Online business training management using applications to improve entrepreneurship skills

Students at public vocational high school 1 city of cirebon

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Abstract

The background of this research is that graduates of vocational high schools (SMK) still contribute the most to unemployment among the educated, so that SMK students need to improve their soft skills and hard skills. One of the efforts is through online business training so that students have digital skills to become creative, independent and reliable entrepreneurs. The purpose of this study is to examine and get an overview of the aspects of planning, organizing, implementing, evaluating, obstacles and solutions in overcoming obstacles from online business training using applications to improve the skills of students in the city of Cirebon. The framework of this study refers to the management theory of G.R. Terry (Athoilah, 2016:16) who divides the four basic functions of management, namely Planning, Organizing, Actuating and Supervision. This study uses a qualitative approach with observation techniques, interviews and documentation studies. The results of this study indicate that: a) Planning for online business training using an application to improve students' skills begins with identifying training needs, setting training objectives and creating a training plan; b) Organizing online business training using an application to improve students' skills involving parties in the school's organizational structure, especially the head of the SMK and training facilitator teachers; c) Implementation of online business training

using an application includes initial activities, core activities and final training activities, with learning materials referring to modules compiled by the application maker; d) The evaluation carried out in online business training using an application to improve students' skills is to guarantee the achievement of predetermined basic competencies and training objectives which include initial evaluation of training, evaluation during training and evaluation of the end of training; e) Obstacles faced in implementing online business training using applications to improve students' skills are the motivation of the trainees, the training time and the competence of the training facilitators; f) Solutions that can be used in overcoming obstacles to implementing online business training using applications to improve the skills of students in Cirebon City are to continue to provide motivation, direction and guidance to students as training participants, flexible training time and increase the competence of training facilitators. The conclusion in this study is that online business training management using applications to improve students' entrepreneurship skills has been carried out in accordance with the provisions.

Keywords

Management, Training, Entrepreneurship, Students.

A.   Introduction

The era of globalization has had quite a broad impact on various aspects of life, including demands on the delivery of education. One of the real challenges is that education should be able to produce human resources who have complete competencies, known as 21st century competencies. 21st century competencies are the main competencies that students must have in order to be able to compete and take part in real life in the 21st century. In the 21st century it is challenged to be able to create education that can help produce thinkers who are able to participate in building social and economic order, aware of knowledge as befits citizens of the world in the 21st century.

In the context of education that implements the vision of 21st century learning, UNESCO has created 4 (four) pillars of education, namely: 1) Learning to know, 2) Learning to do, 3) Learning to be learn to actualize themselves as independent individuals with personality), 4) Learning to live together (learn to live together). Education that builds the competence of "partnership 21st century learning", namely a 21st century learning framework that requires students to have skills, knowledge, and abilities in the fields of technology, media and information, learning skills, innovation, and life skills.

With regard to national education, the goals of national education as stated in the National Education System Law No. 20 of 2003 concerning the National Education System article 1 paragraph 1, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by himself, society, nation and state.

The development of the times demands the development of quality human resources. Indonesia's competitiveness in facing competition between countries and free trade is largely determined by the outcome of developing its human resources. One of the country's efforts in fulfilling quality middle-level human resources is the development of vocational education.

Vocational High School (SMK) is one of the educational institutions that is responsible for producing human resources who have academic abilities as well as special skills. SMK graduates are expected to have steady experience, where theory is learned and then applied. SMK education itself aims to improve students' abilities to develop themselves in line with developments in science, technology and the arts as well as prepare students to enter the workforce and develop a professional attitude.

Law of the National Education System Number 20 of 2003 Article 15 states that vocational education is secondary education that prepares students especially to work in certain fields. the presence of SMK is designed to prepare graduates who can work according to their competencies.

Based on the priority program from the Directorate of Vocational School Development which launched the theme of long-term educational development for 2005-2024, the development of Vocational Schools is directed at increasing international competitiveness as a foundation in building the nation's independence and competitiveness in facing global competition.

