

Implementation of entrepreneurship education in Madrasah Aliyah Negeri 2 in Bandar Lampung

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Abstract

Purpose: This research explores in detail each of the PDCA stages with reference to the concept of entrepreneurship and how it is implemented at MAN 2 Bandar Lampung.

Research methodology: This research uses a qualitative approach, this type of research is a case study. Data sources consist of primary and secondary data. Data collection procedures through observation, interviews and documentation. Data analysis uses data reduction (Data Reduction), data presentation (Data Display), Conclusions: Drawing / Verifying.

Results: The results showed that the implementation of entrepreneurship education in Madrasah Aliyah Negeri 2 in Bandar Lampung provides many benefits, but cannot be separated from several obstacles that need to be overcome. The lack of adequate infrastructure and facilities is one of the main obstacles, limiting the school's ability to organize optimal entrepreneurship activities. Teacher support and understanding are also key factors, as a lack of commitment or understanding can hinder program implementation. Students' limited knowledge and skills, especially related to entrepreneurship, are also barriers that need to be addressed. Additional efforts may be needed to improve students' understanding of business concepts and the practical skills required. Challenges in integrating the curriculum, limited financial resources, and the unsustainability of local industry involvement are also barriers that require special attention.

Keywords: *Entrepreneurship Education, Entrepreneurship Concept*

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1. Introduction

Education is a learning process that occurs throughout an individual's life. The main goal is to develop one's potential, physically, mentally and socially. Education can be obtained through formal or informal channels. Formal channels occur in educational institutions such as schools, colleges or universities. On the other hand, informal education occurs outside the context of formal institutions, for example through life experience or job training (Unesco., 2023).

The role of education in human life is vital. Education has the ability to improve the quality of life of individuals, both in personal and social terms. Through education, a person can gain the knowledge and skills needed to face various challenges and opportunities in life. Not only that, education also plays a role in shaping positive values such as cooperation, tolerance and responsibility. Therefore, it is important for every individual and country to make education a top priority (Suhardi., 2017).

Education implementation is a process of planning, organizing, implementing, and evaluating activities in the realm of education. The main focus of education implementation is to achieve educational goals effectively and efficiently through the management of human resources, material resources, and curriculum management and development. Education implementation also has an important role in creating a supportive educational environment for students and educators in achieving educational goals (Sugiyono, 2017).

In implementing education, there are several principles that must be carried out consistently, such as participation, transparency, accountability and professionalism. Participation involves all relevant parties in decision-making, such as the school, teachers, parents and the surrounding community. Transparency includes easy access by all relevant parties to information related to educational activities. Accountability ensures that each party is responsible for its duties and responsibilities in achieving educational goals. Meanwhile, professionalism demands that all educators have adequate quality and competence in carrying out their duties as educators (Wiyono, 2020).

In addition, the problem of unemployment arises as a result of an education system that only produces technical skills personnel, without making a substantial contribution to the country, or can be caused by the lack of courage and ability of individuals to be entrepreneurial or independent. This situation illustrates that schools are currently only able to prepare students to fill jobs, but are not fully able to equip them as job creators. Therefore, a solution that needs to be considered to minimize the unemployment rate is through the implementation of education that focuses on entrepreneurship. This education should teach principles and methodologies that encourage the application of students' values through a curriculum that is integrated with developments in the school environment and society. In addition, the implementation of learning strategies and models that match the learning objectives is also key in providing students with the skills and understanding needed to become successful entrepreneurs (Dewi, 2017).

With entrepreneurship education experiences, students can gain a variety of learning not only from the school environment, but also from their families and surrounding communities. Cultural and community environments, especially if they are entrepreneurial hubs, can make valuable contributions to the development of entrepreneurial experiences and skills. The involvement of parents, whether they are entrepreneurs or not, can also provide valuable experiences to their children.

