

THE IMPLEMENTATION OF CURRICULUM MANAGEMENT AND ENTREPRENEURSHIP-BASED INSTRUCTIONAL PROGRAM IN THE ASEAN ECONOMIC COMMUNITY ERA

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ABSTRACT

The headmaster as a manager and leader of the schools have to develop as an entrepreneur in order to be able to take a strategic decisions which are innovative, effective, and efficient. Various internal and external problems need to be solved by optimizing the resources of the schools and its environment. Then, the effort producing alumni who are qualified, independent and capable to compete in the ASEAN Economic Community era are needed to implement entrepreneurship-based school management in each level of education. This paper discusses about how entrepreneurial strategies in each unit of education or school are and how entrepreneurship-based school management implements especially curriculum management and instructional program as “the heart” of the school life. In addition, two things above are able to be implemented in the schools with integrating the values of entrepreneurship in the carrying process of the component of the curriculum management and instructional program through the steps: planning (creating a strategy), doing (implementing the plan), checking (monitoring and evaluating), and acting (continued steps).

Keywords: school management, curriculum management and instructional program, entrepreneurship, qualified alumni, ASEAN Economic Community era.

I. INTRODUCTION

Education is an aware effort which is done to create a human being. And the human becomes an intended target in activities of education because it is an activity that aims to help in developing the potentialities of humanity. Then, those are as seeds of human being.

As we know that education in Indonesia is as system to create a great human resources. Currently, this country is getting many crises which are able to lead in the global order of society as a great challenge. The global economy continues to boost this country which not only has orientation to fulfill the consumer demand into the country but also has another orientation as like abroad. The transparency or open-minded to the other countries is as the preparation to against in the ASEAN Economic Community. Then, the foreign workers and products from those countries have potentially spreaded in Indonesia. The government and society have to prepare to deal with it, moreover, that is the time to take benefit of the regional agreement.

We are able to examine further how the condition of education in Indonesia is, are the education in Indonesia ready to against the challenges? How is the quality of output from elementary and secondary education? What do they become a human resource which is able to compete regionally and globally? In another side, we are also able to concern clearly that there are many children in Indonesia who become as street children without being able to take benefit and enjoy a proper education. Moreover, how many graduations from undergraduate are in hesitate or giddiness position for the future time.

Actually, the school is an education institution that becomes the society's expectation to create a great graduate. As simply, it is needed how the education is able to create graduates who are qualified, independent and being able to compete in order they do not rely to the other people, unemployed and burden on society.

Besides, generally, the education orientation just focuses on preparation the labor and how the students are capable and skilled work. Therefore, in real situation when job vacancies are not able to accommodate the graduates to work there, the job applicants are not able to do anything. It is not a few graduates who are unemployed or the other choices that they look for the job which is not related or suitable with their skills and education levels. That is the proof as a clue as if the education does not give the advantages to create the graduates in order to get a proper job. And then, education is not able to produce a human resource which is independent and capable of competing. In the following table, the author presents the data of unemployment based on the highest level of educational attainment in Indonesia especially, 2013 – 2014.

Table 1.1. The Data of Unemployment Based on the Highest Level of Educational Attainment in Indonesia, 2013 – 2014

No.	The Highest Level of Educational Attainment	2013		2014
		February	August	February
1	No schooling	113 389	81 432	134 040
2	Did not complete / not yet complete elementary school	523 936	489 152	610 574
3	Elementary school	1 416 155	1 347 555	1 374 822
No.	The Highest Level of Educational Attainment	2013		2014
		February	August	February
4	Junior high school	1 811 920	1 689 643	1 693 203
5	Senior high school (general)	1 859 727	1 925 660	1 893 509
6	Senior high school (vocational)	857 585	1 258 201	847 365
7	Diploma I/II/III/Academy	195 427	185 103	195 258
8	University	421 073	434 185	398 298
Total		7 199 212	7 410 931	7 147 069

Source: Sakernas, 2013 – 2014

The data on the table show that the unemployment of the highest level of education is still high because the labors having highly educated only focus on job vacancies generally. They are not able to create a job for themselves, so that, it is needed to find the problem solving how the education is able to take a role play to change them as the people who have the character and entrepreneurial behavior. In order to achieve the target, it needs to be considered what we need to give to the students in order to have a great intention. The purposes are to create the students as the labor which does not rely on job vacancies because they are independent and capable of competing. At least, they have a chance to change their life by creating an employment for them. Thus, it is used to preparing fighting and competing in the ASEAN Economic Community era.

