

Core Entrepreneurial Competencies for Local Content Curriculum

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ABSTRACT

One of the severe problems facing the world-wide is a large number of unemployed, both high school graduates who do not continue their tertiary education and university graduates. The curriculum requires competency content to prepare graduates who are ready to work. One alternative is implementing an entrepreneurship curriculum so that graduates can decide on a career after graduation. This study aims to identify what core competencies are needed to start/start-up, manage, and develop the entrepreneurship local content curriculum for Islamic High Schools. This research method is a descriptive qualitative survey technique. The survey results were discussed through Focus Group Discussion with the participants, who were curriculum and entrepreneur experts from IAIN Syekh Nurjati Cirebon Indonesia and Kitakyushu University Japan. The result shows that the core and basic competencies consist of the knowledge, skills, and attitudes entrepreneurs must possess. The six core entrepreneurial competencies for local content curriculum are 1) Identifying business opportunities and exploiting businesses; 2) Implementing managerial activities; 3) Implementing human resource management; 4) Implementing commercial and marketing activities; 5) Implementing financial management; 6) Actualizing attitudes and behavior. This research contributes to providing knowledge to educational stakeholders to improve the quality of education by increasing its relevance in graduate employment.

Keywords: Curriculum, Islamic High School, Core Entrepreneurial Competencies, Local Content Curriculum, Graduates



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1. INTRODUCTION

The problem of not getting a job occurs worldwide. In every member country of the European Union (EU), the problem of unemployment is still a trend, especially during the Covid-19 pandemic (Lambovska et al., 2021). In Nigeria, the poverty rate is high because of the high unemployment rate (Adenike, 2021). One of the severe problems facing the Indonesian state is a large number of unemployed, both school graduates who do not continue their tertiary education and university graduates (Suharno et al., 2020). This can cause various national development problems and affect individual and social productivity (Akanle & Omotayo, 2020; Manshor et al., 2020; Peterie et al., 2019). Referring to the data released by the Central Statistics Agency (Ningrum et al., 2020) in the last few years, unemployment and poverty that can occur in the future are still high. The data shows labor, workers, and unemployment in Indonesia in the last ten years (Suhandi et al., 2021), and it can be concluded that unemployment has increased from year to year (Siregar, 2020). Ironically, among all the unemployed, many of them are categorized as educated unemployed, namely unemployed graduates of Islamic high school/Madrasah Aliyah (Moeis, 2022) or even holders of a diploma from a university (Wiriadidjaja et al., 2019). This will continue to be a big problem if it is not taken seriously.

One of the most obvious repercussions of the economic downturn has been the rise in unemployment rates (Liotti, 2020). The causes of poverty in a country must be handled properly (Fatmasari et al., 2022). In solving these problems, especially in Indonesia, Madrasah Aliyah (MA) students must be encouraged to prepare themselves, choosing entrepreneurship as an alternative career (Arfah et al., 2023). It can shift the paradigm of students from job seekers to job creators and increase the number of entrepreneurs (Aqil et al., 2020). Efforts to encourage and motivate students to take up entrepreneurship as a career choice must be supported by the provision of entrepreneurship education as a local content curriculum developed based on the results of an assessment or analysis of entrepreneurial core competencies need assessment.

Entrepreneurship is competitive behavior that drives market processes (Buccieri et al., 2020). This view includes any introduction of new economic activity to the market as an example of entrepreneurship. Entrepreneurship is manifested not only by entering new corporate markets but also by innovation and initiatives into new markets by established firms (Yun et al., 2020). Entrepreneurs can be seen as people who seek change, respond to it, and take advantage of it as an opportunity. Entrepreneurs have personal attributes such as creativity, dedication, determination, flexibility, leadership, passion, confidence, and intelligence (S. I. Ahmed et al., 2022; Alblooshi et al., 2021; Patil et al., 2022).

Entrepreneurship is the real desire and ability in individuals, in teams, inside or outside organizations (Mintrom, 2019) to (a) perceive and create new economic opportunities (new products, new production methods, new organizational schemes, and new combinations of production markets) (Ahmed et al., 2020) and (b) introduce their ideas in the market in the face of uncertainty and other obstacles (Fisher et al., 2020), by making decisions about the location, form, and use of resources and institutions. Entrepreneurial skills can be taught and are not fixed personal characteristics.