However, it is not only entrepreneurial knowledge or education that is required, but also motivation for entrepreneurship. Students need to be encouraged and encouraged to develop an entrepreneurial spirit. In addition, it is important for them to have specific skills in a particular field that can be the foundation for the business they will start. Thus, entrepreneurship education needs to provide holistic skills and motivation to ensure success in entrepreneurship (Dewi, 2017).

The implementation of entrepreneurship education is an approach designed to implement and enhance entrepreneurial skills among students. The main focus is on providing students with the practical understanding and skills necessary for them to become successful entrepreneurs. The implementation approach of entrepreneurship education is not only fixated on theoretical learning, but also emphasizes on hands-on experience and action-based learning. The goal is not only to provide general business knowledge, but also to shape creative, innovative and leadership attitudes among learners. By integrating theory into hands-on practice, the implementation of entrepreneurship education provides a solid foundation for aspiring entrepreneurs to face challenges in the dynamic business world (Gupta, Turban, Wasti, & Sikdar, 2009).

The implementation of entrepreneurship education in schools can be done through various methods, such as integrating entrepreneurship learning into the curriculum, organizing entrepreneurship development programs outside the curriculum, and forming entrepreneurship communities in the school environment. Off-curriculum entrepreneurship development programs, for example, may include training activities, internships, or participation in business competitions for students. Entrepreneurial

communities in schools can also serve as a platform to enhance students' motivation and passion in developing entrepreneurial skills (Saptawati, 2018).

Education-based entrepreneurship is not just a trend, but has become a necessity. In particular, today's education in Indonesia is how education can produce independent outputs that are animated and entrepreneurial competencies, so that after graduating they do not rely on others, not becoming a burden on society because they are unemployed (Mulyasa, 2022).

Madrasah Aliyah Negeri 2 in Bandar Lampung is an educational institution that adopts a curriculum with an academic approach. In addition, this madrasah also implements an educational curriculum that has a vocational orientation, which combines aspects of theory and practice simultaneously. The purpose of implementing this curriculum is to prepare students for the world of work after they graduate. The vocational education curriculum focuses on the apprenticeship of learning (Sobari, 2012).

Students at Madrasah Aliyah Negeri 2 in Bandar Lampung have various options in developing entrepreneurship. One type of entrepreneurship that is popular in this school is halal product-based entrepreneurship, in line with the religious views that form the basis of education in madrasah aliyah. This decision is also supported by the huge market potential for halal products, both in Indonesia and abroad, making it a promising business opportunity.

In addition to halal product-based entrepreneurship, students also have the opportunity to develop other types of entrepreneurship. For example, information technology-based entrepreneurship can be obtained through the development of applications or websites that utilize information technology to improve the efficiency of business processes. On the other hand, social-based entrepreneurship can be directed to provide solutions to social problems, such as environmentally friendly products or providing employment opportunities for the underprivileged. Thus, students have a variety of options to develop their entrepreneurial skills according to their respective interests and potential.

The implementation of entrepreneurship education at MAN Bandar Lampung can be carried out through a PDCA (Plan-Do-Check-Act) cycle approach that refers to the implementation of entrepreneurship practices. The planning stage (Plan) involves identifying student needs and designing the entrepreneurship curriculum. Furthermore, the implementation stage (Do) includes curriculum implementation with an emphasis on practical experience and direct interaction with local entrepreneurs. Evaluation of learning outcomes and feedback from students and relevant stakeholders are the focus of the Check stage to identify areas of improvement. The Act stage involves implementing changes based on the evaluation results, including additional training and ongoing monitoring. By applying the PDCA cycle in the context of implementation, MAN Bandar Lampung can develop a responsive, effective and sustainable entrepreneurship education program (Deming, 2005).

Deming's approach to implementing entrepreneurship education at MAN 2 Bandar Lampung also emphasizes the principles of quality and continuous improvement. According to Deming, to achieve long-term success, organizations need to adopt a proactive attitude towards change and constantly improve processes. In the context of entrepreneurship education at MAN 2 Bandar Lampung, the principles of quality and continuous improvement become the foundation to ensure the effectiveness and sustainability of the program. Deming emphasized the importance of being proactive in the face of change, teaching that adaptability and constant innovation are key to achieving long-term success.