In an effort to realize this program, various policies have been proclaimed, including the enactment of Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework and Presidential Instruction Number 9 of 2016 concerning Revitalization of Vocational High Schools in the framework of Improving the Quality and Competitiveness of Indonesian Human Resources, further emphasizing that SMKs must be closer to the needs of the world of work. Along with the growth of the business and industrial world in Indonesia, the demand for skilled workers who graduate from Vocational High Schools (SMK) is increasing. Therefore, SMKs need to equip their students with the knowledge and skills needed by the business and industrial world.

Vocational High School (SMK) according to Wina Sanjaya (2012) is intended to provide the ability to work according to certain skills. The SMK curriculum structure which includes normative, adaptive and productive components is pursued in a 3-year or 4-year study period. First, the normative component contains competencies that aim to make students become citizens and citizens who behave in accordance with values in the life of society, nation and state. Second, the adaptive component, contains competencies that aim to enable students to adapt and develop themselves according to developments in social and state life, culture and arts, science and technology and the demands of the development of the world of work according to expertise. Third, the productive component, contains competencies that aim to make students able to carry out tasks in the world of work in accordance with the expertise program. Productive competence is a

competency standard that applies in the field of expertise determined by the professional association as a result of the inventory and consensus of the world of work and related parties.

21st century learning is learning that prepares the 21st century generation where technological advances are developing so rapidly that they have an influence on various aspects of life including the teaching and learning process. 21st century learning has 4C characteristics, namely: communication skills, collaboration skills, critical thinking and problem solving, creativity and innovation.

Updated curriculum support, great teaching staff, adequate facilities and infrastructure, and good school governance are the keys to the successful implementation of 21st century learning.

In line with this, in the context of equipping vocational graduates to be ready to enter the job market, several competency indicators in 21st century learning that need to be raised include: 1) digital age literacy, 2) effective communication, 3) inventive thinking, and 4) high productivity (Afandi and Sajidan, 2017: 29-32). SMK as an educational institution that has the potential to prepare human resources that can be absorbed by the world of work, because theoretical and practical material that is applicable in accordance with the needs of the world of work (Jatmoko, 2013), is expected to elaborate on the 21st century learning indicators in the learning and assessment process in class.

But in reality, the existence of SMK in preparing a skilled middle-level workforce still needs to be improved, not all SMK graduates can meet the demands of employment in accordance with their specialization. The quality of vocational high school graduates has not fulfilled the job requirements optimally. Graduate students from high schools are very lacking in several basic skills and a large number of applied skills, while some of the skills that are lacking in these students are: a) oral and written communication; b) critical thinking and problem solving; c) professionalism and work ethic; d) teamwork and collaboration; e) work in diverse teams; f) apply technology; and e) leadership and project management (Trilling and Fadel, 2009:7).

Based on data from the National Central Statistics Agency (BPS) for February 2020, it was recorded that the highest number of open unemployment rates (TPT) according to education was still held by SMK graduates at 8.49%. Then SMK graduates by 6.77%, Diploma I/II/III by 6.76%, University graduates by 5.73%. Then, 5.02% junior high school graduates and 2.64% elementary school graduates.

The phenomenon of unemployment among the educated is not only caused by limited job opportunities where the number of job seekers is greater than the number of job opportunities available (supply and demand gaps), it is also caused by the gap between the competencies of job seekers and the competencies required by the job market or the competencies of graduates and market needs. labor/business. However, this also explains the low level of entrepreneurial mentality that can be generated from education.

Ropke (Partomo & Soejoedono, 2002: 69) says that a nation will develop faster if it accelerates its entrepreneurial groups, expanding the scope of economic independence. Entrepreneurship development is a way to reduce the number of unemployed, create jobs, relieve people from poverty and economic downturn.

Indonesia is an extraordinary country with all the potential of its natural resources, but without an entrepreneurial spirit, the commodity sources of energy and minerals that are abundant in Indonesia cannot be utilized optimally. So concrete steps are needed to produce new entrepreneurs, overcome poverty and unemployment, as well as build prosperity. One of them is with entrepreneurship development training to empower people in the field of entrepreneurship.

Entrepreneurs are required to be sensitive to ever-evolving technology that can provide benefits in the production and distribution process and also have an important role in the development of entrepreneurship.

