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## Analysis of Entrepreneurship Values in Islamic Education Learning and Morals at Al Alif Vocational High School

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### *Abstract*

*The implementation of learning Islamic Religious Education and Morals at Al Alif Blora Vocational School turns out to have entrepreneurial value in it which is the basis for carrying out this research. This research is a field research with a qualitative approach. Data obtained through non-participatory observation, semi-structured interviews and documentation with data analysis utilizing Miles and Huberman's theory. The results of this study indicate that the learning carried out at SMK Al Alif Blora contains several entrepreneurial values, namely the core activities in the form of the values of Independence, self-confidence, originality, creativity, and courage in taking risks. Then in the closing activity there are values of confidence, originality, and result oriented. Evaluation activities also have entrepreneurial values in them, namely self-confidence through assignments that must be done independently in the form of writing, photos and videos in order to bring independence to students. Human-oriented values, namely giving assignments by giving assignments in groups with the demand for cooperation between students in order to raise awareness that humans are social creatures and originality as seen from the follow-up activities given by the teacher to students.*

*Keywords: Entrepreneurship Value, Learning Implementation, SMK*

## A. Introduction

Unemployment is still a thorny problem in the world of work where the government makes it one of the main problems that continue to be considered and minimized. This is because unemployed people will usually be marginalized, then naturally in McGee's view become proto, proletariat or a layer of society whose position is at the bottom and has the potential to disrupt the stability of the country (Djoko et al., 2015).

The existence of unemployed people in Indonesia ultimately has an individual and social impact. This individual impact is in the form of physical illness, somatization (feeling uncomfortable), anxiety and depression that exist in unemployed people. Meanwhile, the social impact resulting from unemployment is an increase in crime that is troubling the community (Idris, 2018). The loss of a job will affect the economy in the family which cannot be fulfilled optimally and lead to quarrels in the household where this situation ends in violence (Radhitya, Nurwati, & Irfan, 2020). In addition, unemployment also causes the unemployed to carry out criminal actions ranging from stealing, robbing, fraud, and so on (Sabiq & Apsari, 2021). Violence that occurs in the community caused by unemployment continues to be controlled through various institutions, one of which is by providing education in schools. Education plays an important role in creating competent human beings by presenting a curriculum in accordance with what is needed by society (Farnita, 2016). Through education, humans will have competencies that can be used to deal with changes that occur so that people are no longer unemployed. Through his research, (Susanto, Rochaida, & Ulfah, 2017) explained that education has a direct effect on unemployment, which this education can be obtained in schools.

Schools as a place to improve their skills through learning provided to students actually have entrepreneurial value in them. If analyzed more deeply, there are entrepreneurial character building practices practiced by teachers in the classroom that can reflect entrepreneurs. The religious education provided is no exception, the provision of religious and moral education material is not only intended to shape students to become human beings who have piety and faith in themselves as well as display noble character in themselves. (Wiyani, 2016). However, it also strives to instill a religious, virtuous and characterful soul in humans which will later turn them into human beings who have faith in carrying out their roles, one of which is the role of entrepreneurs. Entrepreneurship certainly reflects entrepreneurial values that continue to exist in him where the cultivation must start early.

Efforts to provide entrepreneurial values continue to be researched and developed, including those carried out by Winarno who in his research explains that entrepreneurship in

vocational schools has not been fully instilled in students. there are various factors that influence its failure, ranging from students, teachers and so on, especially teachers who do not understand entrepreneurship itself (Winarno, 2007). In addition, the implementation of entrepreneurship values carried out by teachers is less than optimal as well as when viewed from the side of the behavior shown by students who have not shown the attitude and effort as entrepreneurs. This is because in carrying out learning the objectives to be achieved are still oriented towards academic strengthening, the teacher also does not provide variations in the learning he does (Winarno, 2009). Majdi, in explaining various things that directly affect the learning that is carried out by the school, is the role of the family and motivation. These three things have an indirect influence on creating entrepreneurial interest in students at STKIP Hamzanwadi Selong (Majdi, 2012). Adib also conducted research on the relevance of entrepreneurship values in PAI BP subject matter in SMA in textbooks with the 2020 revised 2013 curriculum which describes various PAI BP SMA materials that have relevance to entrepreneurial values. (Adib, 2022).

