

# BUSINESS CENTER FACILITY TO FOSTER ENTREPRENEURIAL INTEREST AT VOCATIONAL HIGH SCHOOL STUDENTS

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## Abstract

This research aims to describe the business center facility at Vocational High School of Surakarta City, Central Java, Indonesia to foster students' entrepreneurial interest. It was qualitative research with an ethnographic design. The data were collected by means of observation, interviews, and documentation. The data validity was carried out by triangulation of sources and techniques. The data were analyzed by using an interactive model with the steps of data collection, data reduction, data presentation, and conclusion/ verification. The findings showed that the business center facility at Vocational High School of Surakarta in the form of a shop/minimarket located in the front yard of the school used as a place for students' business learning to provide various kinds of goods and products. The business center was managed by the appointed teachers from the school. Fostering entrepreneurial interest through the business center facility was performed by encouraging entrepreneurial values implemented in practice through Creative Products and Entrepreneurship subject, or display subject. Students' confidence was shown in how they serve consumers. Students' creativity was shown in how they determine product ideas and arrange goods. Students oriented to tasks and results by carrying out the practice enthusiastically and obtaining rewards from the teachers. Students' leadership was formed by applying personal selling in the implementation of practice, time discipline, discipline in displaying goods, and mentoring from entrepreneurship teachers and business center managers directly in the implementation of practice.

**Keywords:** business center facility, entrepreneurial interest

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## 1. Introduction

National education is functioned to develop capabilities and shape dignified national character and civilization to educate nation's life, aiming to develop students' potential to become human beings who are faithful and pious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Article 3 of Act of Republic of Indonesia No. 20/2003).

Efforts to actualize education goals at Vocational High School level have been developed and implemented, one of which is entrepreneurship subject contained in the national curriculum for vocational high schools. This lesson is provided to Vocational High School in accordance with its respective expertise with theory and practice. It is expected that students will have knowledge and skills after graduating because the entrepreneurship subject provided since Vocational High School will foster entrepreneurial interest.

Vocational High School is a school prepared to produce competent graduates in their fields and improve skills possessed by students. One of the skills that must be acquired by vocational high school students is entrepreneurial skill. "Entrepreneurial skill is a skill acquired by an individual, , as a form of mastering knowledge and applying it to real life activities" (Saroni, 2012). Vocational High School as secondary education aims to facilitate students to master the competence of expertise and entrepreneurship programs to meet the demands of the world of work and attend higher education in accordance with their vocational level (Attachment to Regulation of Minister of National Education No. 23 of 2006 concerning Graduate Competence Standard). The creation of entrepreneurs has a crucial role in driving economic growth.

According to Fahmi (2013), entrepreneurship is a science that studies the development and construction of creativity spirit to take risks for work done to achieve work. Courage to do a business is the most significant asset a person must have to get involved directly in the world of work. The entrepreneurial interest of Vocational High School graduates is still very low since the practice of doing business is not easy. The fear of failure that may

happen often discourage people to start a business. Student entrepreneurship training is carried out by direct practice at the Entrepreneurship Laboratory, namely the business center.

Business center is a facility to learn business for Vocational High School students so that they do not only have formal education, but they also have business opportunities that have been set up since they are vocational students. Therefore, when students have completed their studies at Vocational High School, they already have the living capital to develop and improve their individual skills. Business Center is a training and education center for students functioned as a school production unit and an entrepreneurial laboratory to carry out sale, accounting or bookkeeping practices. These practices can foster their quality and motivation to increase the added value obtained from the skills possessed and to develop entrepreneurship so that it can foster their entrepreneurial interest. According to Kuat (2015), fostering entrepreneurial interest can be done by implementing a business center practice in which students will obtain direct experience by conducting field surveys to find out what consumers need, carrying out merchandise purchase transactions according to market survey results, and performing bookkeeping activities on all buying and selling transactions made.

Moreover, there is an essential external factor that needs to be considered, namely support from the family environment. The family environmental factor such as the different parents' work backgrounds will play an important role and also affect children's mindset which will be used to think about what work they will choose in the future, such as a farm worker, private employee, civil servant, and entrepreneur. Such work backgrounds will be used as students' mindset to choose to become entrepreneurs. This is in line with Akanbi's (2013) opinion that entrepreneurship is a self-attitude formed from the influence of family factor. Research conducted by Marini (2014) concluded that the family environment could affect students' entrepreneurial interest, the higher the parents' support for students, the higher the students' entrepreneurial interest. The more conducive the family environment is, the more it encourages someone to become an entrepreneur. If the more supportive the family environment is, the stronger the intention to become entrepreneurs compared to not having the support from the family environment. The family has an important role in the children development and future, including fostering entrepreneurial interest.

