

Curriculum Management-Based Entrepreneurship in Elementary School Unggulan Aisiyah Bantul of Yogyakarta

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Abstract: Knowledge of the curriculum in elementary schools will greatly impact the learning process. Effective curriculum should be more on how the curriculum can be by the child's development so that they can learn according to the pace and speed of their learning. The purpose of this study was to find out how entrepreneurship-based curriculum management in Yogyakarta elementary school, given the important role of elementary schools to maintain and create students with character in the future, the government through character education aspires to produce "job creators" rather than "job seekers" " the findings of this study are important because they provide practical insights about entrepreneurship education practiced by aisiyah bantul primary school. also, this study also contributes to the current literature on entrepreneurship education in indonesia, particularly in presenting practical problems and challenges faced by schools in conducting entrepreneurship education programs.

Keywords: *management, management curriculum, entrepreneurship, entrepreneur education, management education elementary School.*

INTRODUCTION

Education is a conscious and planned effort in the process of mentoring and learning for individuals to grow and develop into human beings who are independent, responsible, creative, knowledgeable, healthy and with noble character. Law No. 20 of 2003 concerning Article 3 of the National Education System, states that: national education functions to develop capabilities and shape national character and civilization that are beneficial in order to educate the nation's life, aiming at developing the potential of students to become faithful and devoted to God Almighty, noble, healthy, knowledgeable, competent, creative, independent, and a democratic and responsible citizen.

Endang Mulyani (2010: 5) states that in order to realize the national education goals, the government clarifies the vision of national development through the 2010-2014 National Long Term Development Plan that wants the realization of a noble, moral, ethical, cultured, and civilized society based on the Pancasila philosophy, then the government sets character education as its foundation.

Character building education as the basis for entrepreneurship education is considered important to foster intellectual curiosity (Esther Lince Napitupulu, 2013). The idea of entrepreneurship education is to form a flexible mindset so that creativity is encouraged. According to Noah (2016), Creativity will never arise if the model of thinking is still rigid with dogmatic approaches.

Elementary School is the most basic level of formal education and it is appropriate to begin to apply entrepreneurship education (Barnawi and Mohammad Arifin, 2012: 58). Through planting characters from the most basic level of education is expected to be able to provide a major influence on the development of entrepreneurship education (Annie, 2019). This is done as an effort to promote entrepreneurship and the process of internalization and actualization of entrepreneurial values in the realm of education.

According to Lutma Ratna (2013: 7), entrepreneurship education in elementary schools still has not received serious attention from the government. Many policies and instructions have not led to the implementation of entrepreneurship education in elementary schools. Hisrich (2000) Whereas if entrepreneurship education is implemented early on it will have a huge impact on the creation of an entrepreneurial character for students.

Entrepreneurship education aims to form a whole person (holistic), as a person who has character, understanding, and skills as an entrepreneur (Humphrey, 2001). Entrepreneurship education can be implemented in an integrated manner with educational activities in schools (Balitbang Kemendiknas 2010).

Based on the Ministry of Education Research and Development (2010), one aspect that can be done by schools in the cultivation of entrepreneurship education is by integrating it into the curriculum. Entrepreneurship education that is integrated into the curriculum is by incorporating entrepreneurial values into learning so that the results obtained are aware of the importance of values, the formation of entrepreneurial character and habituation of entrepreneurial values into the behavior of everyday learners through a good learning process which takes place inside and outside the class on all subjects (Miri, 2015). Learning activities, in addition to making students master the targeted competencies (material), are also designed and carried out to make students know, realize/care, and internalize entrepreneurial values and make the behavior. This step is carried out by integrating entrepreneurial values into learning across all subjects in the school. This step of integration can be done when delivering the material, through learning methods and through the assessment system (Ola Abo-Shabana, 2018).

Entrepreneurship education, especially at the elementary school level, is currently not widely implemented. In Bantul district there are still a few schools that have implemented entrepreneurship education (Sara, 2017). Only a few large private schools while public schools have not yet implemented. Some of the factors that have caused schools to not implement entrepreneurship education include the limited knowledge of entrepreneurship-related educators. Principals and teachers still do not get the knowledge and training about the application of entrepreneurship education (Saúde, 2019).

According to Arif (2017: 6), entrepreneurship is also considered still not suitable for elementary school-age children. Entrepreneurship is still too difficult to learn in basic education. Elementary school children do not have the ability and the attitude of children who still tend to like to play. Sibylle (2008) According to him, entrepreneurship education will be better if applied to secondary and tertiary education. Because at that age students have been able to learn entrepreneurship. Some other obstacles in schools have not implemented entrepreneurship education influenced by the limited facilities and infrastructure of schools that are still minimal.

