THE ROLE OF BUSINESS CENTERS AND ENTREPRENEURSHIP HOUSES IN TRANSFORMING ENTREPRENEURIAL VALUES IN VOCATIONAL HIGH SCHOOL STUDENTS

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Abstract: Value transformation greatly affects how students absorb entrepreneurial values well and can implement them after graduating from school. Business Center and Entrepreneurship House is one of the places to transform entrepreneurial values through its programs. The purpose of this study is to identify the planning, program implementation, and program evaluation in the Business Center and Entrepreneurship House in transforming entrepreneurial values in students. Through descriptive qualitative research method with phenomenological approach. Techniques for collecting data are observation, interview, and documentation techniques. To test the validity of the data is done by triangulating data sources and triangulating techniques. The result of the research is the process of transforming entrepreneurial values in the Learners of SMK Darul Anwar is with the existence of activities such as those carried out by the Business Center and the Entrepreneurship House that greatly affect the entrepreneurial spirit of students. After participating in practical activities, students are motivated to become entrepreneurs in the future.

Keywords: Transformation of Entrepreneurial Values, Business Center, Entrepreneurship House.

INTRODUCTION

Sukirman (2017) pointed out that strengthening the entrepreneurial spirit can cause an impact on strengthening entrepreneurial behavior, and an increase in the value of entrepreneurship will also increase entrepreneurial behavior itself. In line with the analysis of (Ngundiati & Fitrayati, 2020) based on data analysis that has been done, information is obtained that entrepreneurship education and entrepreneurial motivation can affect entrepreneurial interest both partially and simultaneously. So entrepreneurial activity is actually one of the platforms that can be used as a very good learning arena for students. Because learning entrepreneurship is not only enough to memorize theory, but learning entrepreneurship must also learn about the character and mental formation of students in it. Learning entrepreneurship by carrying out trade practice activities is actually very good for students, because by going directly to the field and interacting with many people can make students' mindsets sharpened. According to Sahabuddin (2014) Internalization of entrepreneurship-based personality values is one of the many important things that need attention by stakeholders in order to give birth to entrepreneurs who are independent and can become vehicles for driving the economy. The formation of a strong entrepreneurial-oriented personality so that it can have a positive impact on the creation of entrepreneurship among students as prospective entrepreneurs who are able to empower new workers or create jobs.
through their ability to innovate, creativity and independence. Furthermore, through the talent of creativity, students can create innovations, namely in the form of new products or methods that can play a role in economic, social, and environmental aspects of the business.

In transforming entrepreneurial values to students, teachers conduct learning both with practice, theory, and extracurricular activities so that they can transform entrepreneurial values properly and optimally (Mas & Sumo, 2017). Value transformation greatly affects how students absorb entrepreneurial values well and can implement them after graduating from school. According to Winarno (2015), the problem of entrepreneurship education is still widely hindered by parents of students and school culture. In addition, it is related to the mindset of teachers in the implementation of entrepreneurship learning activities which are considered to be "theory teachers" or only explain theory. Education at the SMK level must be able to create students who have intermediate abilities as a workforce or an entrepreneur, so that clearly vocational education does not only provide theories according to its specialty, but also needs a special location as a place to practice the theory that students have obtained in class. One of them is the existence of a practice unit or laboratory. The laboratory is a very vital unit in a Vocational High School which is used as a means for students to implement the theory that has been given by the teacher with practical activities.

SMK Darul Anwar is one of the schools that facilitates the teaching and learning process well to create quality graduates. Within the Vocational High School there are several expertise programs. There are several facilities to support student skills as a provision for work such as Business centers and Extracurricular Entrepreneurship Houses. According to (Indiworo, Sumastuti, & Mei, 2019) the function of the Business Center as a foundation for the relevant learning interaction process is proven by the presence of students who are active in participating in practices in the Business Center. According to Fresty Nourmalinda Business Center in (2015: 25), the business center as a learning unit coupled with practice with this student can learn to sell or have a job plan. The Business Center is a center for training and education for students who have a function for school production units and as an entrepreneurial laboratory unit for students to carry out trade practices, calculations or bookkeeping. With practical activities like this, it will foster the quality and motivation of students to increase the value of themselves obtained from their skills and develop entrepreneurship in higher quantities. Not only get the results of active students but there are students who transfer the knowledge they get after completing the practice at the Business Center to become an entrepreneur.

