

Research Article

Dede Munawar^{1*}, Wawan Kurniawan², Udin Wahrudin³

The Role of Vocational School Students' Entrepreneurship Practices in Sharia Economic Studies in Forming Entrepreneurial Interest and Competence

*Corresponding Author: **Dede Munawar**: STEI Al-Amar Subang; dede.munawar@gmail.com

Wawan Kurniawan: STEI Al-Amar Subang; wawan.kurniawan@steialamar.ac.id

Udin Wahrudin: STEI Al-Amar Subang; udin.wahrudin@steialamar.ac.id

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Abstract: *The background to this research is the importance of entrepreneurship education given to the younger generation through formal education, so that they can build independence and improve their welfare. Many people believe that to build entrepreneurship, a person must have talent and skills, so that not all individuals can be involved in entrepreneurial activities. The aim of this research is to determine the role of vocational school students' entrepreneurial practices in sharia economic studies in forming entrepreneurial interests and competencies. The method used in this research is qualitative. The results of this research indicate that a) Entrepreneurship education can have a positive impact in forming entrepreneurial interest, b) Entrepreneurship education programs provide opportunities for individuals to develop management, leadership, innovation, problem solving, communication and financial skills needed in the business world, c) Through learning and interaction with business practitioners, individuals can develop attitudes such as self-confidence, independence, resilience, and orientation towards achieving relevant goals in an entrepreneurial context, as well as d) Through entrepreneurship education programs, individuals can gain better access to resources and business networks, including mentors, potential business partners, and financial institutions.*

Keywords: *Entrepreneurship, Sharia Economics, Entrepreneurial Competence.*

Introduction

The problem of limited job opportunities and high unemployment rates has become a problem faced by all countries. If not handled seriously, this problem will have a widespread impact on the problem of high poverty rates, and can give rise to serious new problems, because it can be followed by high levels of crime due to poverty.

Entrepreneurship has become an increasingly important topic in the current global economic context. More and more individuals are interested in becoming entrepreneurs and creating their own jobs. Entrepreneurial interest and competence are important factors in a person's success in running a business venture. Entrepreneurial interest reflects an individual's desire to engage in entrepreneurial activities, while entrepreneurial competence includes the knowledge, skills, and attitudes needed to start and manage a business well (Kassean, H., Vanevenhoven, J., & Liguori, 2015).

Entrepreneurship education has an important role in preparing individuals to become successful entrepreneurs. This also reflects the importance of developing entrepreneurial skills, knowledge, and attitudes in facing the demands of ever-changing times. In the era of globalization and technological progress, entrepreneurship has become a driving force in economic growth, innovation, job creation and social development (Fayolle, A., & Gailly, 2015). Entrepreneurship education is an effort made to prepare individuals to be ready to face challenges and opportunities in the business world (Kassean, H., Vanevenhoven, J., & Liguori, 2015).

According to Kusumaningrum quoted (Siregar, 2021) that this is based on the understanding that entrepreneurship has a crucial role in the economic growth of a country. Through their initiative and creativity, entrepreneurs can create new opportunities, generate innovation, and stimulate competitiveness. Entrepreneurship education aims to build a strong foundation for individuals to become successful entrepreneurs by providing relevant knowledge, practical skills, and a positive entrepreneurial attitude.

Apart from that, Rueda-Cantuche was quoted in (Sudirman, 2020) that paradigm changes in the world of work also influence the importance of entrepreneurship education. Modern society faces new challenges in an ever-changing job market, with increasingly unstable jobs and increasing competition. According to Armiyati quoted (Silaen, 2021) that entrepreneurship education allows individuals to design their own careers, create jobs, and take control of their future. It provides flexibility, independence, and freedom for individuals to develop their full potential and pursue their interests and goals.

Malebana was quoted as saying (Sofyan, 2020) explaining that entrepreneurship education also has a broad impact on individual development. In addition to practical business knowledge, this education develops skills such as creativity, critical thinking, problem solving, and adaptability. The entrepreneurial attitude instilled through this education includes a spirit of innovation, controlled risk taking, resilience in the face of failure, and the ability to run a business with high integrity and ethics.