There is research that is conducted by Bank Indonesia about, “*ASEAN Economic Community 2015: Strengthen the ASEAN Synergy in the Middle of Global Competition.*” It focuses on the first pillar namely economic dimension of three pillars of the ASEAN community 2015 such as (1) ASEAN Political-Security Community, (2) ASEAN Economic Community, and (3) ASEAN Socio-Cultural Community. This research describes about the challenges and opportunities faced by Indonesia and in general for ASEAN. Using approach of economic integration concept, it relates to the description of ASEAN in economic field agreeing on the existence of free-flow in the service sector, in the investment and fund, and in the labor especially in the framework of ASEAN community in 2015. Then, the opportunities for Indonesia related on the agenda are on the number of labors because the majority of the population of ASEAN (39,1%) are located in Indonesia.

Furthermore, the suggestion of this research, a mature preparation and an increasing of competitiveness in a human resource in Indonesia optimally become an obligation for the government to realize it. The reason is Indonesia as the single market and basis of production in which happen the trend of goods, service, investment, fund, and free skilled labors.

The result of this research shows that Indonesia has an opportunity to provide a great human resource to against the ASEAN Economic Community. But, it will take a strict challenge because many skilled labors from other countries are in here too. Those opportunities and challenges are able to be strategic in order to create a great human resource. Then, to produce qualified alumni as the big dream of education needs to make innovation of school management facing the ASEAN Economic Community era.

That’s why the headmaster as a manager in level of education should keep the opportunity by doing innovation of school management. In this case, the carrying of the entrepreneurship-based school management is very proper. Based on the regulation of the Minister of National Education No. 13, 2007 about the standard of headmasters, they have to have five basic competencies, namely: (1) managerial competence, (2) personality competence, (3) social competence, (4) supervision competence, and (5) entrepreneurial competence. Then, one of the competences in that regulation is entrepreneurial competence which gives a clue to the headmasters as a manager needs skill of entrepreneurial competence in managing and developing their school. And it is able to be developed by doing innovation of entrepreneurship-based school management.

As a detail, entrepreneurship-based school management is able to be implemented in seven components of school management such as: (1) curriculum management and instructional program, (2) educational staff management, (3) students management, (4) financial and cost management, (5) infrastructure management, (6) special service management, and (7) public school and relationship management. However, the author, in this paper, assumes that the important component is curriculum management and instructional program as the heart of school life. Thus, the limitation of this paper is to convey the idea of entrepreneurship-based school management that is implemented in curriculum management and instructional program.

II. THE PROBLEMS

1. How entrepreneurship strategy is in the education unit of the ASEAN Economic Community era?
2. How the ways do the implementation of curriculum management and entrepreneurship-based instructional program the ASEAN Economic Community era at schools?

III. DISCUSSIONS

3.1. The Concept of Entrepreneurship in Education

Entrepreneurship does not always have relationship and take place in the company field. And, it is not only related to the trade and industry but also related to the organizations that provide service to the society. It means that schools are not able to leave the issue of entrepreneurship because it will become a matter of each headmaster who has a main role and responsibility as a leader and manager in educational unit. Moreover, in the ASEAN Economic Community era in which against the agreement of free flow of skilled labor in Indonesia. All educational institutions have responsibility to create a great skilled labor to be ready in competing at the ASEAN Economic Community through educational services.

The challenges of regional autonomy and ASEAN Economic Community era are really a great opportunity for educational institutions in order to show their qualified performance. The term of entrepreneurship based on Raymond (1995) quoted by Lupiyoadi and Wacik (1998) in Education Management (Education administration lecturer team in Indonesia University of Education, 2013) states that entrepreneurship is:

“The process of creating a something new or innovation is used to acquiring an individual prosperity or wealth and getting a value for the society. Those points are as the goal of entrepreneurship that is brought out through revealing of new ideas, extracting resources, and realizing ideas to reach the goal as the causing benefits.”

The quotation above has a meaning that entrepreneurship in education is a continuity of great effort doing by all schools especially headmaster to create a qualified school. Besides, the concept of entrepreneurship includes the effort in looking for an opportunity, knowing a something new from each educational institution, extracting resource realistically in order to be utilized, controlling risk, reaching the benefits, and bringing a financial gain (profits). In addition, benefits and profits are particularly seen for the interest of the students, teachers, headmasters, staffs, parents, governments, and surrounding societies or others.