In addition to the Business Center, a unit that can develop entrepreneurial values is the Entrepreneurship House. The Entrepreneurship House is an extracurricular activity at SMK Darul Anwar. According to Nurdianto (2018), extracurricular activities are additional activities in addition to school hours that are expected to help shape the character of students according to the talents and interests of each student. In the unit, students are taught various activities related to the world of entrepreneurship both in terms of theory and practice of making innovative products that have high selling value. The Entrepreneurship House is very suitable to be used as a place to transform entrepreneurial values.

Based on the problems described above, the research focus of this study is to identify the planning, program implementation, and program evaluation in the Business center and Entrepreneurship House in transforming entrepreneurial values in students.

METHOD
The research method used in this research is descriptive qualitative method with phenomenological approach. Focusing on individual personal experiences including parts of
individuals who give experiences to each other. This phenomenological qualitative approach is used to obtain complete, meaningful, and in-depth information in accordance with the actual situation.

This research was conducted at the Business Center and the secretariat of the Entrepreneurship House of SMK Darul Anwar, located at Gentengah, Padang, Kec. Singojuruh, Kabupaten Banyuwangi, Jawa Timur 68464. There are two kinds of data sources used in this study, namely primary data sources and secondary data sources. Primary data sources are obtained directly from the source of the data, namely from observation, interviews and documentation activities. While secondary data sources are obtained from supporting documents in this study in the form of data on the activities of the Business Center and Entrepreneurship House.

Table 1. Key informant data sources

<table>
<thead>
<tr>
<th>No.</th>
<th>Informant</th>
<th>Position</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher</td>
<td>Business Center Supervisor</td>
<td>I.1</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher</td>
<td>Entrepreneurship House Coach</td>
<td>I.2</td>
</tr>
</tbody>
</table>

Source: Processed by researchers 2023

Table 2: Source of supporting informant data

<table>
<thead>
<tr>
<th>No.</th>
<th>Informant</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Business Center practice students</td>
<td>PD.1</td>
</tr>
<tr>
<td>2.</td>
<td>Learners Chairperson of the Entrepreneurship House Management</td>
<td>PD.2</td>
</tr>
</tbody>
</table>

Source: Processed by researchers 2023

The research instruments used in this study include observation sheets and interview sheets. This study uses an observation sheet to observe the practice process in the Business Center carried out by students. Interview sheets are used to obtain information or information from respondents (Entrepreneurship House coaches, Business Center coaches & Business Center managers, and students) clearly and in detail. In it there are questions about the focus of the research.

Data collection in this study is through the observation and interview stages, then the data is processed with the data analysis stages used to present the meaning of the research results so that it is easy to understand. data analysis used includes Data Reduction, Data Presentation, and Verification and Conclusion Drawing. Data reduction consists of simplifying, classifying, and removing unnecessary data that is processed in such a way that the data can produce meaningful information and facilitate drawing conclusions. After that, the next step is data presentation. Data presentation is an activity where a set of data is organized systematically and easy to understand, so as to provide the possibility of producing conclusions. Drawing conclusions and verifying data is the final stage of qualitative data analysis techniques carried out by looking at the results of fixed data reduction which refers to the analysis objectives to be achieved. This stage has the aim of finding the meaning of the data collected by looking for relationships, similarities, or differences to draw conclusions as answers to existing problems.

In this study, the method used to check the validity of the data is by triangulating data sources and triangulating techniques. Triangulation of data sources is an approach commonly
used to review the validity of data from various sources. Triangulation of techniques means that researchers use different data collection techniques to produce data from the same source.

The stages of research implementation are steps taken to conduct research in order to obtain research results in accordance with the expected results. The stages of research carried out in this study include the preparation stage, the implementation stage, and the reporting stage.