## **2. Method**

This research was qualitative research by means of an ethnographic approach. According to Danim (2002), ethnographic research is a study that describes the behavior of people's daily lives to explain a cultural phenomenon, data collection is carried out systematically and descriptively and research becomes part of a cultural setting to collect data systematically and holistically. The research object was Vocational High School in Surakarta City, Indonesia. The resource persons were principals, entrepreneurship teachers, business center managers, and students. The data were collected by means of observation, interviews and documentation. The data validity was carried out by triangulation of sources and techniques. The data were analyzed by using interactive analysis from Miles and Huberman in Sugiyono (2018) with the steps of data collection, data reduction, data presentation, and conclusion/verification.

## **3. Results and Discussion**

### **Business Center Facility at Vocational High School of Surakarta City, Indonesia**

Business center at Vocational High School of Surakarta City was store/minimarket located in the front yard of the school as a place to practice students' business learning. In this case, the business center did not only sell various needs for both school residents, including students, teachers, and employees, but also intended for outsiders. Items sold there included drinks, food, stationery, and other necessities. The business center at Vocational High School of Surakarta City was established with the aim to be a place to practice learning, especially in terms of entrepreneurship for students. In fostering entrepreneurial interest, the school had established a business center as a place for practicing for student. Students would learn about creative Products and Entrepreneurship subject and applied the theory in the business center.

The business center management was under the supervision of Directorate of Vocational Education, Provincial and City Education Offices and school principals assigned to the management structure that had been formed in relation to the management of the business center and entrepreneurship teachers regulating student practices so that the activities carried out could achieve the intended goals. The business center was managed by teachers who had been appointed by the school. It was also expected that the business center manager could

develop it. Practices carried out at the business center were scheduled on a rotational basis with two students of X grade and one student of XI grade. It was expected that the students could maximize the experiences that they would need when they enter entering Business World and Industrial World. The business center at Vocational High School of Surakarta City already provided very adequate facilities given by the school, for example, several shelves to arrange existing items, refrigerators and coolers to arrange frozen items and cold drinks, display case for stationary, Air Conditioning to be used for consumer convenience while shopping, cash register to facilitate consumer payments, and Closed-Circuit Television (CCTV). The provision of facilities and infrastructures at the business center was very maximal and in accordance with Business World and Industrial World so that when students carried out internships outside of school, they already have the experience obtained from the school. In providing business center facilities, the school had also collaborated with well-known companies so that students would also receive direct direction from professionals in their fields. The benefits of a business center at Vocational High School of Surakarta City for teachers and students where it could help students apply entrepreneurship theory, assist teachers in teaching entrepreneurship, make it easier for school residents to meet their needs, and help students gain experience and instruction before entering the world of work, so that students get used to the practice. Besides, the proceeds from sales of the business center would be shared with 40% for schools and 60% for managers according to the agreement.

### **Fostering Entrepreneurial Interest through Business Center Facility**

Fostering students' entrepreneurial interest through a business center included: **First**, the cultivation of entrepreneurial values implemented in practice through Creative Products and Entrepreneurship subject and display subject. Based on the latest 2013 curriculum applied at Vocational High School of Surakarta City, before practicing in the business center, students were required to take entrepreneurship subject regarding the theory that would be applied in practice, such as business planning theory and goods arrangement theory. Then, the theory obtained in class could be implemented into practice in the business center. **Second**, confidence to foster entrepreneurial interest, in this case, guiding younger classmates with a leader attitude. It was expected that students who practiced could guide their juniors and find the right and good solutions when there were problems in carrying out the practice. Their confidence was also shown in serving consumers. **Third**, students' creativity in carrying out practices and finding or creating new ideas to promote goods so that consumers were interested and bought them. Hence, in the implementation of practice, they needed the right ideas so that in carrying out these practices, they were able to provide good service to consumers. They might give discounts or make parcels of merchandise to attract consumers. Students who practiced had creative ideas and were strong-willed and responsible for their work during practice. They had the best possible idea to provide comfort to consumers both in terms of marketing and comfort in places such as neat and clean places. They believed that when they had provided good service to consumers, consumers would feel comfortable and interested in making purchases. **Fourth**, task and result oriented, in the implementation of practice in the business center, those who practiced could come on time, be responsible for the work done. Since each individual had different activities outside of school, in the placement they should be able to manage their time for the implementation of practice with other activities, so that they would not interfere with practical activities. **Fifth**, time and attendance discipline, students who carried out the practice were not necessary to get approval when they are scheduled to practice on that day and they should come on time. Discipline should be reflected by responsibility for work, not being negligent in practice, and not corrupting the time for practice since in its implementation it would be assessed by the teacher in charge to supervise those who practiced. Students would obtain grades according to the results of the practice that had been done. Most students who practiced already had a disciplined attitude, both discipline in work and responsibility. **Sixth**, when they practiced in the business center, they should be able to enjoy the existing work. They were very enthusiastic when carrying out the practice since they thought that they were more comfortable during practice and got a lot of experience from practice. Students who practiced were able to feel a different atmosphere from when they learnt the theory in the class. They felt different comfort in term of room. So many students who practiced enjoyed working in a business center more since it was not boring compared to when they learnt the theory in class. After practicing, they also got experiences that could be applied in everyday life, such as being better at interacting with others. Students who practiced in the business center really enjoyed their work, since when they practiced, their minds were more alive and they had a sense of responsibility and love for