The important point as an understood thing of headmaster in the practice of management at school is the requirement to change the conventional management patterns into as like an entrepreneurship pattern. Then, the changing of the conventional towards to the entrepreneurship management pattern is able to be showed on the following table:

Table 2.1. The Changing of the Conventional Management Patterns Towards to Entrepreneurship Management Pattern

Conventional Management	Towards	Entrepreneurship Management
Centralist	➤	Decentralist
Bureaucratic Approach	➤	Professional Approach
Centralized Decision	➤	Participative Decision
Delegation	➤	Empowerment
Hierarchical Organization	➤	Superficial Organization
Subordination	➤	Autonomy
Apparatus-oriented	➤	Customer-oriented
Stiff Space	➤	Flexible Space
Regulated	➤	Self-motivated
Over Regulation	➤	Deregulation
Controlling	➤	Influencing
Driven Rules	➤	Driven Vision/Mission
The Role of the Facilitator	➤	The Role of the Catalyst
Private Information	➤	Divided Information
Smart Individual	➤	Smart Teamwork
Avoiding Risk	➤	Controlling Risk

Based on the table 2.1 above, the headmasters are able to identify management patterns that are usually done. If headmasters still show the conventional patterns in some ways, they have a chance to change it with training themselves into entrepreneurial management patterns.

3.2. Entrepreneurial Strategy in Educational Unit

Entrepreneurial strategy is the main steps that are able to be reached by the headmasters in making their school as an entrepreneurial organization. Lupiyoadi and Wacik (1998) state entrepreneurial strategy including the vision development, the innovation urge, and the climate-structural entrepreneurship.

3.3. Vision / Mission Development

The first step in creating an educational institution which focuses entrepreneurship is formulating vision/mission. Those are as the description of the goals or intention of school which would like to be reached in the future time (in a certain period of time). The school's vision has to be formulated with clear, concise, and containing an explicit support to change or do innovation that is related to character of entrepreneurship. Then, it is formulated together with all members of educational unit and school committee in order to make them committed especially those vision/mission achievements.

Besides, after formulating the vision/mission, it will be spreaded out to the all parties (stakeholders) and also an educational unit. It means the way is used to making all understood information easily in depth for obtaining support of it. The last, it will create programs which are to be implemented in entrepreneurial practices as the output.

3.4. The Encouragement of Innovation

Related to the effort to create entrepreneurship-based school, this strategy means investing and developing an innovative and original idea. That's why the headmasters are demanded for having innovative agenda as a specific and main tool in entrepreneurial strategy of educational unit. Then, the qualified agenda refers to a device quality (or quality criteria) that reflect a requirement and expectation of education in school. Those are related to the importance of owner, founder, user, government, family, and surrounding societies or others.

As an alternative way, there are two basic elements that are able to be considered to formulate an innovative agenda such as the first, an internal element of educational institution; the second, the external element of it.

These are the internal elements of educational institution that refers to the seven components of school management carrying out of headmasters:

- 1) Curriculum management and instructional program,
- 2) Educational staff management,
- 3) Students management,
- 4) Financial and cost management,
- 5) Infrastructure management,
- 6) Special service management, and
- 7) Public school and relationship management.

Meanwhile, these are the external elements of educational institution that are able to be examined such as:

- 1) Parents/communities' attention and participation
- 2) Natural condition and socio-cultural environment community
- 3) Government's policy, e.g. The ASEAN Economic Community

3.5. Climate-structural Entrepreneurship

This strategic step is as the process of elements' formation that supports the innovation agenda. So that, the commitment of headmasters' management and leadership, then, professionalism of staffs/teachers is really needed because the pressure of climate-structural entrepreneurship is on the effort of finishing for implementing of innovation projects. It means that the strategy emphasizes on the organizational-internal process such as the efforts carrying out by the school in determining of management system. Besides, it is not able to be separated to the management pattern itself because the ability of clarifying an educational policy that applies in its area, visionary and transformational leadership, carrying out the

changing and taking decision, and developing a profitable job networking, is a number of demands which should be completed by headmasters in developing strategies based on the goals.

3.6. The Implementation of Curriculum Management and Entrepreneurship-based Instructional Program in Educational Unit.

Based on the steps of entrepreneurial strategy above, the headmasters are able to make agenda to implement in seven components of entrepreneurship-based education management in their school. And then, the implementation is able to be done with internalization of values or entrepreneurial characteristics (Ministry of National Education, 2011) such as: independent, creative, dare to take risk, action-oriented, leadership, hard work, and skilled concept. Those entrepreneurial values are able to be integrated in the level of educational unit with adjusting the school characteristics, students, school of aims and functions.