In addition to individual benefits, entrepreneurship education also impacts unemployment rates and overall economic growth. By encouraging individuals to become entrepreneurs, entrepreneurship education helps reduce unemployment by creating new job opportunities (Al-Laham, 2007). Successful entrepreneurs also contribute to economic growth through creating added value, developing the business sector, and increasing productivity (Athik Hidayatul Ummah, 2021).

Realizing the importance of working hard with the initial aim of making oneself prosperous, the field of entrepreneurship is an option that can be realized by all levels of society. However, it is realized that the process of achieving successful entrepreneurship is not easy, because it requires strong individual intentions, skills, creativity, and innovation, as well as the courage to take risks. So, support from other parties is needed to help individuals who want to be involved in entrepreneurial activities so that they have the courage to take real action, through entrepreneurship education. Independence education in the national development process has become an important agenda for governments in many countries, including the Indonesian government, by including the development of entrepreneurial skills in the education curriculum, especially higher education. However, entrepreneurship education is a field practice that requires a long process to be able to assess success.

Based on the background above, the author is interested and wishes to know and analyze the entrepreneurial practices of vocational school students in the study of sharia economics. So, starting from this phenomenon the author chose the title "The Role of Vocational School Students' Entrepreneurship Practices in Sharia Economic Studies in Forming Entrepreneurial Interest and Competence".

Method

This research seeks to analyze and describe the role of vocational school students' entrepreneurial practices in sharia economic studies in forming entrepreneurial interests and competencies. The type of research used in this research is a descriptive analysis method. According to (Haris, 2023), descriptive analysis is empirical research that investigates a specific symptom or phenomenon in a real-life setting. The results of this research were collected using primary data and secondary data.

The approach used in this research is a qualitative approach. According to Bogdan and Taylor in (Arifudin, 2023), a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to (Saepudin, 2019) the method is to transcribe the data, then coding the notes in the field and interpreting the data to obtain conclusions.

This research uses qualitative research with field research methods. According to (Arifudin, 2018), this approach is adapted to the main aim of the research, namely describing and analyzing the role of vocational school students' entrepreneurial practices in sharia economic studies in forming entrepreneurial interests and competencies. So that this method will be able to explain the problems of the research (Saepudin, 2020).

Determining appropriate data collection techniques greatly determines the scientific truth of a research. The data collection techniques used in this research are observation, interviews, and documentation.

Engineering can be seen as a means of carrying out technical work carefully using the mind to achieve a goal. Even though the study is an effort within the scope of science, it is carried out to collect realistic data systematically to realize the truth. Research methodology is a means to find a cure for any problem. In this case, the author collected information about the role of vocational school students' entrepreneurial practices in sharia economic studies in forming entrepreneurial interests and competencies from books, articles, journals, theses, ebooks, etc. (Arifudin, 2019).

Because it requires material from the library as a data source, this research utilizes library research. Researchers need books, scientific articles and other literature related to the topics and problems they explore, both print and online (Saepudin, 2021).

Searching for information from data sources requires the use of data collection techniques. Amir Hamzah in (Arifudin, 2020) claims that data collection is an effort to collect information related to the subject under study. The author uses library research methods to collect data. Specifically, the author started with the library to collect information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that provide views regarding the role of vocational school students' entrepreneurial practices in sharia economic studies in forming entrepreneurial interests and competencies.

Amir Hamzah in (Saepudin, 2022) further said that data collection means various efforts to collect facts related to the topic or discussion that is being or will be explored. These details can be found in scientific literature, research and scientific writings, dissertations, theses and other written sources. According to (Arifudin, 2021) data collection can be carried out in various circumstances, using different sources, and using different techniques.

