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## Entrepreneurship-Based Curriculum in Merdeka Belajar Era (A Case Study at SMKN Dander Bojonegoro)

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#### Abstract

*Merdeka Belajar* as launched by Ministry of Education, Culture, Research and Technology drive some stakeholders to adapt the learning environment to optimizing the quality of graduate in all level. The aim of this article is to examine entrepreneurship-based curriculum development in vocational high school which is related to the definition of the entrepreneurship curriculum, the basis for its preparation entrepreneurship curriculum, entrepreneurship curriculum development design and entrepreneurial values included in the entrepreneurship curriculum. Entrepreneurship curriculum development is becoming a thing which is important in order to reduce unemployment in the country and increase people's prosperity. Vocational school is a strategic place for developing an entrepreneurship-based curriculum since at this stage, students already have complete thinking abilities so that very potential for them to absorb and apply entrepreneurial values in their learning experiences.

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### Introduction

The curriculum always experiences its development in accordance with the definition it has developed. Initially the term curriculum was used in sports circles to mean a distance that a runner had to cover. Overtime, the term curriculum has also developed. Below are several definitions of curriculum put forward by several experts such as [Nasution \(2006\)](#) define the curriculum as the total school's efforts to influence learning, whether in and outside the classroom. Meanwhile, Saylor & [William \(1981\)](#) argue that curriculum is all of activities that

are provided for students at school. The various meanings of the curriculum are in accordance with what [Henderson, et. al \(2000\)](#) states that like other terms in education, curriculum is a complex concept, when people use the term curriculum we cannot know it until they explain it.

Entrepreneurship is one of the words that affiliated with curriculum, especially in vocational schools context. The concept of entrepreneurship according to Thomas W Zimmerer (in [Putra, 2008](#)) says that entrepreneurship is the application of creativity and innovation to solve problems and take advantage of opportunities that people face every day. Entrepreneurship is seen as a new breakthrough to reduce the unemployment rate for graduates. Entrepreneurship is a potential that must be instilled in students from an early age through various efforts such as integrating the concept of entrepreneurship into the school learning curriculum

In developing an entrepreneurship curriculum, there are number of principles that need to be studied in order the curriculum prepared appropriately targeted, useful and suitable for to be applied in life. [Nasution \(2006\)](#) stated that four curriculum foundations that need to be considered namely philosophical principles, psychological principles, sociological principles and the principles of organizational.

Entrepreneurship-based curriculum developed in educational institutions able to build character as a basis for education in increasing understanding of entrepreneurship, which is considered important for fostering intellectual curiosity about entrepreneurship so that it can become a basis for developmental skill. In fact, being an entrepreneur is one of the factors that determine the progress and decline of the national economy since entrepreneurial field has the freedom to work and makes the students more independent. This entrepreneurship is able to create new jobs so that it can absorb the workforce.

Entrepreneurship development should be implemented in educational curriculum from primary education to tertiary education. This program can run well through a targeted program, continuity, and cooperation from all educational components. The schools' head as agents of change at the educational level, are expected to be able instill and develop understanding and entrepreneurship behavior to the students so that they have a spirit of entrepreneurship. It is also important to increase understanding or skills that are currently needed in Community which should be cultivated and developed well because later it will have an impact on strengthening and increasing understanding student entrepreneurship ([Yoshua, et.al: 2019](#)).

In implementing the entrepreneurship curriculum teachers equip students with the ability to turn ideas into action. Entrepreneurship education developed must have a goal to help students have attitudes, knowledge and skills act in entrepreneurship. Through this entrepreneurship education, participants Students are helped to have high self-confidence. In addition, participants students take initiative, dare to take risks, think critically, be creative and capable solve to the problem.

SMKN Dander as one of vocational high school in Bojonegoro which is located in rural area with various type of students background need to accelerate students' outcome by emerging Entrepreneurship-based curriculum in the teaching and learning process. The objective of this research was to describe entrepreneurship-based curriculum implemented in SMKN Dander Bojonegoro.

## Method

### Research design

The design of the research was qualitative case study which is conducted at SMKN Dander Bojonegoro. A case study is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research (Gibson, 2002). Yin (1994) states that the case study design is most appropriate in situations in which it is impossible to separate the phenomenon studied from its context.

### Research sample

SMKN Dander chosen as research sample under some considerations, and one of the crucial matter is that the students of SMKN Dander Bojonegoro came from various background of family and the school implementing Merdeka Curriculum as launched by Ministry of Education, Culture, Research and Technology of Republic of Indonesia. Purposive sampling were used to decided who will be interviewed to gain the main data of how entrepreneurship-based curriculum being implemented.