RESULT AND DISCUSSION

Result
Planning carried out by the Business Center and Entrepreneurship House in transforming entrepreneurial values

Business Center

The Business Center and Entrepreneurship House both have the aim of transforming entrepreneurial values in students by actively practicing in each unit. The main purpose of the Business Center is indeed that students at SMK Darul Anwar have an entrepreneurial spirit even though they are not from the Business / Marketing department. With the Business Center, all students can experience entrepreneurial practices which are expected to open new jobs with entrepreneurship in the future. Being an entrepreneur must require a strong mentality, self-confidence, responsibility, and a good attitude. In line with what the Business Center coach said that:

"For planning the implementation of the practice program in the business center, it is carried out for class XI students during the odd semester and carried out by class X students in the even semester, because in the even semester the class XI has an external PKL, for what is done before practice, namely we make a schedule for children’s practice programs, after the planned program a briefing is held for children practicing in the business center, briefing is carried out according to the practice schedule which contains; what is the practice in the business center for? So later the relationship with transforming entrepreneurial values is that actually in the subject of entrepreneurship itself it is different from what is in our PKL, so later the children for those in the PKL Business Center get their own certificates, so they are not included in the adaptive values in their report cards but get their own rewards from the business center in the form of certificates." (W/AI/I.1/10.02.2023)

The coach of the entrepreneurship house also added:

"Here it is not prepared for marketing or marketing children only, so for all majors because for SMK children themselves it is indeed required to have an entrepreneurial spirit. There, the children will be trained to make decisions, trained on how to have a brave entrepreneurial spirit, to not give up, to keep the spirit will get used to it as the day goes on, seen from how they offer customers to be able to get more orders even though they are not from the marketing department, for example from the engineering department. It turns out that they also enjoy it.” (W/AI/I.1/10.02.2023)

Home of Entrepreneurship

Not only the Business Center, at SMK Darul Anwar there is an Entrepreneurship House which is also a unit that can be used to transform entrepreneurial values in students. The Entrepreneurship House was originally only a community for students who had an entrepreneurial spirit, but over time this activity was in great demand and finally formed an extracurricular. The Entrepreneurship House has a lot of activity agendas in planning the transformation of entrepreneurial values The Entrepreneurship House coach said that:
"Before there was a House of Entrepreneurship, first there was a KWU subject, not only theory but also practice, for that the House of Entrepreneurship was established to facilitate children who have an entrepreneurial spirit, happy to practice related to certain products but this is only limited to extracurricular activities, so not all students follow extra KWU activities" (W / HK / I.2 / 08.02.2023).

Both have very careful planning in transforming entrepreneurial values in students, such as during practice preparation such as reviewing the completeness of tools and materials, carrying out briefings before practice, making it easier for students when executing practice.

Implementation of development programs directed at the transformation process of entrepreneurial values in the Business Center and Entrepreneurship House.

**Business Center**

Activities carried out in the Business Center and Entrepreneurship House are in line with the transformation of entrepreneurial values, such as in the Business Center where students from outside the marketing department also have an obligation to practice in the Business Center, this can certainly foster an entrepreneurial spirit. Although with a fairly short time of only 2 weeks, their enthusiasm in practical activities is extraordinary. The Business Center at SMK Darul Anwar is different from Business Centers in other SMKs in general. If in other schools the Business Center is used for students majoring in practical marketing, at SMK Darul Anwar the Business Center is used for the practice of students of all majors not only marketing majors. The system is that every month there are 2 departments that practice in the Business Center and every Monday-Friday there are picket students from the Alfamart Class department, totaling 2 students and will roll every 2 days. While students who practice from all departments are one of the internal PKL (Field Work Practice) programs of SMK Darul Anwar, the system is that 18 students from each class in the department practice in the Business Center for 2 weeks and the remaining number of students are placed in other posts within the school, for example in the library, in the Mini Bank, guarding the receptionist, etc. After 2 weeks it is the turn of students who practice in the Business Center. After 2 weeks, the students who are placed in the posts take turns practicing in the Business Center.