The implementation of quality principles involves an emphasis on providing the best value for students, both in terms of knowledge and entrepreneurial skills. With a focus on continuous improvement, MAN 2 Bandar Lampung is able to continuously evaluate and improve its teaching methods, curriculum and interaction with the local business world. This proactive approach allows the school to respond to changes in market demands and entrepreneurial needs, making entrepreneurship education at MAN 2 Bandar Lampung more relevant and providing added value for students. By continuing to apply

Deming's principles, the school can become a dynamic and adaptive education center in producing excellent future entrepreneurs.

2. Literature review

2.1 Entrepreneurship Education

2.1.1. Definition of Entrepreneurship Education

Entrepreneurship education is an effort to internalize the entrepreneurial spirit and mentality both through educational institutions and other institutions such as training institutions, training, and so on". Wibowo (2011) Some experts such as Lo Choi Tung argue that entrepreneurship education is "the process of transmitting entrepreneurial knowledge and skills to students to help them exploit a business opportunity" (Tung, 2018).

According to some of the descriptions above, the conclusion of entrepreneurship education is an effort to develop all the potential of students who form independence, creativity, dare to take risks and challenges, have a leadership spirit, work hard, speak honestly, have time discipline, have innovation, be responsible, want to look for opportunities and be able to find solutions and an unyielding spirit so that they are ready to enter the wider community, and are able to apply in the business world.

2.1.2 Benefits and Objectives of Entrepreneurship Education

The various benefits obtained in the application of entrepreneurship education are:

1. Free to explore self-potential. Many entrepreneurs who successfully manage their business, because they make their skills into a job.
2. Taking a role in society. Being an entrepreneur gives us the opportunity to play a role in society by creating products that are needed.
3. Become a separate motivation to start entrepreneurship Daryanto (2019).

Entrepreneurship education aims to alleviate the nation's current problems, by making Indonesia more creative, risk-taking, and entrepreneurial. Then, the main purpose of entrepreneurship education is actually not only to improve the quality of life towards a better life, but rather to prepare graduates to be ready to serve this nation better. So that the employment problem will be resolved. because it is with this education that the welfare, public health, and progress of the country will be formed. Why is this, because according to experts, developed countries are those that have entrepreneurs above 30% (Pusaka, 2012).

2.1.3. Goals and Principles of Entrepreneurship Education

The goals of entrepreneurship education are as follows:

1. The younger generation such as school children and children in boarding schools, children who drop out of school, and aspiring entrepreneurs.
2. Small entrepreneurs and cooperatives, as well as creative economy actors.
3. Government agencies, such as BUMN programs, various organizations and groups in the community.

The basis of entrepreneurship education are:

1. Able to create work.
2. Able to work diligently, thoroughly, and productively.
3. Able to solve problems and make decisions Daryanto (2019).

3. Research method

This research uses a qualitative approach, namely data collected in the form of words, images, and not numbers. Lexy (2002) The type of research used in this research is a case study of Entrepreneurship Education Management at the State Aliyah Madrasah in Bandar Lampung. Data sources consist of primary and secondary data. Data collection procedures through observation, interviews and documentation. Data analysis uses data reduction (Data Reduction), data presentation (Data Display), Conclusions: Drawing / Verifying.

