

ABSTRAK

PENGEMBANGAN MODEL PENDIDIKAN KEWIRAUSAHAAN DI SATUAN PENDIDIKAN MENENGAH (SMA-SMK) MENYONGSONG IMPLEMENTASI KURIKULUM 2013

Penelitian ini memiliki beberapa tujuan penelitian antara lain yaitu: 1) mengetahui persepsi guru dan kepala sekolah terhadap implementasi program pendidikan kewirausahaan di satuan pendidikan menengah (SMA-SMK) sesuai dengan kurikulum 2006 dilihat dari akreditasi sekolah, 2) mengetahui besarnya kesiapan guru dalam implementasi program pendidikan kewirausahaan dilihat dari pemahaman terhadap pendidikan kewirausahaan yang sesuai dengan kurikulum 2006 dilihat dari akreditasi sekolah, 3) mengetahui besarnya kesiapan guru dalam implementasi program pendidikan kewirausahaan dilihat dari pengintegrasian nilai-nilai kewirausahaan dalam perangkat pembelajaran (Silabus & RPP) yang sesuai dengan kurikulum 2006 dilihat dari akreditasi sekolah, 4) mengetahui besarnya kesiapan sekolah dilihat dari sarana dan prasarana yang diperlukan dalam implementasi program pendidikan kewirausahaan yang sesuai dengan kurikulum 2006, 5) mengetahui kendala yang dihadapi sekolah dalam implementasi program pendidikan kewirausahaan 6) mengetahui persepsi guru dan kepala sekolah terhadap implementasi program pendidikan kewirausahaan di satuan pendidikan menengah (SMA-SMK) sesuai dengan kurikulum 2013 dilihat dari akreditasi sekolah.

Pengembangan model pendidikan kewirausahaan di satuan pendidikan menengah dalam penelitian ini menggunakan *four-d model* (Thiaragajan et.al, 1994). Tahap-tahap *Four-D model* meliputi tahap *define, design, develop, dan disseminate*. Dalam penelitian ini hanya sampai tahap yang ke tiga yaitu tahap *develop*. Pada penelitian pengembangan ini terdapat 16 sekolah dari masing-masing SMA dan SMK yang ada di DIY baik negeri maupun swasta.

Hasil dari penelitian yang sudah dilakukan yaitu; 1) Persepsi guru dan kepala sekolah SMA dan SMK diperoleh skor guru SMA berakreditasi A sebesar 18,19 dan akreditasi B sebesar 17,85. Guru SMK akreditasi A sebesar 18,63 dan SMK akreditasi B sebesar 18,47. Skor kepala sekolah SMA akreditasi A sebesar 18,51 dan akreditasi B skor 18,46. Sedangkan untuk SMK akreditasi A 18,63 dan akreditasi B sebesar 18,56; 2) Kesiapan guru SMA-SMK dari pemahaman termasuk dalam kategori “sedang”. Dengan skor 5,60 SMA akreditasi A; 5,63 SMA akreditasi B; 5,59 SMK akreditasi A dan 5,58 SMK akreditasi B. 3) Kesiapan guru dilihat dari pengintegrasian nilai-nilai kewirausahaan dalam perangkat pembelajaran (silabus dan RPP) termasuk dalam kategori “sedang”, dengan skor untuk SMA akreditasi A dan B sebesar 13,61 dan 13,33. Perolehan skor SMK akreditasi A dan B sebesar 15,55 dan 15,17. 4) Kesiapan jika dilihat dari sarana dan prasarana termasuk dalam kategori “sedang” dengan skor SMA akreditasi A sebesar 33,33 dan akreditasi B sebesar 22,22. Sedangkan untuk SMK akreditasi A sebesar 54,54 dan akreditasi B sebesar 16,66. 5) Kendala utama yang dihadapi di SMA yaitu kurangnya kemampuan guru dalam mengintegrasikan nilai-nilai kewirausahaan dalam perangkat pembelajaran (83,33%) dan adanya keterbatasan waktu (83,33%). Sedangkan kendala utama yang dihadapi di SMK yaitu belum adanya dukungan dana dari sekolah (66,66%). 6) Persepsi guru dan kepala sekolah SMA dan SMK jika dilihat berdasarkan akreditasi sekolah terhadap implementasi program pendidikan kewirausahaan dalam menyongsong kurikulum 2013 termasuk dalam kategori “sedang”. Dengan perolehan skor untuk guru SMA berakreditasi A sebesar 17,89 dan SMA berakreditasi B dengan skor 17,35. Sedangkan untuk guru SMK berakreditasi A sebesar 18,12 dan SMK berakreditasi B sebesar 18,56. Sementara itu, persepsi kepala sekolah SMA berakreditasi A sebesar 18,03 dan SMA berakreditasi B dengan skor 17,64. Sedangkan untuk SMK berakreditasi A sebesar 18,23 dan SMK berakreditasi B sebesar 17,91.