Developing and utilizing these new technological advances is related to exploring the potential that can have a major impact on the business in the future. Along with the development of science and technology, the internet has entered almost all aspects of life. Starting from the world of entertainment, education to business, have used the internet world as a supporter. The internet provides sites in the form of communication services and information resource services that are easily accessible to all people in all corners of the world. The extraordinary development of the internet in various circles is certainly addressed in a positive way.

Based on We Are Social's latest report, in 2020 it was stated that there were 175.4 million internet users in Indonesia. Compared to the previous year, there was an increase of 17% or 25 million internet users in this country. In Indonesia, there are 175 million internet users and it is the second largest country in using the Facebook application in the world. Digital media is growing rapidly along with the increasing number of internet users in the Southeast Asia region. Digital media has even become a modern lifestyle, besides that the use of digital media has helped everyone a lot in carrying out their routines. Each of these digital media has the same function, namely to communicate.

So far, people only use the internet to fill their free time and rarely use it to carry out more profitable buying and selling transactions of goods and services. If you look closely, internet media provides many benefits, one of which can be a business medium.

In today's era, with the existence of the internet, running a business has become very global. The market share has become very broad, not only among the domestic market, but even more broadly in foreign markets. Product marketing via the internet (online) is different from marketing not through the internet (offline). Broadly speaking, online marketing using internet media has a wider range of target markets to be targeted. Marketing activities have become wider with the existence of the internet.

The development of information technology and the internet also has a major influence on developments in the field of product promotion. This is of course

very beneficial for the world of product promotion because then there is an increase in effectiveness when compared to conventional media. The main aspects that influence the increase in the effectiveness of product promotion via the internet are interactive media, flexible in nature with the understanding that there is a two-way message exchange and responsive media.

Many things that were unthinkable before, suddenly appeared and became new innovations, and opened up a very large business area. The closest example is the emergence of market places (online malls) or online trading e-commerce. So the names Tokopedia, Shopee, Bukalapak and Lazada, Bli-Bli are places that are familiar to Indonesians to sell and buy products online. From time to time developments and activities in e-commerce in Indonesia are increasing. One of the efforts to cultivate the characteristics of students who are ready to enter the world of work or ready to open jobs is by holding entrepreneurship subjects. Entrepreneurship education is taught to all SMS, MA, and SMK students as stated in the 2013 Curriculum, and the issuance of Government Regulation Number 19 of 2005 concerning National Education Standards and Regulation of the Minister of National Education of the Republic of Indonesia Number 23 of 2006 Graduate Competency Standards for Basic Education Units and Intermediate. Entrepreneurship Education is taught to all SMA, MA and SMK students with the aim of fostering an entrepreneurial spirit from an early age and is a good step to prepare for the birth of more entrepreneurs in Indonesia.

However, the entrepreneurship learning that is currently being carried out is more dominant with the delivery of theory than practice so that student orientation is only limited to getting grades. SMK graduates who receive entrepreneurship education using the regular system are more oriented as workers because they lack the courage to become entrepreneurs. Lack of courage for entrepreneurship because while participating in entrepreneurial learning they do not carry out business directly so students cannot apply entrepreneurial values as entrepreneurs.

This of course cannot be allowed to continue to happen, there must be a paradigm shift in entrepreneurship lessons from what was initially theoretical to more practical. And there must be more efforts from the school so that the entrepreneurial skills of vocational students are increasing. One of these efforts is through skills training activities at Vocational High Schools (SMK).

Realizing this, Cirebon City 1 Public Vocational School organizes online business training using an application in an effort to answer the above problems, as well as a form of responsibility to prepare a generation of people who have digital entrepreneurial skills after graduating from school. So the researcher deems it necessary to examine further about online business training activities at the two SMKs.

The reason for choosing the research locus at Public vocational high school 1 city of Cirebon was that it was a Vocational High School that was included in the category of a center of excellence (SMK PK), also the teaching staff had attended ToT (Training of Trainer) which was carried out by one of the e-commerce companies in collaboration with the Education Office. West Java Province.