their work. **Seventh**, direct or indirect supervision and guidance from teachers and business center managers when the students experienced difficulties, when students found difficulties, they would directly ask to the business center manager. If there was an error in serving the buyers or something else, the managers could provide direction or input to those who practiced with the correct direction. Accordingly, it was expected that when they entered Business World and Industry World, they carried out apprenticeship practices more actively and gained a lot of experience. They could easily overcome obstacles and difficulties with supervision and assistance from teachers and business center managers.

## **Discussion**

### **Business Center Facility at Vocational High School of Surakarta City, Indonesia**

The findings showed that the business center at Vocational High School of Surakarta City was store/minimarket located in the front yard of the school as a place to practice students' business learning. In this case, the business center did not only sell various needs for both school residents, including students, teachers, and employees, but also intended for outsiders. Items sold there included drinks, food, stationery, and other necessities. The business center at Vocational High School of Surakarta City was established with the aim to be a place to practice learning, especially in terms of entrepreneurship for students. In fostering entrepreneurial interest, the school had established a business center as a place for practicing for student. Students would learn about Creative Products and Entrepreneurship subject and applied the theory in the business center. The findings were relevant to the research conducted by Binuomote and Okoli (2015) which showed that the school's goal was to establish a business center as a place for student business education training for entrepreneurship development with quality and good training.

The business center management was under the supervision of Directorate of Vocational Education, Provincial and City Education Offices and school principals assigned to the management structure that had been formed in relation to the management of the business center and entrepreneurship teachers regulating student practices so that the activities carried out could achieve the intended goals. The business center was managed by teachers who had been appointed by the school. It was also expected that the business center manager could develop it. The findings were consistent with the research conducted by Kuat (2015) that it would be better if the business center management was under the supervision of the principal and managers by involving all students as a place of business practice. This was in line with the research carried out by Lukman, Hamidah, Suryani (2015), which developed the entrepreneurial potential of vocational students through the business center management. Practices carried out at the business center were scheduled on a rotational basis with two students of X grade and one student of XI grade. It was expected that the students could maximize the experiences that they would need when they enter entering Business World and Industrial World. The business center at Vocational High School of Surakarta City already provided very adequate facilities given by the school, for example, several shelves to arrange existing items, refrigerators and coolers to arrange frozen items and cold drinks, display case for stationary, Air Conditioning to be used for consumer convenience while shopping, cash register to facilitate consumer payments, and Closed-Circuit Television (CCTV). The provision of facilities and infrastructures at the business center was very maximal and in accordance with Business World and Industrial World so that when students carried out internships outside of school, they already have the experience obtained from the school. In providing business center facilities, the school had also collaborated with well-known companies so that students would also receive direct direction from professionals in their fields.

The benefits of a business center at Vocational High School of Surakarta City for teachers and students where it could help students apply entrepreneurship theory, assist teachers in teaching entrepreneurship, make it easier for school residents to meet their needs, and help students gain experience and instruction before entering the world of work, so that students get used to the practice. Besides, the proceeds from sales of the business center would be shared with 40% for schools and 60% for managers according to the agreement.

Based on the findings, when it was compared to the relevant research results, the similarity was in the objective of the establishment of a business center, which was as a place for business education training for

entrepreneurship development with quality and good training. Furthermore, in managing a business center under the supervision of the principal and manager, all students were also involved as a place to practice business. The school had also provided facilities and infrastructure and also had collaborated with other institutions or companies very beneficial for both parties.