As we know that the heart of the school life is in the first component namely curriculum management and instructional program, therefore, in this paper the author assumes that the implementation of entrepreneurship-based management as the first time to be done in carrying out of it. This is an implementation of entrepreneurial values that is able to be done by the headmasters through the steps of planning, doing, checking, and acting:

1) Planning (creating a strategy)

Table 1. Planning of Entrepreneurship-Based Management Implementation

Components	Aims	Activities	Targets
Curriculum management of instructional program	Internalization of entrepreneurial values in curriculum development: 1) The first document: KTSPK13 2) The second document: Syllabus and Lesson Plan	1) Arranging / developing of entrepreneurship-based KTSP / K13 2) Developing of entrepreneurship-based syllabus 3) Creating of entrepreneurship-based lesson plan	1) Coordinator of curriculum 2) Curriculum development team 3) Subject teachers 4) Extracurricular teachers 5) Counseling teachers 6) Students

2) Doing (implementing the plan)

Table 2. Implementing of Entrepreneurship-Based Management Plan

Activities	Implementation
1) Arranging / developing of entrepreneurship-based KTSP / K13 2) Developing of entrepreneurship-based syllabus 3) Creating of entrepreneurship-based lesson plan	1) Arranging / developing KTSP with integrating of entrepreneurial values into: <ul style="list-style-type: none"> ▪ School's vision / mission ▪ The aims of schools ▪ The content of curriculum (national and local) ▪ Counseling guidance ▪ Extracurricular ▪ School's culture 2) Developing syllabus with integrating of entrepreneurial values for all subjects 3) Creating lesson plan with integrating of entrepreneurial values for all subjects 4) Implementing program for KTSP development in schools 5) Implementing syllabus and lesson plan development to teach in the classroom 6) Implementing an assessing KBM

3) Checking (monitoring and evaluating)

Table 3. Check list monitoring of Entrepreneurship-Based Management Implementation

Implementation	Successful (implemented)	Unsuccessful (not implemented)	Followed-up
1) Arranging / developing KTSP with integrating of entrepreneurial values into: <ul style="list-style-type: none"> ▪ School's vision / mission ▪ The aims of schools ▪ The content of curriculum (national and local) ▪ Counseling guidance ▪ Extracurricular ▪ School's culture 2) Developing syllabus with integrating of entrepreneurial values for all subjects 3) Creating lesson plan with integrating of entrepreneurial values for all subjects 4) Implementing program for KTSP development in schools 5) Implementing syllabus and lesson plan development to teach in the classroom 6) Implementing an evaluating KBM			

NOTE Score:

- Successful (implemented) = 1
- Unsuccessful (not implemented) = 0

Assessment:

$\frac{\text{Total maximal score}}{\text{Total attained score}} \times 100 = \dots$			
▪ Bad	: 0 – 59	Good	: 71 - 80
▪ Enough	: 60 – 70	Excellen	: 61 – 100

4) Acting (continued steps)

The evaluation results based on check list monitoring in implementation of entrepreneurship-based management, which is whether to be done or not on each indicator, shows us findings how to get the solution in order to be followed up for the continued reparation. The purposes from the finished activities are well-done, so that, the aims of education to produce the qualified and independent alumni through internalization of entrepreneurial values will be reached; meanwhile, the rest activities are not carried out well, those are needed a reparation and training (workshop) whether in the school (in house training/IHT) or in the level sub rayon / rayon of MGMP training. In addition, it needs a guidance and mentoring of the headmaster in daily activities through academic and clinic supervision. Thus, the dream of producing alumni which are qualified, independent and capable of facing all challenges and rivalries in the ASEAN Economic Community are reached.

IV. CONCLUSION

From the explanation above, to produce alumni which are qualified, independent, and capable of competing in the ASEAN Economic Community is needed for designing and implementing entrepreneurial strategy by the headmaster in each educational unit.

In addition, entrepreneurship-based management is implemented to carry out one of the school management component namely the component of the curriculum management and instructional program through the steps such as: planning (creating a strategy), doing (implementing the plan), checking (monitoring and evaluating), and acting (continued steps).

The headmasters need to have entrepreneurial strategy in school and invest the spirit of entrepreneurship in implementing school management in order to be more creative and innovative for reaching great alumni which are qualified, independent, and capable of competing in the ASEAN Economic Community era.

The last point, to implementing the entrepreneurship-based management is needed involving all stakeholder of the schools, therefore, the goals are reached.

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