In order to make education an effort to build entrepreneurship, a relevant curriculum is needed (Ratten & Usmanij, 2021). For this it is necessary to study and explore through the results of studies on what competencies must be developed in students related to entrepreneurship. Various previous studies have shown the importance of entrepreneurial competence in encouraging the growth of entrepreneurial actors through education. Entrepreneurial competence is a skill or skill in managing the business being undertaken (Gieure et al., 2020), starting to plan carefully, determining who will carry out what tasks, carrying out the activity process, controlling the various activities carried out (Bismala et al., 2022). These skills are related to various fields of activity, such as in the management of finance, resources (including human resources), production and marketing.

Entrepreneurial competence is the leading source of success in entrepreneurship (Boldureanu et al., 2020). There are several essential elements of entrepreneurial competence: strategic management knowledge, business management knowledge, planning skills, executing skills, interpersonal skills, and responsive skills (Halberstadt et al., 2019). Hashim et al. (2018) state that entrepreneurial competency is a perspective solution for small companies for business performance. Through their entrepreneurial competencies, they can use company capabilities as a tool to influence their company's operations to improve their performance.

Entrepreneurship education aims to increase awareness and understanding of entrepreneurship as a process (Li & Wu, 2019). The second main objective is to increase student's awareness and understanding of entrepreneurship as an alternative career choice (Liu et al., 2019). Therefore, to prepare for entrepreneurship extensification, the essential initial efforts are exploring local entrepreneurial resources, assessing the relevant competency needed to become entrepreneurs, developing entrepreneurship education programs as high school local content curricula, and driving curricula to examine their effectiveness. If the entrepreneurship local content curriculum has been tested for effectiveness, the relevant authorities can disseminate it by offering schools interested in providing this program to their students. Efforts to improve the quality of education the local content curriculum, which on the one hand, functions as a diversification and serves to provide relevant educational content for its students, implies that the curriculum is an effort to improve the quality of education. This concept is in line with Chunrasaksakun et al. (2015).

This study aims to identify what core competencies are needed to start/start-up, manage, and develop the entrepreneurship he runs and to design and test the feasibility of an entrepreneurship local content curriculum for Islamic High Schools. The novelty of this study is that developing local content curricula for Islamic High Schools is an integral part of increasing the relevance of education, building economic foundations, increasing welfare, and reducing unemployment for general secondary education graduates. This research contributes to providing knowledge to educational stakeholders to improve the quality of education by increasing its relevance in graduate employment.

2. METHOD

In this study, the collection and analysis of quantitative data used descriptive methods with survey techniques. The instrument for collecting quantitative data is a questionnaire arranged in the form of a Rating Scale with a Likert Scale model. Data collection using survey techniques will be carried out on a sample of subjects taken from teachers of public and private Madrasah Aliyah in Cirebon Regency and

City, Indonesia. The number of samples who climbed the research sample was 180 people who were chosen randomly. Quantitative data was analyzed using descriptive statistical methods. The survey results were discussed through FGDs with the FGD participants, who were curriculum and entrepreneurs experts from IAIN Syekh Nurjati Cirebon Indonesia and Kitakyushu University Japan.

3. RESULTS AND DISCUSSION

There are several findings based on a survey conducted on teachers in the implementation of entrepreneurship learning. The most common difficulties experienced by teachers are the attitude of parents of less supportive students and the school culture that still needs to be more supportive. According to Agarwal et al., (2020) research, the successful implementation of the entrepreneurship curriculum needs the support of students' parents. Apriana et al. (2019) added that the school environment also influences the success of the entrepreneurship curriculum. Furthermore, research result shows that the level of teacher understanding of the entrepreneurship curriculum shows that teachers' understanding of the entrepreneurship curriculum is heavily influenced by the need for more learning tools, references related to their application, and the ineffective role of the Entrepreneurship MGMP (Subject Teacher Conference). The difficulty in implementing entrepreneurship, which is most influenced by changes in the mindset of students who tend to want to become employees, and the majority of students come from economically disadvantaged families.