The research that has been carried out at a glance only describes in general the entrepreneurial value found in educational institutions, especially vocational schools. There is no specific description in every step that is carried out by the teacher and the entrepreneurial value displayed in it where the entrepreneurial value is based on Wiyani's view which explains that there are six traits contained in an entrepreneur, namely daring to take risks, future oriented, work results oriented, human oriented. , originality and confidence (Wiyani, 2020). Through this research, the lack of research that has been done will be complemented where it aims to clearly illustrate the entrepreneurial values contained in the implementation of learning at Al Alif Blora Vocational School.

This research is included in the type of field research with a qualitative approach. The data obtained from the field utilizes data collection techniques in the form of semi-structured interviews, non-participatory observations and also documentation (Sugiyono, 2020). Interviews were conducted with several resource persons, namely the Head of SMK Al Alif Blora and also the PAI BP teacher who teaches at SMK Al Alif Blora. This research was conducted at SMK Al Alif Blora which is located at Jl Jenderal Gatot Subroto KM 03 Dukuh Setro, Tamanrejo Village, Tunjungan District.

The data obtained is then analyzed using Miles and Huberman's data analysis technique where when the data is collected it is continued with data reduction, data presentation and also verification. (Sugiyono, 2020). The data obtained are not entirely used as data that will be included in the study, but data checking techniques are also carried out in the form of

triangulation techniques and sources. Through this, the validity of the data obtained has been tested.

## **B. Discussion**

The implementation of PAI BP learning at SMK Al Alif Blora is carried out by following the standard learning implementation process. The standard implementation process in a lesson is carried out through three steps, namely preliminary or preliminary activities, core activities and also closing activities (Mustafida, 2020). Implementation of learning carried out by PAI BP teachers at Al Alif Vocational School in Blora which there are entrepreneurial values both in preliminary activities, core activities and also closing activities. The entrepreneurial values used to view the implementation of PAI BP learning at SMK Al Alif Blora belong to Wiyani who explains that there are six traits contained in an entrepreneur, namely 1) daring to take risks, 2) future oriented, 3) work results oriented, 4) human-oriented which is reflected through an attitude of sociability, commitment and responsiveness to criticism and suggestions, 5) originality which is reflected through an innovative, creative and initiative attitude, and 6) self-confidence (Wiyani, 2020).

### **1. Initial Activity Analysis**

First, the preliminary activity is filled with preparing students to be ready to follow the lessons to be carried out. The PAI BP teacher explained that in the preliminary activities the teacher prepared the students physically and psychologically so that the learning objectives could be achieved properly. The activity of preparing students to carry out learning activities and achieving learning objectives is also one of the teacher's efforts to give an example to students that an entrepreneur must prepare himself for entrepreneurship. One of the impetus for someone in entrepreneurship is the initial preparation in the form of preparing to become an entrepreneur (Rachmawati, 2020).

After the students feel physically and psychologically ready to carry out learning activities, the teacher continues with apperception. The PAI BP teacher explained that this apperception activity was carried out, for example, if the material being taught was related to the prayer chapter, the teacher would ask students about the second pillar of Islam. This activity shows that the understanding of science should not be taken for granted, this understanding must be maintained and maintained so that it is always imprinted in the knowledge of students. in accordance with the elements that must exist in an entrepreneur where one of the elements in

it is the element of knowledge. This knowledge is a person's level of analysis, can be implemented through education and can be studied independently (Rachmawati, 2020).

After doing the apperception activity, the teacher continues by explaining the indicators and objectives to be achieved in each subject matter presented. The PAI BP teacher explained that explaining the objectives and indicators of the PAI BP material being taught was intended so that students could know the objectives and indicators of each subject matter delivered.

Preliminary activities are the beginning of PAI BP teachers starting learning which will later affect the implementation of further learning. The results showed that in the preliminary activities contained in the learning implementation plan, there was the provision of motivation given to students, but this motivation was rarely given by the teacher even though motivation was an important determinant in the learning process. (Ulya & Muhid, 2021). Giving motivation is dominated by the motivation of the hereafter, so that the motivation of students to exist in the world is neglected. As extrinsic motivation the teacher should have a balanced pattern between the motivation of the world and the hereafter because motivation has a function as a driver of action, driving action and also directing students' actions which will later be carried out (Djamarah & Zain, 2010). In addition, motivation also has an influence on one's success where 80% of success is caused by EQ which includes motivation, mood, impulse control, empathy and cooperation. (Goleman, 2004). Through this, preliminary activities are very important to carry out.