B.   Research Methods

This research uses a qualitative approach with descriptive qualitative orientation, the researcher collects data, then performs data analysis and interpretation of the data obtained from the participants through observation, interviews, and descriptive documentation studies. Researchers seek to describe findings in the field regarding online business training using applications to improve the entrepreneurial skills of students at Public vocational high school 1 city of Cirebon.

In this research, the researcher will reveal in depth the program, process events, activities regarding online business training using applications to improve the entrepreneurial skills of students at Public vocational high school 1 city of Cirebon, so the findings of the data needed are obtained in accordance with research objectives that do not just explain object being examined, but explaining how it exists and why the case occurred so that its meaning is understood.

The data collection technique carried out by the researcher is using a data source method that directly provides data to data collectors and indirect data in the form of images or other documents, then the data collection technique is carried out as follows:

a.   Observation

Observations are carried out in a participatory manner, the researcher participates in the activities that are being carried out using the guidelines that have been prepared. Researchers made direct observations of the activities of teachers and students during online business training using an application to improve the entrepreneurial skills of students at Public vocational high school 1 city of Cirebon.

b.   Interview

Researchers use data collection directly or face to face by digging in-depth information about online business training using applications to improve students' entrepreneurial skills including planning, organizing learning, implementing learning, obstacles encountered and solutions to overcome obstacles as well as evaluating the achievement of successful business training online using an application to improve the entrepreneurial skills of students at Public vocational high school 1 city of Cirebon.

c.   Documentation Study

The documentation study is the most important thing for the completeness of the data in this study. Documents in written data are such as curriculum, annual programs, semester programs, RPPM and RPPH, while documents in electronic form are photos and videos of teacher and student activities. This document complements and provides for the process of research information related to online business training using applications to improve the entrepreneurial skills of students at Public vocational high school 1 city of Cirebon.

While the data needed in this study are

a.   Primary Data

Primary data is data obtained from the two schools, namely Public vocational

high school 1 city of Cirebon, Cirebon City, as a source of information regarding research being carried out by researchers on online business training using applications to improve the entrepreneurial skills of students at Public vocational high school 1 city of Cirebon, Cirebon City.

b.   Secondary Data

Secondary data is data that comes from literature, source books, journals or the internet and other media. The aim is to find data that is relevant to the research conducted related to the success of online business training using applications to improve the entrepreneurial skills of students at Public vocational high school 1 city of Cirebon.

C.   Research Results

The research results are

a.   Online Business Training Implementation Program Planning

Based on the results of observations, documentation and strengthened by interviews with the Principal of Public vocational high school 1 city of Cirebon and the teacher who became the facilitator. The answers from the two data sources presented are complementary. The researchers saw that the head of the SMK and the teachers fully understood the need for online business training with applications and always associated it with the school's vision and mission at Public vocational high school 1 city of Cirebon.

This is also the opinion of the entrepreneurship teacher who is a training facilitator, based on interviews suggesting that in entrepreneurship, not only theory is needed. Why is that? because deep theory without practice in realizing this knowledge still does not produce a product that can be utilized directly. Someone who already has the ability to combine theory and practice to produce something means that person can be said to have an entrepreneurial spirit. That is what is currently being pursued through this online business training, trying to directly apply the entrepreneurship education that has been learned. Based on the opinions above, the identification of training needs is that there must be strengthening of student entrepreneurship which is not just theory but more practical.

Based on the results of interviews with the school principal, it was stated that planning online business training using an application to increase students at Public vocational high school 1 city of Cirebon with that the output of SMK students was more directed at working, continuing to tertiary institutions and entrepreneurship. Even now it is reversed, entrepreneurship first, work then continue, because indeed the challenges of working are limited, the absorption capacity of the business world and industrial world is also limited, while there are very many SMK graduates every year. The solution is so that there is no accumulation, then entrepreneurship is an alternative. Incidentally now the provincial education office together with e-commerce application makers have a

training program for teachers and students learning entrepreneurship through digital, it is hoped that from this training the spirit of entrepreneurship will emerge in students. The training facilitator teacher as a data source said that the purpose of holding online business training activities with applications is that students are expected to be able to open business opportunities independently and sustainably, namely by entrepreneurship. Cultivating an entrepreneurial spirit in students will reduce unemployment rates, because after graduating from school it is hoped that students will be able to start their own businesses.