In Bantul Regency, one of the schools that have implemented the integration of entrepreneurship-based curriculum is the Aisiyah Bantul Primary School. The entrepreneurship education program at Aisiyah Bantul Primary School was carried out since 2013. The development of entrepreneurship education from year to year has always been developed and evaluated so that it is relevant and following needs. In line with the school's vision and mission, the program aims to have students who have superior character, achievement, intelligence, independence, character, and devotion towards a strong school with global insight.

The development in Aisiyah Bantul Featured Primary School was very rapid. This school develops the ability of students to preserve local languages, foreign languages and mastery of information technology. This is done as an effort to prepare students to have the provision of skills and knowledge. With the provision of skills and knowledge students are expected to be able to compete in the era of information technology and globalization. In this school, it is often

a place for comparative studies from various regions in Indonesia even from Malaysia. In a short time, this school was able to obtain achievements both academically and non-academically.

The implementation of entrepreneurship education in Aisiyah Bantul Primary School was developed through integrated subjects. Some subjects are combined with the concept of entrepreneurship. In the application of entrepreneurship in teacher learning, there are difficulties in relating it to the concept of entrepreneurship in certain subjects.

Besides, entrepreneurship education is developed through extracurricular activities and school culture/culture. once a week students do market day activities on Friday. The students still cannot be independent in applying market day so that in this activity the students are assisted by several team market days from the school. Forms of extracurricular entrepreneurial activities include; market day, home skill, and industry visits.

METHOD

This study uses descriptive-analytical methods with qualitative approaches and case study designs. The main data sources in this study are words and actions, the rest is additional data documents and others. The words and actions of people who can be observed in the Aisiyah Bantul Superior Elementary School environment are the principal, the deputy principal of the Curriculum section, the class teacher, the Committee and the students. The main data source is recorded through a written record, using a voice recorder via mobile phone, and taking pictures with the camera. Data collection techniques in this study were conducted in four ways, namely: semi structure interviews, observation and documentation study. The validity test of the data in this study includes credibility (internal validity) using the triangulation of techniques and sources, transferability (external validity), dependability (conformity) and conformability (objectivity) through member check. This research also uses data analysis techniques through data collection (Data Collection), Data reduction (Data Reduction), Data presentation (Display Data), and verification and Conclusion Drawing and Verification. The stages of this research are the pre-field stage, fieldwork, data analysis, and evaluation and reporting.

The following is an explanation of the research findings and discussion on Entrepreneurship Based Curriculum Management in Aisiyah Bantul Primary School with a sub-focus of research: (1) Entrepreneurship-based curriculum planning in Aisiyah Bantul Featured Primary School; (2) Implementation of entrepreneurship-based curriculum in Aisiyah Bantul Featured Primary School; (3) Evaluation of entrepreneurship-based curriculum in Aisiyah Bantul Featured Primary School can be explained as follows.

RESULTS AND DISCUSSION

Entrepreneurship Based Curriculum Planning in Aisiyah Bantul Featured Primary School

Based on the research findings, it shows that: (a) Curriculum planning based on entrepreneurship is motivated by thoughts that assess entrepreneurship can increase students' creative power. Aisiyah Bantul Primary School as an educational institution wants to develop the mindset of entrepreneurs in their students towards the global market era, wanting to make their students self-sufficient (b) Planning is done by structuring the curriculum starting from its background, curriculum objectives, competency standards, and basic competencies which will be directly related to the learning process. (c) Conducted by the school itself by involving the

school management team, teacher representatives, and also being invited by the school committee. (d) The philosophical basis of curriculum planning based on religion we want to emulate the actions of the prophet Muhammad SAW in entrepreneurship and based on educational goals, we make planning as a strategic first step to determine the next step in the framework of advancing education. (e) Curriculum planning has not been followed by planning content or material in the curriculum, where the application of temporary content is still general and is more manifested through supporting programs. (f) Follow-up curriculum planning is still very simple by only drafting the results of previous planning in the form of curriculum structure. One of them is by setting goals. After that, determine the competency standards and basic competencies that describe each competency standard.

According to the findings above, it can be seen the reasons for choosing entrepreneurship as the basis for the learning process in Aisiyah Bantul Primary School as well as curriculum planning that supports it in accordance with the definition of curriculum planning in the opinion of Hamalik (2010: 153) that curriculum planning is a complex social process, meaning many are influenced by several internal and external factors that demand various types and levels of decision-makers.

