

INTERNALISASI KARAKTER KEWIRAUSAHAAN DI SEKOLAH MENENGAH KEJURUAN MELALUI PENGEMBANGAN KULTUR SEKOLAH

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ABSTRAK

Kultur kewirausahaan di Sekolah Menengah Kejuruan (SMK) sangat vital peranannya dalam rangka peningkatan karakter kewirausahaandi sekolah. Kultur kewirausahaan dibangun dengan menginternalisasikan nilai-nilai/karakter kewirausahaan melalui kultur sekolah ke semua warga sekolah. Melalui kultur kewirausahaan dapat dikembangkan karakter yang menjadi ciri khas SMK yaitu karakter kewirausahaan. Tujuan penelitian ini adalah mengembangkan kultur kewirausahaan untuk mendukung proses internalisasi karakter kewirausahaan melalui kultur sekolah di SMK. Adapun target khusus yang ingin dicapai adalah memperoleh model internalisasi karakter kewirausahaan melalui kultur sekolah di SMK.

Kegiatan penelitian ini dilakukan melalui dua tahapan. Kegiatan penelitian tahap I telah selesai dilakukan pada tahun anggaran 2011 yang menghasilkan model hipotetik pengembangan kultur kewirausahaan di SMK. Pada penelitian tahap II, merupakan kegiatan uji model tahap akhir yang dimaksudkan untuk menguji keefektifan model, yang meliputi kegiatan: (1) sosialisasi model pengembangan kultur kewirausahaan, (2) evaluasi diri dan perencanaan perbaikan kultur kewirausahaan, (3) revisi model dan panduan implementasi, (4) uji keterlaksanaan implementasi model melalui FGD, (5) uji keefektifan model pengembangan kultur kewirausahaan di SMK, dan (6) desiminasi model.

Dari hasil penelitian ini disimpulkan bahwa: (1) internalisasi karakter kewirausahaan melalui kultur sekolah di SMK terjadi pada tiga lapisan kultur sekolah, yaitu: (a) lapisan artifak, yang meliputi dimensi verbal/konseptual kewirausahaan, dimensi tingkah laku/behavioral kewirausahaan, dan dimensi fisik/material kewirausahaan, (b) lapisan nilai-nilai dan keyakinan tentang kewirausahaan yang terdiri dari 18 nilai-nilai/karakter kewirausahaan, dan (c) lapisan asumsi dasar di bidang kewirausahaan; (2) pengembangan kultur sekolah untuk mendukung proses internalisasi nilai-nilai/karakter kewirausahaan melalui kultur sekolah dapat dilakukan dengan tahapan: (a) identifikasi nilai-nilai kewirausahaan, (b) kontak antar nilai-nilai kewirausahaan, (c) seleksi nilai-nilai kewirausahaan, (d) pelembagaan nilai-nilai kewirausahaan, (e) terbentuknya budaya kewirausahaan (awal), (f) pemantapan, perubahan dan pembaharuan, (g) terbentuknya budaya kewirausahaan (final). Proses pembentukan budaya kewirausahaan melalui kultur sekolah tersebut terbagi menjadi dua kelompok yang saling berjalan beriringan, yaitu kelompok kegiatan yang tidak terprogram sebagai kegiatan kewirausahaan (pola peragaan), dan kelompok yang terprogram sebagai kegiatan kewirausahaan (pola pelakonan).

Kata kunci: *pengembangan kultur kewirausahaan*

INTERNALIZATION MODEL OF AN ENTREPRENEURIAL CHARACTER IN VOCATIONAL MIDDLE SCHOOL THROUGH THE SCHOOL CULTURE DEVELOPMENT

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ABSTRACT

Entrepreneurial culture in the Vocational Middle School (SMK) had a very vital role in enhancing the entrepreneurial character in school. Entrepreneurial culture could built through internalize entrepreneurial culture to the school members. In school, the entrepreneurial character can be developed through entrepreneurial culture. The purpose of this research was developed an entrepreneurial culture supporting the internalization processes of the entrepreneurial character in vocational middle schools. The specific targets to be achieved was obtained a model of entrepreneurship character development through the internalization of an entrepreneurial culture in the school culture.

The research activities carried out in two stages. The research activities of phase I has been completed in 2011, have resulted in a hypothetical model of development an entrepreneurial culture in vocational school. In the phase II study, testing a final model focused on test of the effectiveness of the model, which includes the following activities: (1) socialization of the development an entrepreneurial culture model, (2) self-evaluation and planning the improvement entrepreneurial culture, (3) revision of the model and implementation guide, (4) feasibility test model implementation through the Focus Group Discussion (FGD), (5) testing of the effectiveness of the model, and (6) model dissemination.

The results of this study concluded that: (1) internalization of the entrepreneurial character through the school culture development in vocational middle school have occurred in three layers of school culture, namely: (a) the artifact layer, which includes the verbal or conceptual entrepreneurship dimensions, the behavioral entrepreneurship dimensions, and the physical or material entrepreneurship dimensions, (b) the layer of values and beliefs of entrepreneurial character consisting of 18 entrepreneurial values, and (c) layer of the basic assumptions of entrepreneurial character; (2) the school culture development have been supporting internalization process entrepreneurial character through the school culture shaping can be done by stages: (a) the values of entrepreneurship identification, (b) the values of entrepreneurship interactions, (c) the values of entrepreneurship selection, (d) the entrepreneurial values institutionalization, (e) shaping of entrepreneurial culture (early), (f) the establishment, change and renewal entrepreneurial values, and (g) shaping of entrepreneurship culture (final). The shaping of an entrepreneurial culture through the school culture development was divided into two groups each running concurrently, were an entrepreneurial activity have been not programmed as a demonstration pattern, and an entrepreneurial activity have been programmed as a figure pattern.

Keywords: *development of an entrepreneurial culture*