



Problems of Business Education in Junior High Schools (SMP): Systematic Literature Review (SLR)

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ABSTRACT

This study aims to determine the problems of implementing business education in social studies as an implementation of entrepreneurship at the junior high school level. This study uses the Systematic Literature Review (SLR) method by collecting and analyzing journals related to keywords. Based on the literature study conducted, it was found that there was still a lack of understanding of junior high school students in the concept of business education in social studies lessons, because the delivery of material was often not accompanied by existing examples and too much material was presented. In addition, students are less motivated to look for reference materials related to the material provided. Based on the analysis of the subject syllabus in social studies, the material taught is too dense but lacks depth and the expected competencies are not clear. In addition, learning activities are still centered on the teacher. The results of the analysis of reference books to see the contents of the material, especially the main economic activity material. How the material is presented, examples, practice questions, and assignments in accordance with the existing subject syllabus. After the basic economic activity reference book is reviewed as teaching material in accordance with the syllabus that has been developed.

Keywords: Business Education, Junior High School, Social Sciences.

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INTRODUCTION

Humans in their lives cannot be separated from economic activities to meet the diverse needs of life (Gunawijaya, 2018). Economic activity is currently a phenomenon whose existence is very important. In this case humans are economic beings who seek to achieve prosperity by fulfilling all the various needs as well as social beings who are always in contact with other humans (Amri, et al., 2020). Humans cannot obtain and enjoy all the goods and services they want due to an imbalance between the number of human desires and the amount of available resources (Fiqriyah & Wahoyo, 2021), so they must behave rationally in economic activities.

Economic Education and Business Education are two terms that are used interchangeably in the economic context. Business education in this study is a person's understanding of entrepreneurship with various positive, creative and innovative characters in developing business opportunities into business opportunities that benefit themselves and society or their consumers. Meanwhile Cho & Lee, (2018); Hernández-Sánchez et al., (2019); Hasan et al., (2020); Kisubi & Korir, (2021) provide a statement that entrepreneurship education is a competitive and productive understanding possessed by someone to produce new products or services, generate new added value, start new businesses, implement new processes/techniques, develop new organizations. Entrepreneurial knowledge is obtained and owned by an individual through entrepreneurship education which can later help an individual innovate and survive in the entrepreneurial field (Henrekson & Sanandaji, 2017; Prabhu, 2019; Agarwal et al., 2020; Wardana et al., 2020; Yang & Kim, 2020).

Reviewed from several studies by Hernández-Sánchez et al., (2019); Sang & Lin, (2019); Wardana et al., (2020) Bazkiaei et al., (2020); Hägg & Gabrielsson, (2020); Machali et al., (2021); states that there are several factors that affect a person's entrepreneurship education, namely: (1) basic knowledge of entrepreneurship, interest in trying needs to be realized by the existence of information to find or create business opportunities so as to help realize their business. (2) knowledge of business ideas and opportunities, the formation of interest in trying to produce a business requires the presence of structured thoughts or new things. (3) knowledge about business aspects, existing information will create a process through various obstacles and risks that will be passed to realize their business. Based on the definitions put forward by experts about what is meant by entrepreneurship education in this era of disruption, it can be concluded that entrepreneurship education is a person's ability to produce something new through creative



thinking and innovative actions, so as to create ideas or business opportunity and can be exploited by yourself and others.

Business behavior cannot be separated from one's income, students as part of economic actors who have income sourced from gifts from adults used as pocket money and saving will affect economic behavior (Faidah, et al., 2018). Seeing this, it seems that various formal education, both from primary and secondary education, especially in business education, have a big challenge in being able to provide enlightenment to students through the learning process. The need for business behavior that is not only oriented to its own interests, but economic behavior that must also be oriented to the interests of the people (Habeahan, 2019). There are at least the first two reasons, economic knowledge is needed by everyone to live in an increasingly complex environment. First, economic knowledge will support decision making in their daily lives. Even though the decisions to be made may not be related to economic issues, knowledge of economics is still needed to understand the possible economic impact of decisions. Second, there is increasing interest from various groups to improve the quality of economics education at all levels of education.

In its implementation, there are many business education problems for children at the formal education level. Based on the findings of several studies, the problems are as follows: 1) economic education is still often neglected for students at the basic education level due to the following reasons, there is a view/assumption that economic education for students is not yet needed, there is not enough time available for eco-learning nomi in class, and inadequate number of teachers in school. 2) Teachers find it difficult to understand important things about economics to students. and 3) there are concerns about the impact of government policies in the field of education on the implementation of business education in schools.