Kata kunci: Pendidikan kewirausahaan, SMA-SMK, Kurikulum 2013

ABSTRACT

DEVELOPING ENTREPRENEURSHIP EDUCATION MODEL IN EDUCATIONAL UNIT OF SENIOR HIGH SCHOOLS/VOCATIONAL SCHOOLS TO COMMEMORATE IMPLEMENTATION OF CURRICULUM 2013

The aims of this study were: 1) to know the teachers and headmasters perception for implementation entrepreneurship education program in unit educational high schools/vocational schools suitable with curriculum 2006 were viewed by schools accreditation; 2) to know the value of teachers readiness in implementation entrepreneurship education program were viewed by their comprehension to entrepreneurship education which suitable with curriculum 2006 according to schools accreditation; 3) to know the value of teachers readiness in implementation entrepreneurship education program were viewed by entrepreneurship value integrated in syllabus and RPP which suitable with curriculum 2006 according to schools accreditation; 4) to know the value of schools readiness were viewed by schools facilities which were needed in implementation entrepreneurship education program suitable with curriculum 2006; 5) to know the obstacles encountered by schools in implementation entrepreneurship education program; 6) to know the teachers and headmasters perception for implementation entrepreneurship education program in unit educational high schools/vocational schools suitable with curriculum 2013 were viewed by schools accreditation. The developing entrepreneurship education model in senior high schools/vocational schools used *Four-D Model* (Thiaragajan et.al, 1994) consisting of *define*, *design*, *develop*, and *disseminate* stages, but in this study only took three stages. In this research development there was 16 school in each senior high schools and vocational high schools which in DIY either states nor private.

The result of this study were: 1) the score of teacher perception in A accredited high school is 18,19 and B accredited high school is 17,85, The score of teachers perception in A accredited vocational schools is 18,63 and B accredited vocational schools is 18,47, the score of headmaster perception in A accredited high school is 16,51 and B accredited high schools is 18.46, while in A accredited vocational school is 18,63 and B accredited vocational school is 18,56; 2) the teacher readiness (high schools/vocational schools) was viewed by their comprehension included in medium category with score of A accredited high schools 5,60, B accredited high schools 5,63, A accredited high school 5,59, and B accredited vocational high schools 5,58; 3) the teacher readiness was viewed by entrepreneurship value integrated in syllabus and RPP included in medium category with score of A accredited high schools 13,61, B accredited high schools 13,13, A vocational schools 15,55, and B accredited vocational schools 15,17; 4) the teacher readiness was viewed by facilities included in medium category with score of A accredited high schools 33,33, B accredited high schools 22,22, A vocational schools 54,54, and B accredited vocational schools 16,66; 5) The main obstacle encountered high schools were lack of teachers skill to integrated entrepreneurship education value in learning materials (83,33%), and there was time limitation (83,33%). While the main obstacle encountered vocational schools there wasn't funding supported from schools (66,66%); 6) the teachers and headmasters perception in high schools or vocational schools was viewed by accreditation school in implementation entrepreneurship education program to commemorate curriculum 2013 included in medium category with teacher score of A accredited high schools 17,89, B accredited high schools 17,35, A vocational schools 18,12, and B accredited vocational schools 18,56, while headmasters score for A accredited high schools 18,03, B accredited high schools 17,64, A vocational schools 18,23, and B accredited vocational schools 17,91.

Keyword: entrepreneurship education, Senior High School, Vocational School, Curriculum 2013