

**Developing Model for Teaching and Learning Entrepreneurship in
Vocational School Based on Comparative Study between Indonesia and
The Malaysia.**

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ABSTRACT

The long-term goal of this study is to improve the learning quality of entrepreneurship education in vocational school in Indonesia. The short-term goals of this study are: 1) to obtain a clear and comprehensive description concerning learning models being applied in vocational school in Indonesia; 2) to describe the learning models being applied in vocational school in the Malaysia; 3) to compare entrepreneurship learning model in Indonesia and Malaysia.

This study use mix of qualitative (intrinsic case study) and quantitative (descriptive-percentage) approach. The data is using triangulation method (documentation, interview, observation, questionnaire). There are three stages of data analysis that will be conduct in Malaysia and Indonesia. The population of this study is all of the class that involve to entrepreneurship teaching and learning in state business vocational school in Indonesia. The sample is 9 classes that came from 3 different schools that consist of 3 programs: secretary, accountancy and marketing in Indonesia and 9 classes from 2 schools that consist of a program: accountancy business in Malaysia.

There are some differences about entrepreneurship learning in Indonesia and Malaysia. In Indonesia entrepreneurship is an important subject that learn every semester for 3 years, meanwhile in Malaysia entrepreneurship is a module/chapter in accountancy and business subject that only learned by 5 grade student. Indonesia education system is using school autonomy curriculum development. It's mean teachers work force in a school able to develop their own curriculum, method and learning material based on national curriculum and province teacher work force. Meantime, Malaysia education system is using centralized curriculum development. Government provides curriculum, module and book, module guidance, and assignment and test guidance for all over the country. In Malaysia proportion of theory and practice in the delivery of entrepreneurial learning is balanced. About 76.7% student thought the charge composition theory and practice of entrepreneurship learning is 50:50. At the moment, Indonesia's national curriculum mention the same idea with Malaysia but the implementation is depending on teacher's creativity. Indonesian students' responses varied widely: 30.2% chose the composition of 50:50; 23.5% chose the composition of 60:40; 23.5% chose the composition of 70:30.

Keywords: Entrepreneurship learning, Indonesia, Malaysia, Comparative Study