with choose KD-KD that is in accordance with the results of the school's internal and external analysis, namely cultivation And management . Activities outside the subject are planned by involving students in school production units such as the school canteen, business center in each skills program. Entrepreneurial activities in the ATP, ATPH, ATU and ATR Skills Packages include cultivating sweet corn, cultivating organic leaf vegetables, cultivating melons, cultivating Power livestock , hydroponic cultivation of vegetable crops, etc. Apart from that, he also participates in exhibition activities to promote the work produced.	Planning SMK SPMAN Entrepreneurship Education Ungaran set moreover formerly with integrating it into Crafts and Entrepreneurship subjects as well eye training productive with choose KD-KD that is in accordance with the results of the school's internal and external analysis, namely cultivation And processing. Activities outside the subject are planned by involving students in school production units, especially activity post fruitful harvest product . Product superior students who can categorized as in entrepreneurial activities including ' *wedang plethok*' , mushroom cultivation strawberries, hydroponic vegetable plants etc. Apart from that, he also takes part in exhibition activities to promote the work produced.

Table 2. The comparision of dimensions in entrepreneurship management (continue)

	SMKN 1 Bawen	SMK SPMAN Ungaran
Actor management	Ideally the teacher is a teacher education entrepreneurship must balanced between background behind science with experience in entrepreneurship, yes Of course just background behind from major Knowledge Economy or graduate of education Economy from IKIP. Besides That experience entrepreneurship Also No lost important, actually experience Actually become necessary prerequisites owned by an entrepreneurship teacher ideally. So KWU teachers are still organizing not yet ideal because from facet amount Not yet adequate , even There is Wrong one teacher with background behind No knowledge economics , however Already own experience entrepreneurship although new as a pilot process business	Management actor or teachers involved in education entrepreneurship Still in accordance with channel that task the charged to the eye teacher PKWU lessons and eye lesson productive , for dudi Not yet oriented in bodyguard soft skills entrepreneurship And new on strengthening his hard skills
Implementation	Assigned workers For accompany student internship only can guide student the in accordance with the duties and responsibilities he carries out , and only own limited time in finish tasks already done assigned company . Viewed from implementation development soft skills entrepreneurship within the school is still ongoing Not yet consistent , as well as outside school in activity apprenticeship or prakerin , the implementation Still dominant on competence hard skills in accordance with competence his expertise, then description implementation development soft skills entrepreneurship within the school and in the environment world business And world industry (Dudi) which is still dominant on competence hard skills student that, so can explained that management education entrepreneurship at SMKN I Bawen Still not optimal.	Competence soft skills entrepreneurship at SMK SPMAN Ungaran Not yet identified in a way detailed , because focus institution with whole the energy emphasize on achievement objective vocational school institutions, namely produce power intermediate vocational agriculture, so For prepare student become entrepreneur Not yet maximum. Escort competence entrepreneurship on moment curriculum ministry agriculture Already very integrated , so graduate of more choose become entrepreneur from on become civil servants, with data that only 5 % of students work become civil servants and 95% are interested For become entrepreneur in the field agribusiness
Evaluation	Measurement on stage end done with the test model Partial And holistic. Exam Partial done on a number of majors that don't can carry out training productive based entrepreneurship, meanwhile For several skills programs done exam in a way holistic Because possible For carry out training productive with system based entrepreneurship. Expertise program ruminants And plantation carry it out exam Partial while TPHP implements exam in a way holistic	Implementation evaluation For measure success development soft skills entrepreneurship done only level learning, meaning evaluation only done by the teaching teacher eye lesson entrepreneurship just. Activity evaluation learning carried out varies between one with other PKWU teachers.
Obstacle	Vocational school curriculum explicit addressed No For become entrepreneurship, so support means especially number of lesson hours only 2 hours in One a must week filled theory And practice	Background behind registered students become SMK SPMAN students Ungaran , no want to become entrepreneur field agriculture or become farmers , however reason part big student in choose institution This is simply Because school country and No pay or free.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The current entrepreneurship education model within the Agribusiness study program at SMK has not achieved optimal outcomes due to the predominant emphasis on hard skills in the curriculum. The integration of applied entrepreneurial soft skills in the processes of planning, implementation, and evaluation has not been effectively harmonized. The systematic and consistent planning of the evaluation for the entrepreneurship soft skill development program was lacking. Viewed from implementation development soft skills entrepreneurship within the school is still ongoing Not yet consistent, as well as outside school in activity apprenticeship or prakerin, the implementation Still dominant on competence hard skills in accordance with competence his expertise, then description implementation development soft skills entrepreneurship within the school and in the environment world business And world industry (Dudi) which is still dominant on competence hard skills student that, so can explained that management education entrepreneurship at SMKN I Bawen Still not optimal.Based on the aforementioned findings, it is imperative to address several recommendations that warrant careful consideration. These include fostering a harmonious relationship between various facets of entrepreneurship education, enhancing the qualifications of personnel, cultivating partnerships with the business and industry sectors, as well as fostering government policies and commitment towards entrepreneurship education in vocational institutions.

Recommendations

Hence, it is imperative to develop an integrated entrepreneurship education model that incorporates soft skills and cognitive behavioral therapy. This model aims to enhance the graduates by fostering their entrepreneurial mindset, personal growth, and competency attainment. Furthermore, such an approach can help bridge the gap in labor market demands, mitigate unemployment rates, and bolster the number of individuals who contribute to the nation's economic growth as entrepreneurs. The quantitative measurement of the limitations of the researchers in this study, as well as the limitations of the research subjects, has not been conducted. Suggestions for related agencies to align with the overall vision of educational institutions, SMK establishes collaborative partnerships with various corporate entities thus further research is needed to develop a research model (R&D) that encompasses a broader sample coverage.

FUNDING STATEMENT: This research did not receive any specific grant from public, commercial, or not-for-profit funding agencies.

CONFLICTS OF INTEREST: The author declares no conflict of interest.

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