4. Results and discussions

4.1 Implementation of entrepreneurship education at Madrasah Aliyah Negeri 2 in Bandar Lampung

Madrasah Aliyah Negeri 2 in Bandar Lampung shows a high awareness of the importance of entrepreneurship in equipping the younger generation to face the fast-changing business dynamics. The implementation of entrepreneurship education at MAN 2 Bandar Lampung reflects a commitment to providing a strong foundation for students in developing entrepreneurial skills and facing future challenges.

a. PDCA Cycle Approach Usage Ratio

1. Planning (Plan)

This stage involves identifying student needs, determining the objectives of entrepreneurship education, and designing a curriculum that focuses on developing practical skills and understanding entrepreneurial concepts.

a. Needs Identification

Madrasah Aliyah Negeri 2 in Bandar Lampung carefully identified students' needs as the starting point for the development of the entrepreneurship education program. This identification process includes an in-depth understanding of students' interests, potentials, and aspirations, so that the program designed can fit their needs.

b. Objectives of entrepreneurship education

Next, in this stage, the school sets clear entrepreneurship education objectives. These objectives include aspects of developing practical skills and understanding entrepreneurial concepts. By setting measurable goals, schools can assess the success of the program and provide clear direction for students in achieving the desired entrepreneurial competencies.

c. Curriculum Design

Curriculum design is a crucial step in this planning stage. MAN 2 Bandar Lampung ensures that its curriculum not only covers the theoretical aspects of entrepreneurship but also puts emphasis on developing practical skills. The holistically designed curriculum helps students gain an in-depth understanding of business processes, financial management, marketing and other relevant practical skills.

In addition, the curriculum is designed with a focus on entrepreneurial development that can be applied in the real world. Entrepreneurial concepts and theories are taught with a practical approach, including business simulations, case studies, and real projects that allow students to apply their knowledge in actual business situations.

Through this careful planning stage, MAN 2 Bandar Lampung is committed to providing a solid foundation for students in developing entrepreneurial skills that are not only in line with current business needs but also able to compete amidst the dynamics of market changes and evolving technology.

2. Implementation (Do)

In the implementation (Do) stage, Madrasah Aliyah Negeri 2 in Bandar Lampung runs the entrepreneurship curriculum with an approach that emphasizes practical experience and direct interaction with the local business world. The concrete steps taken in this stage reflect MAN 2 Bandar Lampung's dedication in providing real and in-depth learning experiences for students.

a. Implementation of Entrepreneurship Curriculum

MAN 2 Bandar Lampung actively implements the entrepreneurship curriculum that has been designed in the planning stage. This curriculum includes materials relevant to the world of entrepreneurship, such as business management, marketing, finance, innovation, and product or service development.

b. Practical Experience

In an effort to provide practical experience to students, the school organizes various activities that involve hands-on activities in the local business world. Students are given the opportunity to visit local businesses, participate in internships, or even be directly involved in certain business operations.

c. Business Simulation

Through a simulation-based learning approach, students are placed in business situations that simulate real conditions. This includes organizing business games, managerial decision-making simulations, and practice scenarios to test students' ability to deal with business challenges.

d. Entrepreneurship Project

Students at MAN 2 Bandar Lampung are also involved in entrepreneurial projects that involve planning, implementing and evaluating business ideas. These projects create opportunities for students to apply the knowledge and skills they learn in a real context, while honing their creative and innovative abilities.

e. Engagement in Entrepreneurial Activities Outside the Classroom

Students are encouraged to be directly involved in entrepreneurial activities outside the classroom, such as entering business competitions, entrepreneurship fairs, or even starting their own small businesses. This provides an opportunity for students to face the challenges of the business world head-on and hone their skills in a competitive environment.

Through strong execution at this stage, MAN 2 Bandar Lampung creates a dynamic learning environment, where students not only gain conceptual understanding but can also apply and test their entrepreneurial skills in situations similar to the real business world. This active engagement helps students in developing the confidence, creativity and adaptability that are indispensable in the world of entrepreneurship.