Preliminary activities in learning should be given more flexible time where the time allocation for preliminary activities is only 15 minutes with activities which include coordinating students to be ready to receive learning, checking attendance, apperception and also informing the learning objectives and activities to be carried out. (Mirdanda, 2019). The results of the study also explained that this preliminary activity was derived from the lesson plans that the teacher got on the internet or from the lesson plans that had existed before. This explains that the view (Chatib, 2011) which explains that the teacher considers the activity of making lesson plans an addition to the teacher's workload where the teacher also has to think about strategies and apperception designs and assessment rubrics. This situation explains that the teacher does not understand the role and function of apperception in which there are motivational activities.

## **2. Main Analysis Activity**

Activities carried out after the completion of preliminary activities are core activities. In simple terms, core activities are defined as the learning process in order to achieve KD (Gora & Sunarto, 2010). Some of the activities carried out in the activity are observing, asking, exploring,

associating and also communicating the material being studied. This activity is also regulated in Permendikbud No 103 of 2014 (Suparsawan, 2020).

First, observing, this observing activity is carried out by the teacher where the PAI BP teacher explains that observing activities are carried out by paying attention to the surrounding conditions or community environment that have relevance to the material being taught. For example, when the material being taught is related to sharia economics, students are invited to observe economic practices that occur in the surrounding environment, whether based on sharia or not. This observation is made by each student, although students do not go out of class to observe directly but through the personal experience of students, students are welcome to make observations about activities that occur in the field. After that, students are invited to reveal the results of the observations made that are relevant to the material being taught.

Observation activities carried out by students indicate that in observing activities there is a value of self-confidence. According to Hambly in Hidayatullah, self-confidence is a strong belief in oneself that has feelings and the assumption that oneself is in good condition so that it allows individuals to appear and behave with confidence. (Hidayatullah, 2018). This confidence is shown by the ability and courage of students in conveying the results of the analysis they have done.

In addition, there is an attitude of independence which is reflected in observing activities. This independence arises because one student with other students makes observations individually by maximizing the abilities of students individually. Wiyani explained that being independent means not relying on and depending on other people or family (Wiyani, 2020).

Second, questioning, the second activity after students observe is the activity of asking questions. PAI BP learning at SMK Al Alif Blora also carries out questioning activities, namely students are welcome to ask questions that are not understood by students. The PAI BP teacher explained that the questioning activity was carried out to find out the material to be delivered and had also been delivered. On several occasions the teacher also asked students about the material that had just been explained. Asking in KBBI has the origin of the word question with the meaning "as a request for information (explanation and so on)" (Maulana Arafat Lubis, 2020). Furthermore, this activity is aimed at developing the creativity and curiosity of students to form critical thinking that is necessary so that students are able to become intelligent figures and learn for life. (Maulana Arafat Lubis, 2020).

The questioning activity has several entrepreneurial values in it, namely the value of self-confidence and also the originality of students. Students' self-confidence arises when students

ask questions or answer questions given by the teacher. In addition, Salirwati in Widodo explained that providing opportunities for students to answer questions or write on the blackboard is one of the things teachers do in increasing students' self-confidence. (Widodo, 2019).

In addition to the value of self-confidence in questioning activities, it also has the value of originality. This is shown by the ability of students to ask questions in addition to requiring confidence, it also requires creativity in stringing words into an interesting question sentence. This ability will differ from one student to another. In addition to the ability to string words in asking questions, giving answers also requires creativity in stringing words so that the purpose of the answers is achieved. The value of originality has indicators of innovation, creativity and flexibility in it (Dinar, Ahmad, & Hasan, 2020).

Third, Collecting information/trying (experimenting), Information gathering or exploration activities The PAI teacher explains that this exploration activity is carried out by inviting students to analyze events that occur in the surrounding environment to then be relevant to the material being studied. Not infrequently the teacher invites students to answer if there are questions from other students. This activity shows that there are values of confidence, originality and the courage to take risks. This self-confidence value is shown by the ability of students to accept or answer questions given by the teacher well. Kosasih explained that self-confidence is shown by being alert to appear in public, by optimizing one's own abilities, not being awkward, nor depending on others. (Kosasih, 2020).

