



Islamic Entrepreneurship Education in Vocational High Schools in Lhokseumawe

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Abstract: The objective of the research on Islamic Entrepreneurship Education in Vocational High Schools in Lhokseumawe is to analyze the implementation of Islamic entrepreneurship education, focusing on the integration of Islamic values into the entrepreneurship curriculum and practices at the school. The type of research used is descriptive qualitative research. Data collection in this study used three techniques: in-depth interviews, participant observation and documentation study. The data analysis technique used is the interactive model which includes: data reduction, data presentation, and conclusion drawing. The conclusion of this study is that the implementation of the Islamic Edutechnopreneur model in Vocational High Schools can significantly contribute to improving the quality of vocational education. By integrating Islamic entrepreneurial values, schools not only produce graduates with technical skills relevant to the industrial world but also equip them with professional attitudes, independence, and entrepreneurial abilities

Keywords: Islamic; Entrepreneurship; Education; Vocational High School

1. Introduction

Empirical facts show that most Vocational High Schools graduates do not meet the needs or demands of stakeholders. Graduates tend to be "job seekers" and few are able to work independently to implement and develop their skills. The Aceh Government, through the Aceh Department of Education, as the party most responsible for managing education in Vocational High Schools in Aceh, responded to this Presidential Instruction by issuing Aceh Governor Regulation No. 66 of 2019 on the Curriculum for Technology-Based Education and Islamic Entrepreneurship in Vocational High Schools in Aceh.

The learning process for students in Vocational High Schools is a learning model that adjusts the students' learning situations to real-world work environments with an entrepreneurial spirit, thus improving the quality and competitiveness of Indonesia's Human Resources. To achieve this ability, learning in Vocational High Schools must be designed according to curriculum demands through production-based training/education and Islamic Edutechnopreneurship practices.

The gap arises due to the mismatch between the number of job vacancies in the industry and the number of job seekers graduating from educational institutions [1]. The issue of job seekers and available employment opportunities has become a concern, especially for those seeking jobs with Vocational High School qualifications [2].

Based on the objective facts above, the process of improving quality becomes essential. Stakeholders are required to make breakthroughs, creative ideas, and strategic policies to enhance the quality of Vocational High Schools, transforming these schools into excellent institutions. These schools should produce generations that possess a broad knowledge base, emotional maturity, noble character, and professional skills that will meet the demands of the times and societal needs.

The Edutechnopreneur Islamic production unit is a teaching system with a block format, specifically designed for productive subjects in Vocational High Schools. It also serves as an institution for managing production and services that generate income for the school and its community. This teaching approach is expected to bring benefits to the institution or other parties involved. The standards for this production unit involve building industries within or outside the school, with continuous collaborations with other industries. This will automatically become a real-world training platform for students, teaching staff/instructors, and alumni in technology and entrepreneurship. As a result, an industrial atmosphere will be effectively absorbed, improving the professionalism of each participant [3]. The profits from the Islamic Entrepreneurship production unit can be used to support operational costs and the development of the school.

The success of the Edutechnopreneur Islamic production unit in Vocational High Schools largely depends on the management applied at the school. Through strengthening management, the Edutechnopreneur Islamic unit can be developed as an effort to enhance the competitiveness of graduates [4]. The Edutechnopreneur Islamic unit can serve as a platform to showcase student products, conduct quality control on these products, form marketing teams, and act as a sales agent that directly contributes to students' earnings from sales. To develop this awareness, a transparent management environment is necessary so that all members of the school community can directly observe the various benefits gained.

Based on the above review, ideally, the school principal and productive teachers should possess a high entrepreneurial spirit in managing production and service activities at the school as a learning resource for students. Entrepreneurship can be developed in individuals by enhancing their awareness and abilities in this field [5]. As a supporting factor, the principal should involve productive teachers in various educational and training activities to ensure that teachers can continue to develop their competencies and skills in establishing production units within the school [6]. Teachers are responsible for designing and providing courses with relevant and timely content and learning activities that facilitate understanding of knowledge and skill acquisition to prepare students for their careers [7].

The objective of the research on Islamic Entrepreneurship Education in Vocational High Schools in Lhokseumawe is to analyze the implementation of Islamic entrepreneurship education, focusing on the integration of Islamic values into the entrepreneurship curriculum and practices at the school.

2. Materials and Methods

The type of research used is descriptive qualitative research. The research was conducted at Vocational High School in Lhokseumawe, which has already implemented the teaching factory model. The subjects of this research are the principal, vocational teachers, and students. The data and data sources in this study include both primary data and secondary data.