The potential for implementing entrepreneurship learning in schools is much influenced by the teacher's awareness of the importance of practice, not just theory, and the readiness of these teachers to take part in the training (Ratten & Jones, 2021; San-Martín et al., 2022). These factors influence the success of the implementation of entrepreneurship learning. The advice most often given is that one must make the ability/skill of work possessed from the results of productive subject learning into market value, dare to start a business based on adequate planning and awareness of one's potential to become a perfect being to be able to live independently and adequately.

Table 1 shows the results of a survey of entrepreneurs and entrepreneurship teachers about what competencies are needed in entrepreneurship. It resulted in fifteen (15) competencies with percentage criteria equal to or more than 50%. According to entrepreneurs, there are four competencies selected by more than 50%, namely the competence to detect opportunities, be sensitive to the market, develop business models, and create partnerships. The other eleven competencies were selected with a percentage of 50%. The eleven competencies have a strategic vision, formalizing a business plan, innovating, attracting investors, starting a business, understanding financial results, managing cash, managing billing, identifying financial needs, calculating costs, and filling out tax reports.

Table 1. Survey Results

No.	Competencies	Survey Results (Percentage)	
		Entrepreneur	Entrepreneurial Teacher
1	Detecting opportunities	0.9	0.95
2	Sensitive to the market	0.8	0.9
3	Developing a business model	0.7	0.8
4	Creating partnerships	0.6	0.75
5	Having a strategic vision	0.5	0.7
6	Formalizing a business plan	0.5	0.65
7	Innovate	0.5	0.6
8	Attracting investors	0.5	0.6
9	Starting a business	0.5	0.6
10	Understanding financial results	0.5	0.6
11	Managing cash	0.5	0.6
12	Managing billing	0.5	0.6
13	Identifying financial needs	0.5	0.6
14	Calculating costs	0.5	0.6
15	Filling out tax reports	0.5	0.6

Meanwhile, entrepreneurship teachers believed that the competencies of detecting opportunities, being sensitive to the market, developing business models, creating partnerships, and formalizing business plans were important for prospective entrepreneurs to possess (Daragmeh & Halabi, 2023; Rădulescu et al., 2020). Besides that, teachers also think that having a strategic vision, formalizing a business plan, innovating, attracting investors, starting a business, understanding financial results, managing cash,

managing billing, identifying financial needs, calculating costs, and filling out tax reports are the same competencies. The importance of being owned by entrepreneurs.

Initial design of core competencies and basic competencies of the entrepreneurship curriculum as local content consists of core competencies and basic competencies. There are six core competencies, namely, identifying business opportunities and exploiting businesses, implementing managerial activities, implementing human resource management, implementing commercial and marketing activities, implementing financial management, actualizing attitudes and behavior, and 62 basic competencies. These core and basic competencies consist of entrepreneurs' knowledge, skills, and attitudes. In line with Ploum et al., (2018) state that the knowledge, skills, and attitudes to manage sustainable development have become significant components.

4. CONCLUSION

Based on the study results, there are no significant changes related to the entrepreneurship education process at MAN with the enactment of the K-13 curriculum of Indonesia. This is because the teachers are still adapting to understand the curriculum, especially the syllabus, which is not yet standardized. In addition to the variations in classroom practices for Craft and Entrepreneurship (PKWU), teachers generally feel that wide varieties of crafts are irrelevant to the areas of expertise in Vocational High Schools. On average, schools must make specific policies to prepare for curriculum implementation. The lack of facilities is an obstacle to implementing it in schools considering the demands of K-13, which require practical materials.

The result shows that the core and basic competencies consist of the knowledge, skills, and attitudes entrepreneurs must possess. The six core entrepreneurial competencies for local content are 1) Identifying business opportunities and exploiting businesses; 2) Implementing managerial activities; 3) Implementing human resource management; 4) Implementing commercial and marketing activities; 5) Implementing financial management; 6) Actualizing attitudes and behavior. This research contributes to providing knowledge to educational stakeholders to improve the quality of education by increasing its relevance in graduate employment.

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