Another entrepreneurial value contained in this activity is the value of originality. Wiyani explained that the value of Originality has several indicators in it, namely creative, innovative and initiative or proactive. (Wiyani, 2020). This is shown by being given the opportunity to ask questions and express answers by the teacher to students. students are not glued to the text when asking and answering, so that this courage and creativity emerges by itself.

There is the value of courage in taking risks. The courage to take risks is the most prominent characteristic of entrepreneurship. Without this courage no business can be formed (Kereng, 2020). Courage in taking this risk is shown by the willingness of students to answer questions given by other friends. Students who volunteer to answer must be ready to accept rejection or the possibility that the answer they give is wrong so that accepting to answer questions also becomes courage in taking risks.

Fourth, associating/reasoning/managing information (associating), Ananda and Aminudin interpret this activity as the activity of processing information that has been collected,

both limited to the results of collecting/experimenting activities as well as the results of observing activities and information gathering activities. (Ananda & Amiruddin, 2017). The PAI BP teacher explained that association activities were not always carried out. Students are only welcome to tell what happened in the field, but those who play a role in connecting reality with the material are still dominated by the teacher.

There is an entrepreneurial value of Confidence and Originality in the implementation of this association activity. This confidence resulting from this appears in the ability of students to express the experiences they know in the surrounding environment related to the material being taught. Then the value of originality is known through the creativity of students in processing words so that they get the meaning that is in accordance with what they want to convey and is based on their personal experience.

Fifth, Communicating, Communicating is defined by learning activities in the form of conveying or presenting the results of observations, concluding, based on analysis either orally, in writing or using media. (Lubis, 2020). In the learning conducted by PAI BP teachers at Al Alif Vocational School in Blora, it is known that teachers do not carry out this activity. The teacher explains that communicating activities require learning methods that spend a lot of time, namely discussion or problem solving, the time they have in learning is not much so that communicating activities from the students' side cannot be carried out. This activity is only carried out by the teacher, namely by explaining the final conclusions of learning after being relevant to the reality in the field.

### **3. Closing Activity Analysis**

Closing activities are the final series of activities in the implementation of learning. the nature of the closing activity is to initiate and reflect in the context of evaluation (Malawi, Kadarwati, Dian Permatasari Kusuma Dayu, & Riyanto, 2019). Closing activities carried out by the PAI BP teacher at SMK Al Alif Blora themselves were reflection activities and follow-up activities. The results of the observations showed that after the teacher delivered the learning material, the teacher continued by inviting the students to ask questions that they did not understand, then the teacher summarized again the material that had been given.

In addition to reflection activities, teachers also carry out follow-up activities. The PAI BP teacher explained that this follow-up activity was in the form of online assignments, remedial, resumes and other types, but the implementation was carried out outside of learning hours. Widyastuti explained that the closing activity was carried out with teacher activities inviting



students to make resumes, reflecting and providing follow-up activities. (Widyastuti et al., 2021).

There are several entrepreneurial values in this closing activity, including self-confidence, originality, and work results-oriented. The value of self-confidence is evidenced by the task of students to memorize the reading of the Qur'an or read the Qur'an contained in the subject matter. Then the value of originality is proven by giving individual assignments to students and also being oriented to work results where in this value Wiyani mentions the existence of indicators of firm, diligent and hard work (Wiyani, 2020). This is evidenced by the persistence, perseverance and hard work of students in working on various follow-up programs from the teacher.

Table 1 Entrepreneurial Value Analysis in Main Activities

No	Main Activities	Values	The Activities of Students
1	(Observation)	Independence	One student with other students makes observations individually by maximizing the abilities of students individually
	(Give a Questions)	Confident	Students' self-confidence arises when students ask questions or answer questions given by the teacher
		Originality	The ability of students to ask questions in addition to requiring confidence also requires creativity in stringing words into an interesting question sentence. This ability will differ from one student to another.
	(Collect Information)	Originality	Given the opportunity to ask questions and express answers by the teacher to students. Students are not glued to the text when asking and answering, so that this courage and creativity emerges by itself.
		Courage to take risks	Courage in taking this risk is shown by the willingness of students to answer questions given by other friends. Students who volunteer to answer must be ready to accept rejection or the possibility that the answer they give is wrong so that accepting to answer questions also becomes courage in taking risks.

