

NEW CHALLENGES IN LEARNING ENTREPRENEURSHIP THROUGH ONLINE BUSINESS SIMULATIONS

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Abstract

The purpose of the Vocational High School is to prepare students to enter the world of work. This research has the aim of optimizing entrepreneurship skills in online business learning. This study aims to optimize the implementation of online business learning. This research is a qualitative study of phenomenology. Data collection techniques using interviews and literature studies by collecting various articles, books, and documenting the topic of their own perception in online learning. Data collected is grouped and analyzed to get a conclusion. To ensure the authenticity of the simulated business environment, the implementation of individual roles must be closely related to all business decisions through adequate communication and coordination of decision making, which must be based on related theories. Online learning on entrepreneurship by the teacher focuses on preparation, implementation, learning model and learning principles.

Keywords: Entrepreneurial skills, business simulations, entrepreneurship education

Introduction

Unemployment is seen as a serious problem for the government in Indonesia (Reyad et al., 2019). This is due to a lot of unemployment in Indonesia due to lack of skills owned (Blesia et al., 2021). Every year many students graduate from the level of education both in the country and private. The number of competition between the world of work causes high unemployment (Galvão et al., 2020).

Rapid changes, technology and information have advanced and continue to grow rapidly. The speed of the internet world allows various technologies that help the dissemination of information quickly in electronic form (Sjödin et al., 2020). The development of e-commerce has led to the development of several new industries such as logistics, and created more jobs in industry such as computers and the internet, thus stimulating people to become consumers (Vakulenko et al., 2022). Since e-commerce has provided a variety of products to everyone, more and more consumers are interested in shopping online (Ballestar et al., 2022).

In dealing with the development of increasingly developing technology, teachers also need to explore and prepare learning plans, especially in online business subjects. Because efforts that have been still only focusing on teachers and schools but have not seen the need for their

students, so that Skills Entrepreneurs are needed that can increase students' authority. Based on SMK student data, the average has an e-commerce application, as a buyer.

Data about home page students can be presented in Table 1.

| Homepage | |
|-----------|-------|
| Shopee | 26% |
| Tokopedia | 40% |
| Lazada | 1.50% |
| Bukalapak | 30% |
| Dll | 1% |
| Total | 100% |

Source: Processed Primary Data (2021)

Based on the table above, showing all students have an ecommerce application as a buyer, even though the purpose of online business learning requires students not only as consumers, but can act as sellers. From the results of interviews with vocational teachers in online business subjects stated that "The implementation of online business learning is less optimizing business simulation activities to market goods or services. The education process in business schools continues to be criticized for failing to equip students with work skills (Alkaabi, 2023). This failure can be divided into the first two categories, irrelevant management theory taught and second, the processing used to teach students (Hailong et al., 2021).

According to (Mei & Symaco, 2022) states that more than 20% of student entrepreneurs who continue their business after completion of education are still categorized as low. This is supported by research conducted by (Winkler et al., 2022) states that students who attend entrepreneurship training are more positive about their entrepreneurial skills. Entrepreneurship education becomes more complex because of the need to teach various topics related to innovation and futuristic thinking (Saptono et al., 2021).

Vocational High School (SMK) An educational institution that directs the formation of professionalism in an continuous effort in determining the program or curriculum oriented to the advancement of character science that provides students with graduates of needs in the field in accordance with the skills and expertise of each student (Hidayat et al., 2019). According to Law No. 20 of 2013 concerning the National Education System designed with the aim of the Vocational High School to create graduates who are ready to work in accordance with their competencies. The purpose of this research is to find out how to apply business simulations in online business subjects at SMK Negeri 1 Boyolali.

Method

This study uses a qualitative method with a phenomenological approach. Qualitative research with a phenomenological approach is research that investigates to understand and explore a phenomenon conducted by a person or group of people (Creswell, 2016; Moleong, 2014; Moustakas, 1994). In this context, understand and explore the strategies used by SMK Negeri 1 Boyolali teachers in optimizing the entrepreneur skill with business simulations. The research informant consisted of 1 school principal, 1 deputy head of the curriculum, and 3

entrepreneurial teachers. Research informants are determined by purposive sampling techniques (Sidiq & Choiri, 2019). The basis of consideration used in determining research informants is the informant that is considered to be the most know about the strategies used by the teacher in learning. Research data obtained through a semi -structured interview (Nazir, 2015). Data validity techniques used by researchers are interview extensions and source triangulation. The extension of the interview is used if the data obtained in the previous interview is deemed inadequate, while the source of triangulation is carried out to check the validity of data through different sources (Sugiono, 2018). Data analysis using the Miles and Huberman models consisting of three stages, namely data reduction, data presentation, and drawing conclusions (Sugiono, 2018).

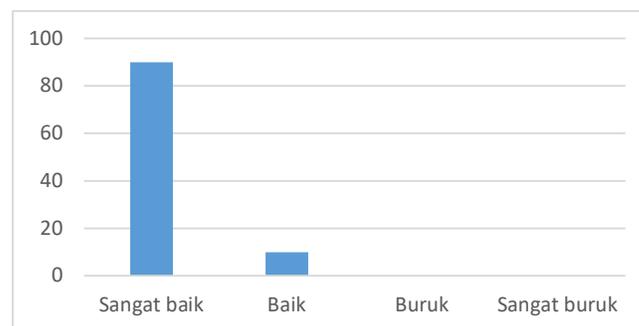
Results and Discussion

The strategy in this learning is carried out online. Problems arise when teaching occurs to online learning that creates some doubts from traditional class design instructions. The teacher experiences obstacles in technology, learning plan strategies to student constraints related to facilities and connections. This initial process is carried out by a) Making a job sheet, b) Practice stage, c) product sales, d) Review stage. This business simulation uses Tokopedia ecommerce templates as learning media.