Data collection in this study used three techniques: in-depth interviews, participant observation and documentation study [8]. The data analysis technique used is the interactive model which includes: data reduction, data presentation, and conclusion drawing [9]. The validity of the data in this study was examined using triangulation techniques. Triangulation is a method of validating data by using something external to the data for verification or comparison purposes. This technique involves seeking other sources related to the focus of the study. To establish data validity, a verification technique is required. Implementation of the

verification technique is based on four criteria: credibility, transferability, dependability, and confirmability [10].

3. Results and Discussion

Based Edutechnopreneur Islami Production Unit is a curriculum model of vocational education in Aceh's Vocational High Schools based on technology and Islamic entrepreneurship. The added value of this model is income generation for the school community and increasing the use factor (the usefulness) of school resources, such as machines, human resources, and natural resources, all managed in an Islamic manner (according to sharia principles).

The Edutechnopreneur Islami Production Unit is a teaching system with a block system for productive subjects in Vocational High School in Lhokseumawe. It also functions as a production and service management institution that generates income for the school and its community. This teaching approach is expected to provide benefits for the institution or other involved parties. The production unit's standards aim to build industries within or outside the school that can work continuously with other industries. This will automatically serve as real training (on-the-job training and work-based learning) for all students, instructors, and alumni in the fields of technology and entrepreneurship, thus allowing the industrial climate to be absorbed effectively and improving professionalism.

Furthermore, the profits from the edutechnopreneur can be used to support operational costs, facilities maintenance, and other educational expenses. As a vocational education institution, school has the potential to produce marketable products that can compete in the market. Therefore, Vocational High School in Lhokseumawe should develop edutechnopreneur programs that align with the specialized skills developed in the school, in a structured and programmed manner.

In practice, while Vocational High School in Lhokseumawe is capable of producing high-quality products, it has not yet been able to market them effectively. This gap can be addressed by designating a school that has marketing capabilities as an outlet. The implementation of the Edutechnopreneur Islamic aims to:

1. Provide a production/service-based training platform for students.
2. Foster and develop an entrepreneurial spirit among both teachers and students.
3. Serve as a practical learning facility for students.
4. Assist in funding maintenance, facility upgrades, and other operational costs.
5. Enhance collaboration and a sense of togetherness by promoting productive activities among teachers and students, generating income, and improving the welfare of the school community.
6. Encourage independence and self-confidence in student practices.
7. Train students to take calculated risks.
8. Support the implementation of dual education systems and the comprehensive school curriculum, providing opportunities for both students and teachers to engage in market-oriented practical work, and enhancing creativity and innovation.
9. Foster professional and productive attitudes among students and teachers.
10. Encourage students to become independent and reduce reliance on others, particularly in securing employment opportunities.
11. Provide a dual education platform for students who do not have the opportunity for industrial internship placements.
12. Build stronger relationships with businesses, industries, and the wider community through accessible facilities and the results of the production.
13. Increase student participation in intra-, co-curricular, and extracurricular activities.
14. Enhance the school's ability to collaborate and synergize with external stakeholders and the broader community.

The research results at Vocational High School in Lhokseumawe show that the benefits of the Edutechnopreneur Islami Production Unit, in terms of technical and vocational education, must be aligned with the needs of the workforce. According to the National Technical and Vocational Education and Training Program, vocational education is closely linked to preparing individuals for the workforce. Vocational education historically emerged from work training, where learning occurs simultaneously with work. Thus, the Work-based Learning concept is highly relevant at Vocational High School. In conclusion, the success of the edutechnopreneur Vocational High School in Lhokseumawe depends largely on the management applied in the school. Strengthening the management system at school is critical to ensuring the development and sustainability of this production unit, which will, in turn, strengthen the competitive advantage of its graduates.

4. Conclusions

The conclusion of this study is that the implementation of the Islamic Edutechnopreneur model in Vocational High Schools (SMK) can significantly contribute to improving the quality of vocational education. By integrating Islamic entrepreneurial values, schools not only produce graduates with technical skills relevant to the industrial world but also equip them with professional attitudes, independence, and entrepreneurial abilities. This model, which involves production-based learning and collaboration with the industry, can also create a source of funding for school development and enhance graduates' competitiveness in the job market. Furthermore, effective management and collaboration between school principals, teachers, and students are crucial to ensuring the success of the Islamic Edutechnopreneur production unit in achieving these goals.

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