3. Check

At the check stage, Madrasah Aliyah Negeri 2 in Bandar Lampung involves a thorough evaluation process of the entrepreneurship learning outcomes. These check steps are designed to measure the extent to which the entrepreneurship education program has achieved the objectives set at the planning stage. The following are some of the aspects that are considered in this checking stage:

a. Evaluation of Learning Outcomes

MAN 2 Bandar Lampung evaluates the achievement of student learning outcomes. This includes measuring entrepreneurial knowledge, skills, and attitudes that have been taught during the learning process. The evaluation is conducted objectively and measurably to ensure that students truly understand and master the material taught.

b. Feedback from Students

Students are invited to provide feedback regarding their learning experience in the entrepreneurship program. Aspects evaluated include the sustainability of the curriculum, teaching methods, and relevance of materials. This feedback is a valuable source of information to understand student perceptions of the program and ensure that student needs and expectations are met.

c. Involvement of Relevant Stakeholders

Relevant stakeholders, such as parents, local employers, and the surrounding community, are also involved in the inspection process. They provide a valuable external perspective to the effectiveness of the program and its impact on preparing students for the world of entrepreneurship. The involvement of stakeholders helps the school get holistic feedback and build support from relevant parties.

d. Data Analysis

The data collected from the learning outcome evaluation, student feedback, and stakeholders are carefully analyzed. This data analysis aims to identify areas of success that can be strengthened and

areas of improvement that require further attention. MAN 2 Bandar Lampung uses a data-driven approach to make decisions that are supported by concrete evidence.

e. Identification of corrective actions

Based on the results of the data analysis, schools identify the corrective actions needed. These may include adjustments to the curriculum, improvements to teaching methods, or the development of additional training for teachers. The aim is to continuously improve the quality of the entrepreneurship program and ensure that students gain maximum benefit from the learning experience.

This inspection stage is a critical stage in the PDCA cycle that enables MAN 2 Bandar Lampung to maintain the quality of the entrepreneurship education program on an ongoing basis. Through rigorous evaluation and responsiveness to feedback, the school can continue to develop the program to keep it relevant and effective in preparing students for success in the entrepreneurial world.

4. Act

At the act stage, Madrasah Aliyah Negeri 2 in Bandar Lampung took concrete steps to improve and develop the entrepreneurship education program based on the evaluation results. This stage ensures that the school is responsive to the evaluation findings and continuously strives to improve the quality of the program. The following are some of the steps taken in the action stage:

a. Changes to the Curriculum

Based on the evaluation findings, MAN 2 Bandar Lampung may make changes to the entrepreneurship curriculum. This includes adding, subtracting or refining learning materials to better suit the needs of students and the demands of the entrepreneurship market.

b. Improvement of Teaching Methods

Remedial actions may also include improving the teaching methods used in the entrepreneurship program. Teachers can adopt new approaches, use more up-to-date technology, or integrate more innovative learning methods to increase student engagement and understanding.

c. Additional Training for Teachers

Organizing additional training for teachers is an important step in the action stage. This training can include a deeper understanding of current trends in entrepreneurship, the use of new teaching tools, or the development of specific skills needed to teach entrepreneurship subjects.

d. Continuous Adjustment

Actions taken are not one-off, but involve continuous adjustment. MAN 2 Bandar Lampung is committed to continuously monitoring the development of the program, receiving regular feedback, and making necessary adjustments to maintain the relevance and effectiveness of the program.

e. Student Participation in Decision Making

Students can also be involved in the decision-making process regarding program changes. Providing them with opportunities to voice their opinions and aspirations can strengthen their involvement in the learning process and increase their sense of ownership of the entrepreneurship program.

f. Collaboration with the Business World

MAN 2 Bandar Lampung can take further steps to increase collaboration with the local business world. This includes opening up cooperation opportunities, inviting guest speakers from the business world, or organizing activities that expand students' network with business people.

Through this action stage, MAN 2 Bandar Lampung demonstrates ongoing engagement and commitment to improving the entrepreneurship program. A deep understanding of the evaluation results and responsiveness to changes in the business and education environment are keys to success in creating a dynamic and relevant entrepreneurship program for student development.

g. Local Business Engagement

MAN 2 Bandar Lampung realizes the importance of connecting students with the local business world. Cooperation with local entrepreneurs can provide practical insights, internship opportunities, and collaborative activities that enrich students' learning experience.