Observation is part of the research process directly regarding the phenomena to be researched (Hanafiah, 2021). With this method, researchers can see and feel directly the atmosphere and condition of the research subject (Arifudin, 2022). The things observed in this research are the role of vocational school students' entrepreneurial practices in sharia economic studies in forming entrepreneurial interests and competencies.

The interview technique in this research is a structured interview, namely interviews conducted using various standard guidelines that have been established, questions are arranged according to information needs and each question is needed to reveal any empirical data (Rahayu, 2020).

Documentation is a technique for collecting data through existing documents or written notes. Documentation comes from the word document, which means written items. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes

and diaries. According to Moleong in (Chadijah, 2022) the documentation method is a way of collecting information or data through examining archives and documents. Documentation strategies are also data collection techniques proposed to research subjects. The data collection method using the documentation method was carried out to obtain data about the condition of the institution (research object), namely the role of vocational school students' entrepreneurial practices in sharia economic studies in forming entrepreneurial interests and competencies.

Muhadjir in (Tanjung, 2020) states that data analysis is the activity of carrying out, searching for and compiling records of findings systematically through observations and interviews so that researchers focus on the research they are studying. After that, make the found material for other people, edit, classify, and present it.

Results and Discussion

Entrepreneurship education is a field of education that has specific goals for individual and social development globally. Entrepreneurship learning has become a relevant issue in the field of economic development which involves society directly at all levels. As a field of science that prepares students to become professionals in the business field, entrepreneurship education is an active learning method that places students at the center of the educational process, thus enabling them to be responsible for their own learning, both in experimenting and developing themselves.

The problem in the learning process in entrepreneurship education is the availability of teaching staff who have sufficient entrepreneurial qualifications and experience (Shavab, 2021). Research conducted by the European Commission as cited in (Labetubun, 2021) shows that core skills and values related to entrepreneurship education are rarely a priority in educational programs for educators in the field of entrepreneurship. For example, building creativity is not a priority in increasing teacher competency. Meanwhile, the teachers themselves want further training on creativity, so that they can pass on their knowledge to students.

Many teachers in the field of entrepreneurship education feel that the educational culture does not fully support them in developing creative and innovative learning approaches. This makes it difficult for teachers to understand entrepreneurship education itself. In addition, teachers find it difficult to develop professional competence themselves.

The effectiveness of teaching in the field of entrepreneurship, according to Pittaway & Cope quoted (Hadiansah, 2021) explains that it must emphasize action to build experience. However, Gibb was quoted as saying (Bairizki, 2021) explaining that a novice entrepreneur must learn through practice how to produce, manage organization and finances, open markets and solve problems often faced by entrepreneurs.

Sarasvathy was quoted as saying (Fasa, 2020) explaining that it was even suggested that entrepreneurs who were studying should act using a predictive approach called "effects" reasoning rather than conventional strategies that are often used by managers and business people. This method is believed to foster entrepreneurial learning, improve skills, and train students' thinking to be more innovative (Fayolle, 2007).

A research result has even identified entrepreneurship teaching methods including a) the 'game simulation' method; b) video and film methods; c) case studies; d) workshop and project methods; e) group discussions & team-based learning (Michaelsen and Sweet, 2008).

These methods are considered appropriate to be implemented in entrepreneurship education, because they use a practical approach that can be directly put into practice by students to develop their entrepreneurial instincts.

Conclusion

Based on the results of the research discussion, the implications of entrepreneurship education in forming entrepreneurial interest and competence, several findings were found which can be used as conclusions for this research, namely: a) Entrepreneurship education can have a positive impact in forming entrepreneurial interest, b) Entrepreneurship education programs provide opportunities for individuals to develop management, leadership, innovation, problem solving, communication and financial skills needed in the business world, c) Through learning and interaction with business practitioners, individuals can develop attitudes such as self-confidence, independence, resilience and orientation towards achieving certain goals. relevant in an entrepreneurial context, as well as d) Through entrepreneurship education programs, individuals can gain better access to business resources and networks, including mentors, potential business partners, and financial institutions.

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