Based on the opinions conveyed from the sources above, the objectives of the online business training plan using the application are: 1) Improving entrepreneurial skills digitally. 2) students are expected to be able to open business opportunities independently and continuously, namely by entrepreneurship. Cultivating an entrepreneurial spirit in students will reduce the unemployment rate, because after graduating from school it is hoped that students will be able to start a business.

Training materials for planning online business training using an application to improve students' entrepreneurship skills are adapted to the material provided by the e-commerce application maker to teachers who will be presenters at the training of trainer (ToT) training in the form of training modules. Based on the results of interviews with data sources, the principal stated; The programmed training material refers to the training module provided by the e-commerce application maker. Of course, the training material includes the knowledge, skills and attitudes needed to achieve the training objectives. The training material must be delivered thoroughly and delivered in a method that is easily understood by students.

Meanwhile, according to the teacher who became the facilitator stated that the training material delivered to the students was material that had been followed by the facilitator during the training of trainer (ToT), which was re-delivered to the students in a new package in the form of a module. Where each material presented every week will be different. The themes presented in online business training through this application are divided into two parts; first, a theme related to the e-commerce application maker market and second, a theme related to entrepreneurship in general.

Based on the results of observations, interviews and documentation studies, the researchers obtained information that the design of the training materials fully refers to the material that has been prepared by the e-commerce application developers in the form of modules. Which contains material on motivation, knowledge. Based on the results of observations, documentation and reinforced interviews with the Head of Public vocational high school 1 city of Cirebon, it is stated that the training methods used in online business training are lectures, discussions and practice. Because this training material is more applicable in nature, the composition is 40% theory and 60% practice. While the media used utilizes existing facilities.

The results of interviews with the entrepreneurship teacher who became the facilitator stated in more detail, for the training method it was carried out 50% online

and 50% face to face, the method used followed the material to be delivered, usually lectures, questions and answers and direct practice. Meanwhile, the learning media used in online business training include; infocus, white boards, mobile phones, stationery, internet networks and products to be sold in the market place. All of these take advantage of the facilities that already exist at school, except for cellphones that belong to the participants, because everyone already has them.

Referring to the opinions of the two data sources above and the study of documentation of the methods used in learning online business training at Public vocational high school 1 city of Cirebon using lecture, discussion and practice methods while the media used utilizes existing facilities at school and those owned by training participants.

Based on the results of observations, interviews and documentation with the school principal, it was stated that online business training participants at Public vocational high school 1 city of Cirebon were eleventh grade students of all majors. Based on interviews with resource persons/facilitators, they provided information that the participants in this online business training were eleventh grade students, where eleventh grade students were students who had basic entrepreneurship, because they had already attended the Entrepreneurial Printing School (SPW) program, where in this program students must already have product to sell. both own and other people's products. So that when there is an online business training activity, it stays in sync with the Entrepreneurial Printing School (SPW) program.

Referring to the two opinions above, it can be concluded that online business training participants at Public vocational high school 1 city of Cirebon are eleventh grade students. Where this eleventh grade has taken part in the Entrepreneurial Printing School (SPW) program, and has products that can be used when practicing online business training.

Based on the results of observations, documentation and reinforced interviews with the Head of Public vocational high school 1 city of Cirebon stated that the resource persons/trainers in this online business training were PKK teachers who had attended training of trainer (ToT) training organized by e-commerce application developers in collaboration with the Government West Java province. Future plans will also bring in experienced speakers from outside so that participants will be more motivated.

Based on the results of observations, documentation and interviews with the Head of Public vocational high school 1 city of Cirebon, the school is fully responsible for financing this online business training, there are no fees charged to students. This was emphasized by the teacher who was the resource person who stated that this online business training uses existing facilities at schools and optimizes the media owned by participants such as cellphones, so this training has no fees for students, it is fully borne by the school.