The involvement of the local business world is an important aspect in the implementation of entrepreneurship education at MAN 2 Bandar Lampung. An in-depth understanding of the local business environment not only provides students with practical insights into the world of entrepreneurship, but also opens up internship opportunities and collaborative activities that can enrich their learning experience (Vygotsky, 1978).

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According to constructivist theory, practical and contextualized experiences can enhance students' understanding and strengthen their learning. By being directly involved in the activities of the local business world, students have the opportunity to apply the theoretical knowledge they acquire in the classroom to real situations. This is in accordance with the principle of active learning, where students are not only the recipients of information, but also actively involved in the formation of their knowledge.

Cooperation with local entrepreneurs also creates closer connectivity between the world of education and the world of business. Stakeholder engagement theory emphasizes the importance of involving relevant parties, including local entrepreneurs, in the education process. Bryson, Crosby, and Stone (2006) By involving external stakeholders such as local employers, schools can ensure the relevance of education programs to the needs of the job market and gain valuable perspectives to enrich the curriculum.

i. Halal Product-Based Entrepreneurship Program

In accordance with the religious values that form the basis of madrasah aliyah, MAN 2 Bandar Lampung developed a halal product-based entrepreneurship program. This reflects sensitivity to religious values and at the same time answers the huge market potential for halal products in Indonesia and abroad.

The halal product-based entrepreneurship program at MAN 2 Bandar Lampung reflects the harmony between religious values as the basis of madrasah aliyah and the growing business opportunities in the halal product industry. This approach recognizes the importance of integrating religious values with entrepreneurial understanding and implementation to create a holistic and relevant program.

The value theory creates a foundation for MAN 2 Bandar Lampung in developing a halal product-based entrepreneurship program. According to this theory, religious values can be considered as the main foundation in decision-making and strategic planning. Rokeach (1973) By focusing the entrepreneurship program on halal products, madrasah aliyah can integrate religious values into

students' economic activities, helping them understand the importance of ethics and morals in entrepreneurship.

1. Value-Based Marketing:

The concept of value-based marketing emphasizes the importance of creating added value for customers based on the values they value. Lindgreen and Wynstra (2005) In the context of MAN 2 Bandar Lampung, focusing on halal products not only fulfills the needs of a growing market, but also creates added value in the form of trust and conformity with consumers' religious values.

2. Market Potential:

Analysis of market potential for halal products is a relevant approach in developing entrepreneurship programs. This concept shows that selecting the right market segment, such as consumers who need halal products, can be an effective strategy to increase business success. Kotler and Armstrong (2010) By understanding the market potential for halal products, MAN 2 Bandar Lampung can direct students to develop businesses that are responsive to significant market demand significant market demand.

3. Product Diversification:

A product diversification strategy, especially in halal products, can help in creating a diverse business portfolio. This diversification not only creates wider business opportunities but also reflects resilience to market changes and consumer needs. E Porter (1998) The halal product-based entrepreneurship program at MAN 2 Bandar Lampung can motivate students to develop innovative and diverse business ideas in the halal product sector.

Through the integration of religious values with modern business concepts, MAN 2 Bandar Lampung creates an entrepreneurship program that not only supports the development of students' business skills but is also rooted in ethical and moral principles upheld in the context of madrasah aliyah.

4.2 Obstacles in the Implementation of entrepreneurship education at Madrasah Aliyah Negeri 2 in Bandar Lampung

The implementation of entrepreneurship education at Madrasah Aliyah Negeri 2 in Bandar Lampung, although it provides many benefits, is also faced with several obstacles that need to be overcome. Some of these barriers involve various aspects, including infrastructure, mindset and support from various parties. The following are some of the barriers that may be encountered:

a. Lack of Infrastructure and Facilities

One of the main obstacles in the implementation of entrepreneurship education is the lack of adequate infrastructure and facilities. Specialized classes or laboratories that support practical learning may be limited, making it difficult to organize optimal entrepreneurial activities.