This job sheet consists of planning that will be carried out by students. In the Job Sheet assessment there are four results assessment criteria, namely: a) Product brief description b) Consumer target c) Product Benefits d) Assessment of product presentation. The next stage of practical activities which are the core stages of the learning process. The product sales process consists of determining the price and promotion of products through the Tokopedia ecommerce platform.

The review stage in implementing practical learning aims to solve the problems experienced by students in learning activities. The purpose of this review activity is to provide input regarding the sales process carried out in the form of ratings. Rating can be interpreted as a user assessment on a product by the customer. Job sheet review, giving solutions by teachers to improve product quality. Furthermore, the product assessment process is carried out.

The findings revealed that the whole learning and teaching experience at Boyolali Vocational School was good. For example, 3 teachers and 1 principal believe that it is a very good experience, 1 deputy principal thinks that it is good.



Learning Methods

G1 explains that teachers are careful not to bring drastic changes in their teaching practice so that teachers and students can overcome new teaching instructions. In other teachers' comments, from G2 and G3 are very convincing. G2 states that having a cognitive understanding of student learning approaches, does not make him to make great cognitive changes by introducing a completely different way of teaching to meet synchronous and asynchronous learning needs.

In line with that, G3 revealed: "The format of lectures and teaching methods must be familiar with all students, such as what they have experienced during the regular class". Another important aspect of pedagogical adaptation and technology that G1 imagined was the adoption of synchronous and asynchronous instruction modes. G3 Furthermore, adding that the WhatsApp email and group is a more efficient platform for Asynchronous Instruction Mode: "WhatsApp and Email requires less data and user -friendly and can be accessed at any time. This asynchronous mode has helped a lot". G2 states the role of students through group discussions and practicing class groups by uploading products in the Tokopedia Motivation Learning application.

About 20% of students report that the teacher helps them by providing technological support. G1 highlights the importance of studying various technologies and learning advanced technology that is suitable for its lessons. For example, he uses YouTube for video media and knowledge references. Likewise, the G3 also reports that he focuses on the use of zoom meetings because it is more innovative, such as the locking of the class zoom after the discussion begins, sharing screens, polls, questions, and answer sessions.

Assignment

Project -based learning can maximize this learning. Project -based learning can motivate students independently to find information by utilizing various sources. Learning starts from the teacher sending material and assignments through the WhatsApp group. Students try to be independent to find answers to each task of the teacher by utilizing various existing media. In working on assignments students must be disciplined in carrying out the tasks given by the teacher. If there are problems in learning, students can discuss with teachers or friends through agreed online media.

Discussion

The results of the analysis of the findings of interviews and observations to teachers, principals and students get five things that must be considered in online learning.

First is preparation, in this stage there are five things that must be considered, namely making a business structure, determining goods or services to be sold, knowing targets market, giving explanations to teachers and parents, and completing facilities and infrastructure. Teachers must ensure digital devices that students have by ensuring the media can accommodate the required applications.

Second, implementation. At this stage a number of things that must be considered, namely managing learning models, providing good learning with detailed activities, designing

independent learning, paying attention to emotional conditions, and choosing the tools used appropriately in online learning. Learning activities must have the targets achieved. After reaching the target, provide feedback or comments about student assignments.

The third part is media management with the use of the Tokopedia Seller template. The tools and media used in online business simulation learning using Tokopedia are:

- a. Clear product description. Ideally, the product description consists of a minimum of 270 characters. Because the product description must be easily read by prospective buyers, but also search engines or search engines (Google).
- b. Product explanation, consisting of specifications/features, product variations, materials used, product completeness, product warranty, available colors. The clearer product explanation, the greater the opportunity to increase the trust of the buyer and prospective buyers.
- c. Provide special promos, for those who start an online business, can do promos to learning groups. So that the product has a good rating.
- d. Order response quickly, immediately process and send orders in accordance with the shipping services requested by the buyer. Packing items neat and safe. Prospective buyers can leave because they long a reply to chat, discussion, or process orders.

Fourth, the learning process of online business entrepreneurship that is applied refers to the model below.

- a. Content: Providing media (for example, documents, audio, video) to students
- b. Computerization: Take data from students and process them
- c. Manage: Take data from sensors (for example cameras, GPS, etc.) and save it for sharing or reflection
- d. Communication: Connecting students/students with others The learning model above helps the teacher design student experience in entrepreneurship learning. The above model also serves to expand the experiences that students can have.

Fifth, in online business learning the teacher also applies the following principles:

- a. Make it easier for students to access online media
- b. Prepare students for successful online learning
- c. Use media that are designed to make, share, and re -re -learning plan with innovative and attractive models
- d. Build and share learning libraries in the teacher community
- e. Bring online learning into daily practice
- f. Collect and respond to student feedback
- g. Reflect online learning and make repeated improvements

Conclusion

The conclusion in this study revealed that teaching and learning experience in learning in online business at SMK Negeri 1 Boyolali is a real challenge for teachers, students and stakeholders. However, it is also an excellent opportunity for participants to learn new skills and change their way of thinking about learning and online teaching. There are five things that are carried out by Entrepreneurship Teachers at SMK Negeri 1 Boyolali in online learning, including preparation and planning, implementing online learning activities, designing online media -based learning models, and the application of innovative and interesting online learning

principles. Planting entrepreneurship skills in students starting from making job sheets. In addition, most of them enjoy the experiences they have developed in learning entrepreneurship through independent learning skills, problem solving, communication skills, technology communication and IT.

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