### **Fostering Entrepreneurial Interest through Business Center Facility**

Based on the findings of research conducted at Vocational High School of Surakarta City, fostering students' entrepreneurial interest through a business center included: First, the cultivation of entrepreneurial values implemented in practice through Creative Products and Entrepreneurship subject and display subject. Based on the latest 2013 curriculum applied at Vocational High School of Surakarta City, before practicing in the business center, students were required to take entrepreneurship subject regarding the theory that would be applied in practice, such as business planning theory and goods arrangement theory. Then, the theory obtained in class could be implemented into practice in the business center. The findings were in accordance with Azkiyah's (2017) opinion that the theory given before carrying out practice was very influential in helping students to practice easier.

Second, confidence to foster entrepreneurial interest, in this case, guiding younger classmates with a leader attitude. It was expected that students who practiced could guide their juniors and find the right and good solutions when there were problems in carrying out the practice. Their confidence was also shown in serving consumers. The findings were in accordance with Rahayu's (2017) opinion where mental leadership was influential in fostering entrepreneurial interest. This depended on each individual in adjusting to the organization or job he was carrying out.

Third, students' creativity in carrying out practices and finding or creating new ideas to promote goods so that consumers were interested and bought them. Hence, in the implementation of practice, they needed the right ideas so that in carrying out these practices, they were able to provide good service to consumers. They might give discounts or make parcels of merchandise to attract consumers. Students who practiced had creative ideas and were strong-willed and responsible for their work during practice. They had the best possible idea to provide comfort to consumers both in terms of marketing and comfort in places such as neat and clean places. They believed that when they had provided good service to consumers, consumers would feel comfortable and interested in making purchases. The findings were in accordance with Maulida's, Kusuma's, dan Permana's (2016) opinion where the high entrepreneurial mental attitude referred to the attitude aspects, namely cognitive, affective, and conative paired with creative indicators, strong-willed, strong belief in personal strength, honesty and responsibility, physical and mental endurance, persistence, and tenacity to work hard and think constructively.

Fourth, task and result oriented, in the implementation of practice in the business center, those who practiced could come on time, be responsible for the work done. Since each individual had different activities outside of school, in the placement they should be able to manage their time for the implementation of practice with other activities, so that they would not interfere with practical activities.

Fifth, time and attendance discipline, students who carried out the practice were not necessary to get approval when they are scheduled to practice on that day and they should come on time. Discipline should be reflected by responsibility for work, not being negligent in practice, and not corrupting the time for practice since in its implementation it would be assessed by the teacher in charge to supervise those who practiced. Students would obtain grades according to the results of the practice that had been done. Most students who practiced already had a disciplined attitude, both discipline in work and responsibility. The findings were relevant to the research conducted by Rifai and Sucihatningsih (2016) that a disciplined attitude could be used as a reference for students through activities in a business center to foster entrepreneurial interest.

Sixth, when they practiced in the business center, they should be able to enjoy the existing work. They were very enthusiastic when carrying out the practice since they thought that they were more comfortable during practice and got a lot of experience from practice. Students who practiced were able to feel a different atmosphere from when they learnt the theory in the class. They felt different comfort in term of room. So many students who practiced enjoyed working in a business center more since it was not boring compared to when they learnt the theory in class. After practicing, they also got experiences that could be applied in everyday life, such as being better at interacting with others. Students who practiced in the business center really enjoyed their work, since when they practiced, their minds were more alive and they had a sense of responsibility and love for their work.

Seventh, direct or indirect supervision and guidance from teachers and business center managers when the students experienced difficulties, when students found difficulties, they would directly ask to the business center manager. If there was an error in serving the buyers or something else, the managers could provide direction or

input to those who practiced with the correct direction. Accordingly, it was expected that when they entered Business World and Industry World, they carried out apprenticeship practices more actively and gained a lot of experience. They could easily overcome obstacles and difficulties with supervision and assistance from teachers and business center managers. The findings were in accordance with the results of research conducted by Rianjani (2015) which showed that the business center management, the activities carried out by students at the business center and encouragement from the teachers provided effected on the formation of students' entrepreneurial interest.

#### 4. Conclusion

The business center facility at Vocational High School of Surakarta City was in the form of store/minimarket as a place to practice for student business learning. It was managed by teachers who had been appointed by the school. It sold various daily necessities. The school provided various facilities both facilities and infrastructure in accordance with Business World and Industrial World. It also cooperated with well-known companies. Fostering entrepreneurial interest through the business center facility included encouraging entrepreneurial values implemented in practice through Creative Products and Entrepreneurship subject and goods arrangement subjects, being confident, creative, being oriented to tasks and results by carrying out the practice enthusiastically, forming leadership spirit by personal selling in the implementation of practice, time discipline.

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