In addition to being a place of practice for all students of SMK Darul Anwar, the Business Center also serves outside buyers and those who serve outside buyers are 2 alfamart class students who are on picket. Practice regulations at the Business Center that must be obeyed by students, namely the collection of goods is divided into 2 shifts, the quota for taking 5 orders for each class, students who look for and collect orders are students who are not on duty in the sub, taking and paying for goods must bring a turnover card, Before leaving the BC, students who order must mark the goods and record the turnover card in the BC management, complete uniform according to the applicable day regulations, wear complete attributes and black shoes, may not wear sports uniforms from home, if, difficulty carrying goods for female students please bring sports uniforms put in the bag after taking and taking attendance, when going home please change uniforms, All vehicles must park in the school area, prices can change at any time shared in the group, students are allowed to take photos of goods in the BC to offer goods to consumers ,, sales pass KKM worth Rp. 600,000.00 and will get a certificate from the PKL working group of SMK Darul Anwar. Conversion of commercial value according to sales.

**Entrepreneurship House**

Rumah Kewirausahaan has many practical activity programs related to the transformation of entrepreneurial values in students. The activities carried out by students when joining the entrepreneurship house include routine training held on Monday after school...
in the KWU room of SMK Darul Anwar, then the practice of making products is carried out during the weekend by taking permission from the principal, then there is a regional level entrepreneurship competition, and finally there is an honesty canteen. The Entrepreneurship House coach said that:

"At least it can educate children regarding the character of honesty, responsibility, discipline. And the ending is that when they graduate, they can become entrepreneurs" (W/HK/I.2/08.02.2023).

The Entrepreneurship House coach has inaugurated an entrepreneurship canteen, the food supply in the canteen comes from products produced by extracurricular students of the Entrepreneurship House and entrusted by other students. As time goes by, an honesty canteen is made only on Fridays with a system of paying fitting money or more, so there is no change. And 20% of sales from Monday to Friday are donated to orphans. Since the beginning of 2023 the entrepreneurial canteen system has become a full honesty canteen from Monday to Friday with the same payment system as before.

Programs that were stopped during the pandemic at the Entrepreneurship House will soon be re-operated such as one of them weaving training, at the Entrepreneurship House of SMK Darul Anwar has 2 looms which were previously used to make typical Kediri city weaving. This is also one of the achievements of the school because only in SMK Darul Anwar SMK has 2 looms at once even though it is not majoring in Fashion Management.

**What the Business Center and Entrepreneurship House coaches do in evaluating the results of entrepreneurial values transformation activities**

**Business Center**

After 4 weeks of practice activities, students who practice at the Business Center are gathered in the School Hall to carry out PKL evaluation activities led directly by the head of PKL and the Business Center coach. But before this activity, the Business Center coach first checks, so if there are students who have not met the target, they will be given direction because it will affect the certificate. Other students are asked to help each other if there are colleagues who do not meet the target by sharing orders if the order has exceeded the target.

Practice in the Business Center has also met the expectations of students, as said by Dastin Darayana, a student who practices in the Business Center in an interview (10/02/2023) "It's in accordance with my expectations, the goods are also available, the teacher also serves kindly and the older siblings are also friendly, friends who are apprentices also help each other like when picking up goods".

**Entrepreneurship House**

As in the Business Center, the Entrepreneurship House also evaluates the activities of transforming entrepreneurial values in students. Because many production activities have stopped during 2020-2021, the Entrepreneurship House has conducted many evaluations related to value transformation, one of which is by conducting training on previous products / those that have been produced and introducing them to the school community. The Entrepreneurship House coach hopes that in the future the distribution of knowledge in the entrepreneurship house must be immediately comprehensive so that the activity process runs smoothly without obstacles.

**Discussion**

**Planning by the Business Center and Entrepreneurship House in Transforming Entrepreneurial Values**

In the first finding, the Business Center and Entrepreneurship House both have the aim of transforming entrepreneurial values in students by actively practicing in each unit. In SMK,
there must be learning activities related to entrepreneurship because the output of SMK graduates themselves is not only intended to work but is expected to open job vacancies. With the activities in the Business Center and Entrepreneurship House, it greatly supports the transformation of entrepreneurial values in the students themselves. The knowledge that students gain after practical activities in the Business Center is certainly very useful so that with the potential of the Business Center which plays a role in fostering the character of entrepreneurs and is useful for producing productive generations (Indiworo, Sumastuti, and Mei, 2019). Therefore, careful planning of each unit will create a generation of entrepreneurs from SMK graduates.