b. Challenges in Integrating the Curriculum

The integration of entrepreneurship education into the mainstream curriculum may face challenges. Sometimes, there are difficulties in finding common ground between the existing academic curriculum and entrepreneurial elements. It requires close cooperation between school administrators and teachers to properly integrate entrepreneurial concepts into the academic program.

c. Limited Financial Resources

The implementation of entrepreneurship education requires sufficient financial resources. Limited funds can be a serious obstacle, especially when it comes to involving practical activities, additional training or student business projects.

d. Absence of Local Industry Involvement

Local industry involvement is an important aspect of entrepreneurship education. The absence of cooperation with local businesses can deprive students of hands-on experience and internship opportunities, reducing the link between learning and business reality.

Overcoming these barriers requires a holistic strategy, including improved infrastructure, intensive training for teachers and students, and strong cooperation between the school, local government and local businesses. By identifying and addressing these barriers, Madrasah Aliyah Negeri 2 in Bandar Lampung can maximize the potential of entrepreneurship education to provide optimal benefits for students.

5. Conclusion

5.1 Conclusion

The implementation of entrepreneurship education at Madrasah Aliyah Negeri 2 in Bandar Lampung reflects a high commitment to equipping the younger generation to face dynamic business challenges. The PDCA cycle is a solid foundation, starting from careful planning with the identification of student needs, setting entrepreneurship education goals, and designing a focused curriculum. The implementation phase emphasizes practical experience and direct interaction with the local business world, providing students with opportunities for active learning through simulations, projects, and involvement in entrepreneurial activities outside the classroom.

At the inspection stage, evaluation of learning outcomes, student feedback and engagement of relevant stakeholders are the focus to identify successes and areas of improvement. A data-driven approach and careful analysis help schools take appropriate action in the next stage. The action stage shows the school's responsibility in making changes and continuous improvement, such as curriculum adjustments, improved teaching methods and additional training for teachers.

The involvement of local businesses is an important strategy, ensuring students are connected to the surrounding business environment. Collaboration with local entrepreneurs not only provides practical insights but also internship opportunities, enriching students' learning experience. The halal product-based entrepreneurship program shows a good balance between religious values and business opportunities. The integration of religious values in the program can form a strong ethical and moral foundation, in line with the concept of value-based marketing and the market potential of halal products.

However, some barriers to implementation were also identified, such as lack of infrastructure and facilities, lack of teacher support and understanding, and limited financial resources. The challenges of curriculum integration and lack of local industry involvement are also a focus of attention. Overcoming these barriers requires a holistic approach and cross-sectoral cooperation.

Thus, Madrasah Aliyah Negeri 2 in Bandar Lampung has taken significant steps in shaping entrepreneurship education that is holistic, responsive and relevant. By continuously adapting and improving the program, the school encourages students to become entrepreneurs who are creative, ethical and ready to face the complexities of the business world.

5.2 Suggestions

1. Strengthening Collaboration with Local Businesses: The first suggestion is to increase collaboration with local businesses. By inviting more local entrepreneurs to be involved in the learning program, students can gain first-hand insight into the business practices that take place in their community. Not only does this collaboration give students a more real-world perspective, but it also helps build valuable networks for future internship and job opportunities.

2. Integration of Technology in Learning: The second suggestion is to consider technology integration in the learning process. The use of online learning platforms, computer-based business simulations or other digital resources can increase student interactivity and engagement. This not only creates a more dynamic learning environment, but also prepares students for the technological demands of the modern business world.

3. Four Sector Skills Development Program (4Cs): The third suggestion is to design a program that focuses on developing the Four Sector Skills (4Cs): Creativity, Collaboration, Communication, and

Critical Thinking. These skills are becoming increasingly important in the rapidly changing business world. The program could include team-based projects, group discussions, and creative challenges to ensure students not only understand the concept of entrepreneurship but also have the relevant and necessary skills to succeed in the dynamic business world.

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