### Research procedure

The research procedure conducted in this research following how qualitative case study carried out. In gathering the data of how entrepreneurship-based curriculum implemented in SMKN Dander Bojonegoro, the researcher observing the document of the curriculum and make some note and analysis. Interview also conducted to get the deep data of entrepreneurship-based curriculum being implemented. Teacher and the students were the respondents to be interviewed. In this step, the data taken from a real focus-group interview that was conducted with students as participants of the study that explored student perspectives of entrepreneurship-based curriculum. It also conducted to the teachers to compare teachers' and students' perspectives;

### Data analysis

The current research using theme analysis developed by Braun & Clark (2006). Braun & Clark (2006) defined thematic analysis as the process of identifying patterns or themes within qualitative data. Furthermore, they suggest that thematic analysis is the first qualitative method that provides core skills that will be useful for conducting many other kinds of analysis. Based on Braun & Clark (2006), the thematic analysis consisted of six phases as stated at the table 1 below:

**Table 1.** The thematic analysis

Step 1: Become familiar with the data,	Step 4: Review themes,
Step 2: Generate initial codes,	Step 5: Define themes,
Step 3: Search for themes,	Step 6: Write-up.

Thematic analysis phase by [Braun & Clark \(2006\)](#)

Reading, and re-reading the transcripts, and extract the interview transcription is the first step to be done and organise data in systematic way. Create theme that characterised by its significance or research question. Modifying and develop the preliminary themes. The final refinement of the themes and the aim is to identify the essence of what each theme is about.

## Results and Discussion

### Results

High school students are students with an average age 16 years who already have the ability to a complete thought in comparison with students at junior high school level so that the curriculum entrepreneurship will be implemented with optimally since the child is in Senior high school. Students at 16 years old are already at critical thinking stage which characterized of [Flavell \(1963\)](#) as the one who has the following characteristics: a) deductive thinking pattern (they have been able to create hypotheses); b) propositional thinking period (teenagers who have been able to give statement or proposition based on concrete data); c) combinational thinking (teenagers consider about solving the problem then he got it separate the relevant factors him-self and a combination of these factors).

Looking at the characteristics of Senior high school students who able to identify problems, organize hypothesis, interpreting data and solving the problem is the objective of entrepreneurship-based curriculum at senior high school level would be more appropriate if presented in the form of a program expressed in the form of activities learning that provides experience to students in applying entrepreneurship values compared to make it a separate subject matter This is also supported by the fact that it is still sufficient the dense content of the current curriculum, content The current Senior high school curriculum consists of 10 subjects lessons outside the local content component and self-development over a number of hours a total of 32 hours per week.

By considering the entrepreneurship curriculums a program containing activities that provide experience students to absorb entrepreneurial values then next to that it won't be too burdening the curriculum otherwise will also provide wider coverage as it can color all the learning activities. Good learning activity is what is done in the classroom as well as learning activities outside the classroom through various integrated activities

There are some activities provide opportunities for students to gain experience in absorbing and apply entrepreneurial values. For example in Indonesian language subjects, students asked to write a poem. Through this activity, students are required to think creatively and innovatively which is one of the characteristics of entrepreneurship. Here students have to weigh the risks of decisions, help This means he has to set aside pocket money means the student has to reduce spending on snacks or not helping him so he doesn't need to reduce his

snack. Through the example above, it can be seen that the practice of entrepreneurship-based curriculum is all about practice it in subjects but can also applied in various real situations in outside of classroom learning activities.

Entrepreneurship curriculum design developed in the curriculum, entrepreneurship is basically social reconstruction curriculum. This is appropriate with the fact that the importance of developing entrepreneurship curriculum in schools relating to the problem of low entrepreneurship owned by institutional graduates put in place which then results high unemployment rate in Indonesia.

The objectives of the entrepreneurship curriculum are developed in this Senior high school was to solve the problem of unemployment in society by providing experience for the students from an early age to solve problems faced. If the students are used to face the problems and trained the implementation of entrepreneurship curriculum, Senior high school will not purely apply the three assumptions of social curriculum reconstruction, considering the pressure is unlimited only to topics but also activities at school which is a means of forming entrepreneurial spirit.

Challenge is the key word which will color entrepreneurship curriculum activities that requires solutions immediate problem so that students dare to take it decisions with measurable risks.

Essence integrated academic subject curriculum with a technological curriculum that can be used for entrepreneurial values will shape entrepreneurial competence. The results want to be achieved from entrepreneurship curriculum development at SMKN Dander is to equip students with the ability to be able to live independently in community so they can make a positive contribution for the development of the country. Material of entrepreneurship curriculum based on entrepreneurial characteristics relating to self-confidence, creativity, forward thinking, results oriented, hard-working, responsible, innovative, honest (originality). Entrepreneurial values above are already covered at the subject such as religion and nationality so can strengthen each other.