Based on the opinions above, it is fully the responsibility of the school to finance training. There are no fees for training participants. During the training, the facilities owned by the school were maximized for this online business training.

b.   Implementation of Online Business Training

Based on observations, documentation studies and reinforced by the results of interviews with the Principal of Public vocational high school 1 city of Cirebon regarding the implementation of online business training using applications to improve the entrepreneurial skills of students at Public vocational high school 1 city of Cirebon which was used as a reference for responses to data sources, stated that the initial activities training is preparing facilities and infrastructure and preparing training learning materials and media. While the training facilitator during the interview, the initial training activities began by preparing the facilities, including the study room used in the training activities. Administrative completeness includes making training schedules, making attendance lists, preparing learning materials and media as well as other supporting tools.

Referring to the opinion above, the initial activities of online business training at Public vocational high school 1 city of Cirebon prepared the administrative completeness and infrastructure needed in the training.

Based on observations, documentation studies and strengthened by the results of interviews with the Principal of Public vocational high school 1 city of Cirebon regarding the implementation of online business training using applications to improve the entrepreneurial skills of students at Public vocational high school 1 city of Cirebon which is used as a reference for responses to data sources, stated that activities the beginning of online business training is to prepare training facilities and infrastructure, including: study rooms to be used, infocus, internet networks held every Saturday from 08.00-11.00 WIB, in the laboratory or room. The participants were eleventh graders who had already attended an entrepreneurial printing school.

The results of interviews with sources revealed that the participants' training was carried out every Saturday from 08.00-11.00 WIB or if there was an obstacle on Saturday they were moved to a normal day after the daily learning process was finished. The place for online business training is carried out in a laboratory or classroom that has an internet network and has a projector. The training participants were eleventh grade students of Public vocational high school 1 city of Cirebon. The technical implementation of the participants will be divided into several groups, where each group consists of eight to 12 students. Ten groups were handled by 2 (two) resource persons (facilitators). So that the delivery of material and the implementation of this training can run effectively and efficiently. The themes presented in online business training through this application are divided into two parts. First, a theme related to the e-commerce application maker market and secondly, a theme related to entrepreneurship in general. As for the delivery of material in the room through three steps: 1) Introduction. The resource person (facilitator) opened the training by saying greetings and prayers, opening good relations with the training participants (asking news), motivating/enlivening the atmosphere with ice breaking so that the training participants are enthusiastic,

explaining the objectives of the training and asking about the readiness of the participants to take part in the training. 2) Core Activities. The resource person (facilitator) explained briefly about the resource person's training material then asked questions and answered and held discussions with the participants in understanding online business training material, practiced directly the material presented, the resource person (facilitator) provided motivation to training participants who had not acted actively in understanding online business training 3) Cover. The resource person (facilitator) together with the participants concluded the contents of the themes that had been presented, encouraged participants who had not played an active role during the training to play an active role, and invited the training participants to reflect. After that, the resource person (facilitator) closed the training with prayer and greetings.

D.   Conclusions and Suggestions

1.   Conclusions

Implementation of online business training, has been carried out in accordance with the provisions. In its implementation, it really supports the increase in student entrepreneurship, although it is still not optimal, due to limited resource support, both human resources and other resources. The need for online business training is an absolute necessity for schools in improving the entrepreneurial skills of students so that the quality of their output or graduates increases.

2.   Suggestion

Based on the research findings, several problems were obtained, namely

1.   For school principals: It is hoped that school principals will pay more attention to online business training activities using applications to improve student skills, prepare online media and infrastructure.

2.   For Training Facilitator Teachers: For online business training activities, you should first prepare a plan for implementing online business training activities. In designing online business training activities, the training facilitator teacher first pays attention to: improving student data, mastering learning materials, mastering children's characters, determining learning strategies, preparing learning facilities, tools or media so they can be used in learning activities. As well as continue to improve online business skills.

3.   For Parents: Parents should continue to provide support and direction to students to improve their entrepreneurial skills, both through online business training and students' independent activities.

4.   For Further Researchers: This research can be used as inspiration to study further about online business training using applications to improve students' skills with different research approaches and reviewed from various aspects. Considering that every school has differences and uniqueness in organizing it. For

future researchers who are interested in the same discussion, they should pay attention to the limitations that exist in this study so that the results obtained are more perfect.

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