The need to discuss and coordinate the process requires the use of models to present key aspects that are considered more influential on the outcome of the education process even though the presentation, in turn, must simplify many aspects and may overlook some other aspects. Based on that Aisiyah Bantul Primary School chooses the key aspects of entrepreneurship that are included in curriculum planning because it is considered more influential on the outcome of the educational process. As a key aspect of the development of school excellence, all school members are expected to be especially principals as managers to understand the principles of entrepreneurship, then apply in school management.

Mulyasa (2006: 2013) states that "entrepreneurs are people who can increase added value to resources, labor, tools, materials, and other assets and people who introduce change, innovation, and new ways". Entrepreneurship in schools means combining personalities, opportunities, finances, and resources in the school environment to take advantage. This personality includes knowledge, attitude skills, and behavior.

Furthermore, the curriculum planning process based on entrepreneurship carried out at the research location is still very simple when viewed from Susilo's opinion (2008: 155) which states that school assignments in curriculum planning are to understand the national and local competency and syllabus standards that have been developed by the Ministry of National Education and District Service, develop curriculum in accordance with the conditions of students and the needs of the community around the school, develop teaching materials, and make competency standards, core competencies, and research instruments as forms of learning models.

Based on that, schools should be able to improve their curriculum planning by developing teaching materials that are appropriate to the school base and relevant to the development of education and developing learning models that are also suitable for the school base.

Based on the above explanation in the opinion of the researcher that curriculum planning carried out in Aisiyah Bantul Featured Primary School must be more varied and carried out by looking at aspects of material content as well as the development of dynamic learning models. Entrepreneurship is indeed an aspect of curriculum development in Aisiyah Bantul Featured Elementary School by developing students' independence but schools must not abandon the basic principles of education by teaching other noble values such as honesty, harmony,

cooperation, etc. It is all a manifestation of the process of creating educational output that is competent, cultured, and moral according to religious teachings.

Implementation of an Entrepreneurship Based Curriculum in Aisiyah Bantul Featured Primary School

Based on the research findings, it shows that: (a) Entrepreneurship-based curriculum implementation is carried out by integrating entrepreneurship in all subjects, there are even some subjects that are required to produce products as a form of achievement of their learning outcomes. The curriculum has a tiered arrangement. (b) The readiness of teachers to run entrepreneurship-based curricula in Aisiyah Bantul Primary School needs to be a little forced to maximize their abilities, all teaching staff is still learning about entrepreneurship. (c) Having several excellent programs including providing 40% of the curriculum based on entrepreneurship, exhibiting products for entrepreneurs, outside class education (industrial visits), extracurricular activities and market days. (d) During this time entrepreneurship was considered very contributing in supporting the development of the learning process, especially in shaping the nature of independence in students. (e) Supporting programs created by schools have been able to foster the entrepreneurial spirit of students as indicated by the presence of several children who are enthusiastic in participating in market day activities. (f) Entrepreneurship-based curriculum implementation still has weaknesses including the lack of adequate facilities, limited educator training for entrepreneurship, and a lack of innovation in developing the implementation of the curriculum. (g) The entrepreneurship-based curriculum in Aisiyah Bantul Primary School is expected to be able to help actualize students in entrepreneurial behavior.

The entrepreneurship-based curriculum in Aisiyah Bantul Primary School needs to be innovative and preparation in its implementation. The curriculum implementation needs to be developed based on the opinion of Rusman (2009: 75) that, there are several things that influence the implementation of the curriculum that has been designed including the quality / ability of teachers to understand the essence of the objectives of the curriculum, meaning that all teachers must understand entrepreneurship and its application in the learning process, the ability to describe curriculum objectives that are still general in nature becomes a more specific goal, the ability to translate specific goals in learning activities. Concepts or application concepts need to be translated into learning activities, learning methods or developing the ability to apply concepts. Second, the curriculum implementation model. Where Aisiyah Bantul Featured Primary School implements a curriculum based on entrepreneurship in a conventional and less varied manner by simply integrating its content on all subjects.