	(Associate)	Confident	The ability of students to express the experiences they know in the surrounding environment related to the material being taught.
		Originality	The creativity of students in processing words so that they get the meaning that is in accordance with what they want to convey and is based on their personal experience
2	Closing (Reflections)	Confident	Evidenced by the existence of the task of students to memorize the reading of the Qur'an or read the Qur'an contained in the subject matter
		Originality	Leaving individual assignments to students
		Results oriented	Evidenced by the persistence, perseverance and hard work of students in working on various follow-up programs from the teacher

#### 4. The Value of Entrepreneurship in Learning Evaluation

Evaluation activity is a systematic process, in terms of the process and its implementation. The evaluation is carried out based on certain steps, starting from planning, implementing then providing information to obtain data that is used as the basis for making decision (Rahmawati & Amar, 2017). The PAI BP teacher explained that in attitude assessment, every learning implementation was carried out starting from the attitude of students to the teacher, class activity, the presence of politeness and various indicators of good attitude as students. Then at the knowledge stage, daily, mid-semester and end-semester tests are carried out. while the skills assessment is carried out online where students are welcome to video their activities in carrying out the material that has been given, for example if the material is related to reading the Qur'an, students are welcome to record themselves when reading / memorizing the Qur'an in certain letters.

There are several entrepreneurial values in the evaluation of PAI BP subject matter at SMK Al Alif Bloraini, these values are self-confidence, originality: creativity and innovation, and forward-looking. The value of self-confidence appears in the tasks given to students where the task must be done independently. In addition, there are several tasks that must be submitted not in the form of writing, but in the form of photos or videos. For example, tasks related to reading the Qur'an, then students must independently video themselves when reading the Qur'an.

Then another value is originality: creativity and innovation. This value appears in the evaluation related to the creativity of students in collecting tasks related to direct activities. When the material is related to sharia economic practices, students take photos of sharia economic activities either selling, renting or others according to their respective creativity. Creativity is defined by human awareness to get a new perspective and as a result bring something new (Susilowati & Wangi, 2017).

Another entrepreneurial value contained in the evaluation activity is human-oriented. Wiyani explained that there are three indicators in this value, namely the nature of syka associating with others, commitment and responsiveness to suggestions and criticisms. (Wiyani, 2020). Giving assignments by PAI BP teachers at Al Alif Blora Vocational School is also in the form of group assignments where students are welcome to make articles related to the material being studied. Activities carried out in groups will require students to get along with other people. In addition, students are also required to cooperate in completing the tasks given by the teacher.

Table 2. Entrepreneurial Value Analysis in Learning Evaluation

No	Values	Activities
1	Confident	The value of self-confidence appears in the tasks given to students where the task must be done independently. In addition, there are several tasks that must be submitted not in the form of writing, but in the form of photos or videos. For example, tasks related to reading the Qur'an, then students must independently video themselves when reading the Qur'an.
2	Originality	This value appears in the evaluation related to the creativity of students in collecting tasks related to direct activities. When the material is related to sharia economic practices, students take photos of sharia economic activities either selling, renting or others according to their respective creativity.
3	Human oriented	Assignments are carried out in groups and require students to get along with other people. In addition, students are also required to cooperate in completing the tasks given by the teacher.

### C. Conclusion

There are several entrepreneurial values contained in the implementation of learning, namely in core activities and closing activities where the core activities are divided into several

activities ranging from observing that there are values of independence, the value of self-confidence, originality, courage in taking risks. In the closing activities, there are values of self-confidence, originality and work results-oriented.

Evaluation activities also have entrepreneurial values in them, namely self-confidence through assignments that must be done independently in the form of writing, photos and videos in order to bring independence to students. Human-oriented values, namely giving assignments by giving assignments in groups with the aim of collaboration between students which will later raise awareness that students are social beings and the value of originality can be seen from the follow-up activities given by the teacher to students.

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