Entrepreneurship is more appropriate if done with using active learning activities through various situations that demand solutions of the problem. Therefore, the method used in this entrepreneurship curriculum more oriented towards problem solving, demonstration, and practice. With the above method, students not only they are required to know but they are also required to be able to apply what he already knows. Next, carried out evaluation activities, this is done by assessing the extent to which students able to absorb and apply values entrepreneurship in solving problems, The technique used can be done via interview and observation activities carried out by the teacher by involving students

## Discussion

Curriculum model develops in accordance with educational streams developed. There are four curriculum models currently developing (Sukmadinata, 2008), namely: 1) Academic Subject Curriculum, subject curriculum academics are developed according to function schools as custodians of values. The purpose of this curriculum is about mastering as much knowledge as possible abundance; 2) Humanistic curriculum, this curriculum was developed in accordance with the function of the school to optimize student potential overall; 3) Reconstruction Curriculum Socially, this curriculum was developed based on concern about social problems what happens in society. School as organizations in society are also It's part of society so it has to be contribute something useful to public; and 4) Technological

Curriculum, technological developments continue to develop requires humans to master it if don't want to be left behind, the technological curriculum is on essentially developed from the subject curriculum academic but with different pressures. If the academic subject is emphasized on preservative and knowledge then the technological curriculum emphasizes mastery of competencies

Looking at the four curriculum designs above, an entrepreneurship curriculum can be developed with the aim of preserving entrepreneurial values, developing the entrepreneurial potential of students, solving problems that occur in society and efforts to equip students with the ability to become entrepreneurs.

Considering the large role of entrepreneurs in utilizing resources so could increase economic income already makes many parties interested in research process of forming an entrepreneur. Currently there are several theories attempts to explain the formation process entrepreneurship, namely: 1) Life Path change theory, Shaper and Sokol in (Lucas, 2007) says that the choice to become an entrepreneur did not happen intentionally but due to pressure from unplanned events; 2) Goal Theory Directed Behavior, according to Wolman in (Wardoyo, 2008) someone becomes an entrepreneur because they are motivated by certain goals. Needs are the main starting point of activities that underlie a goal for maintain and improve live stream; 3) Outcome Expectancy Theory. This is built on the belief that someone will be able to achieve good results what he wants if he performs a certain behavior. A person who thinks that with entrepreneurship will provide appropriate results with his desire will be trying to become an entrepreneur. Expected incentives a person in this case can vary include: a) meeting food needs, drinking/physiological; b) get awards; c) meet economic needs; d) give power, and e) provides a sense of satisfaction

Even though the formation of an entrepreneur can occur through different processes-different but there are distinguishing characteristics between an entrepreneur and a person normal. Gooffrey G. Meredith in (Susanti, 2008) put forward seven characteristics inherent in entrepreneur: 1) Confident; 2) Oriented to tasks and results; 3) Dare to take risk; 4) Leadership; 5) Originality; 6) Forward oriented; and 7) Honest and diligent.

Furthermore, Permana (2008) put forward- There are five actions of an entrepreneur: 1) Be active Look for changes by reading variously opportunity; 2) Dare to bear and accept multiply risks; 3) Tend to accept mistakes as something natural; 4) Driven by freedom and opportunity to get financial gain; and 5) More direct and intensively involved in operational activities organization. As for M. Scarborough and Thomas W. Zimmerer in (Susanti, 2008) stated that there are eight characteristics of entrepreneurs: 1) Responsible for tasks; 2) Choose moderate (measurable) risk; 3) Trust in his abilities; 4) Want feedback the immediate; 5) Future oriented; 6) Work hard for better results; 7) Own resource organizing skills; and 8) Assessing achievements with money. By looking at the display above you can see that the actions of an entrepreneur are constant based on certain values that carry to success in doing it work, those entrepreneurial values which can be used as content in development entrepreneurship curriculum.

Sukmadi Nata (2008) said several characteristics of reconstruction curriculum design social as follows: 1) confronting students on threats/obstacles/challenges in the field Social studies were then approached from various perspectives knowledge field; 2) learning is focused on pressing social problems; 3) organization the curriculum is organized into a problem/theme which is explained in a number of topics then discussed .



## Conclusion

Based on the problem formulation in writing This paper draws the following conclusions. First, the definition of curriculum used in compiling this entrepreneurship curriculum is activities at school that provide opportunities for students to obtain experience in absorbing and applying values to entrepreneurs. Second, foundation entrepreneurship curriculum development is culture of mutual assistance, mutual cooperation, and kinship (philosophical basis), development children (psychological basis), unemployment and per capita income (sociological basis) and form of integrated curriculum organization in every student's learning experience at school (organizational foundation). Third, curriculum design used in developing This entrepreneurship curriculum is design integrated social reconstruction curriculum with a curriculum of academic subjects and competencies tension (technological); Fourth, curriculum content entrepreneurship is entrepreneurial values What students need to master is self-confidence, creative, forward thinking, goal oriented results, hard work, responsibility, innovation and honest

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