While according to Hamalik (2010: 185-186) states, "the implementation of the curriculum is divided into two levels, namely the implementation of the school level curriculum and the class level". This is following the findings of the study that the implementation of entrepreneurship-based curricula in Aisiyah Bantul Primary School is carried out in stages according to the education level of the students. Also, the implementation is supported by supporting program arrangements that have been scheduled and implemented to develop the school's entrepreneurship base. Based on the implementation of the entrepreneurship-based curriculum in Aisiyah Bantul Primary School, according to researchers, the implementation of the entrepreneurship-based curriculum there needs innovation so that entrepreneurship can be quickly transmitted to students. Good implementation is carried out according to the plan. This entrepreneurship-based curriculum implementation needs to be supported by all school

members, especially the readiness of all existing teachers in Aisiyah Bantul Primary School following the above theory explanation which explains that the support of all elements of the school is very influential in the successful implementation of the curriculum.

Evaluation of Curriculum-Based Entrepreneurship in Aisiyah Bantul Primary School

Based on the research findings conducted, it shows that: (a) Evaluation activities are carried out every new school year based on the quality objectives that have been made. Paying attention to the dimensions of the program in which there are objectives, curriculum content, and curriculum guidelines. Then the second dimension of implementation is input, process, output, and impact. (b) Involving the school management team consisting of principals, deputy principals of all fields, existing Head of Affairs (KAUR), and teacher's mother facilitated by the foundation. Also present were representatives from the official. (c) The principle used when the evaluation process includes, the principle of integration, namely the compatibility between objectives, learning material, and learning models. Also, the school evaluation process also involves the active participation of students, and the principle of coherence between the material taught and the level of ability of students. (d) The implementation of evaluations is sometimes followed by the formulation of learning materials if they are not following the curriculum objectives. (e) Improvement of the method of presenting material is not included in the curriculum evaluation activities considering the methods of each teacher also differ according to their respective styles. (f) Weaknesses in the evaluation are due to the uncertain schedule of evaluation activities because it adapts to the school agenda, besides the evaluation process carried out does not examine in depth the linkages between components in the curriculum. (g) The purpose of this curriculum evaluation activity is to find out how successful the curriculum is in supporting the development of the school's entrepreneurship base.

The implementation of curriculum-based entrepreneurship in Aisiyah Bantul Primary School is in accordance with the opinion of Syaodih (2010: 172) that curriculum evaluation plays an important role both in determining education policy in general, and in decision making as a further development or improvement in the curriculum, which is usually an evaluation process guided by an evaluation tool to achieve the goal.

The results of curriculum evaluation can be used by education policyholders and curriculum developers in choosing and establishing policies for the development of the education system and the development of curriculum models used. In this entrepreneurship-based curriculum, the evaluation results can be used by the school management team to improve and develop the content curriculum. This is supported by the opinion of Hamalik (2010: 237) that curriculum evaluation/assessment is a process of making considerations to examine or control based on an agreed set of criteria or evaluation tools and can be accounted for in making decisions regarding curriculum development.

Based on several reviews according to the experts above, it shows the things that are in line with the implementation of entrepreneurship-based curriculum evaluation at Aisiyah Bantul Primary School that uses assessment tools or instruments based on school quality target documents. According to Rusman (2009: 11) states, in practice evaluation has a very broad nature, students are often tested to identify the main problem areas related to the basis of school development. The curriculum can be a field of testing during development to ensure the accuracy of certain class levels in the process of integrating the content of entrepreneurship and about a set of skills and content that they design for learning. In this case, the school needs to

evaluate to assess the extent to which the level of relevance of the curriculum developed with the real conditions that develop in the environment.

Also, the curriculum also needs to be measured for its effectiveness to know the extent of its role in supporting the base chosen by the school. Meanwhile, according to the researcher, the implementation of entrepreneurship-based curriculum evaluation in Aisiyah Bantul Primary School must be formative considering that one of the successes in implementing the curriculum can be measured from the evaluation that has been done. Through formative evaluation, it is expected that there will be continuous program improvements.

CONCLUSIONS

Curriculum planning based on entrepreneurship is motivated by the idea that entrepreneurship can increase students' creativity and independence. Curriculum planning begins with structuring the curriculum starting from its background, curriculum objectives, competency standards, and basic competencies by involving all interested parties, especially the school management team, teacher representatives, and also invited representatives from the service

The implementation of the curriculum is carried out by integrating entrepreneurship in all subjects with some of them producing products as a form of achievement of their learning outcomes.

Evaluation activities are usually carried out in every new school year based on quality objectives. Evaluation in Aisiyah Bantul Primary School uses the principle of integration, namely a match between goals, learning materials, and learning models. The disadvantages of evaluating are due to a lack of in-depth examination of the interrelationships between components in the curriculum. The evaluation process involves the Principal, Waka Sekolah, Teachers, representatives from the Office and active participation of students.

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