In the second finding, both have very supportive and complete facilities for student practice activities. Of course, the completeness of the facilities greatly affects the continuity of practice as said by Kurbani (2017), educational facilities can have a direct and significant effect on learner satisfaction. This certainly makes the process of transforming entrepreneurial values more optimal. In utilizing the facilities, students carry out practical activities for making products to the marketing process.

In addition to complete facilities, the obstacles that exist in the unit are in the Business Center unit where the location is strategic but less spacious, making the practice less free. It is planned that the Business Center will expand the building, because the current building makes it less conducive. Too many students practice making the location look full which causes customers outside the school to be reluctant to shop at the Business Center due to lack of space so it is felt that the expansion is needed.

Implementation of development programs directed at the transformation process of entrepreneurial values in the Business Center and Entrepreneurship House.

In the first finding, activities carried out in the Business Center and Entrepreneurship House are in line with the transformation of entrepreneurial values, such as in the Business Center where students from outside the marketing department also have an obligation to practice in the Business Center, this can certainly foster an entrepreneurial spirit. Although with a fairly short time of only 4 weeks, their enthusiasm in practical activities is extraordinary. Learners from outside the marketing department feel that this practice can foster an entrepreneurial spirit in themselves. They feel that this program has helped them to develop their entrepreneurial spirit.

Many programs from the Entrepreneurship House were stopped during the pandemic. Therefore, this is a challenge for schools to transfer knowledge again. Regular training is one of the solutions to this challenge, where the hope is that the practical activity program will fully recover. This has an impact on their younger siblings, if the transfer of knowledge does not run optimally, it can affect the product results.

Things done by Business Center and Entrepreneurship House coaches in evaluating the results of entrepreneurial values transformation activities.

The results of the research show that in evaluating the activities of the coaches of each unit have their own way. From the way they use it is arguably very appropriate. Business Center coaches who always monitor the Business Center location so they know exactly the situation directly. Strict sanctions will also be given to students who violate the rules of the Business Center, this will certainly foster a high spirit of discipline in students. The rules made are also very relevant to the conditions at school. The values of discipline, honesty, ethics, and responsibility are the points prioritized by the coaches in transforming entrepreneurial values. With the embedding of these values, it is hoped that students will be
able to become competent entrepreneurs in the future. Because without this value embedded, an entrepreneur does not have a strong foundation in doing business.

CONCLUSION

Based on the results of research and discussion of the transformation of entrepreneurial values in students of SMK Darul Anwar, it can be concluded that the process of transforming entrepreneurial values in students of SMK Darul Anwar has gone well. The students are also enthusiastic about participating in the activities. With activities such as those carried out by the Business Center and the Entrepreneurship House, it greatly affects the entrepreneurial spirit of students. After participating in practical activities, students are motivated to become entrepreneurs in the future. This cannot be separated from the role of coaches and administrators who have prepared from planning to evaluating activities so that value transformation activities run smoothly and conducively. SMK Darul Anwar can also be said to be a Vocational High School pioneer of active activities in the field of entrepreneurship with various existing activities. The activities carried out can really foster the entrepreneurial spirit in students so that it is hoped that after graduating from school, students can open new jobs and empower people around with the provisions they have obtained while doing practical activities at school. Not only is the transformation of values in the theory and practice of products in this school also carried out the transformation of values of discipline, honesty, ethics, and responsibility which will be an important point and always instilled by coaches for students because this is something that must be owned by an entrepreneur.

The Business Center is expected to continue to be consistent in producing a generation of entrepreneurs through its sales practice activity program. Continue to improve services and comfort and a wider venue. While the Entrepreneurship House should not be cut off again the relay of knowledge transfer from generation to generation, so that the Entrepreneurship House will increasingly produce creative products that can compete with other MSME or factory-made products. And for further researchers, it is hoped that later they can see a different point of view in this research, especially in discussing the role of the Business center and Entrepreneurship House in Transforming Entrepreneurial Values in Students of SMK Darul Anwar.

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