The teacher is the party most responsible for the results obtained by students. Thus, teachers should be equipped with evaluation as a science that supports their duties, namely evaluating student learning outcomes (Arikunto, 2021). The teacher is one part of the learning process carried out in schools, meaning that there are other parts such as the curriculum, students, learning facilities and other factors to see the quality of learning. Curriculum and learning are two sides of one coin. That is, in the educational process the two things cannot be separated. The curriculum will be meaningless without being implemented in the learning

process, otherwise learning will not be effective without being based on the curriculum as a guideline (Wina Sanjaya, 2021).

In an education system, the curriculum is dynamic and must always be subject to change and development, so that it can keep up with the developments and challenges of the times (Islam, 2018). Even so, changes and development must be carried out in a systematic and directed manner, not just changing (Istiqomah, 2019). Changes and development of the curriculum must have a clear vision and direction, where do you want to take the national education system with this curriculum. The current economic learning curriculum structure shows that business education still does not get a proper place in the curriculum structure, like other subjects (Zakaria, 2018). Not only does business education lack time because it is integrated into social studies education, but also in terms of the content of economic education it does not provide a basis for children to be economically literate (Asrofi & Mustikawati, 2020).

This is exacerbated by the educational background of the teachers, especially junior high school (SMP) teachers who generally have minimal knowledge of business. As a result, teachers have difficulty understanding business and in the end they have difficulty understanding economic knowledge to students. Based on the description above, a novelty or an update of this research can be raised on the development of business education thinking at the junior high school level. From the background and previous research as described above, the research aims to complete the gaps in previous studies by conducting a comprehensive study of business education in junior high schools. By developing an understanding of the business education curriculum for all professions produced by junior high schools. Researchers were motivated to conduct this research because of the important role of educational institutions, especially junior high schools (SMP) to always introduce and teach business education from an early age, so that students have the character and mindset of a businessman. This research contributes to the first part that junior high school institutions are expected to continue to upgrade entrepreneurship learning creatively, innovatively and adaptively.



THEORETICAL

The review of the theories described in this research comes from several relevant previous studies, as the basis for the theoretical framework, determination, and research analysis. Furthermore, in this section, successive discussions of:

Business Education

Business education is an important part that cannot be separated from economic education. entrepreneurship (Agarwal et al., 2020; Bazkiaei et al., 2020; Gairola, 2019; Oo et al., 2018; Prabhu, 2019). Furthermore, according to Ellis et al., (2019), business education is all educational and training activities, both the education system and non-education system with the aim of developing students' business intentions. Business education also aims to develop several factors that influence these intentions, such as knowledge, mindset, inspiration, attitude, desire, and entrepreneurial skills (Hägg & Gabrielsson, 2020; Machali et al., 2021) Business education consists of all pedagogical programs, or processes education that aims to shape students' entrepreneurial attitudes and skills.

When viewed from its history, business education has developed for a long time and has become an interesting phenomenon for many scholars in developed and developing parts of the world (Agarwal et al., 2020; Bazkiaei et al., 2020; Oo et al., 2018; Prabhu, 2019). Business education was first introduced by Harvard Business School in 1945, and has spread over decades with rapid adoption by various countries. Furthermore (Cho & Lee, 2018; Yang & Kim, 2020), most researchers have found that business education is related to business career and personal skills. For example, Ghina's research, (2019) found that entrepreneurship education has a positive relationship with entrepreneurial attitudes and skills.

Business Education in Junior High Schools

According to (Sang & Lin, 2019) business education at the junior high school level is the application of entrepreneurial behavior, attributes and competencies to the creation of cultural, and social or economic values. Business education in junior high schools (SMP) aims to build the competence of enterprising students, able to identify opportunities and develop businesses, through becoming self-employed, establishing new businesses or developing and growing parts of existing businesses. Furthermore, students with entrepreneurial competencies are able to apply these abilities in a variety of different contexts, including new or existing

businesses, the public sector and social enterprises. Through business education, students can realize ever-increasing understanding and ideas in business processes, while remaining compliant with the legal and ethical boundaries in which they live (Bazkiaei et al., 2020; Ghina, 2014; Schwarz et al., 2019).

Subsequent developments, researchers began to explore the mysteries of the entrepreneurial cognitive model, and unanimously found that entrepreneurship education should not only be theoretically oriented, but also integrate it with a practical orientation. A good model of entrepreneurship education is implemented in China. Entrepreneurship education in China is unlike traditional education; students only need to sit in the classroom and listen to the teacher's lecture. Instead, they can be divided into different entrepreneur groups to discuss entrepreneurship programs; students are required to work in teams to promote the formation and implementation of business plans in the curriculum. Therefore, the team variable will have an important impact on the mechanism of entrepreneurship education. Although some studies mention the impact of entrepreneurship education on entrepreneurial intentions, several empirical studies also study the impact of team variables on entrepreneurship education in the classroom, and study the role of emotions in this mechanism.

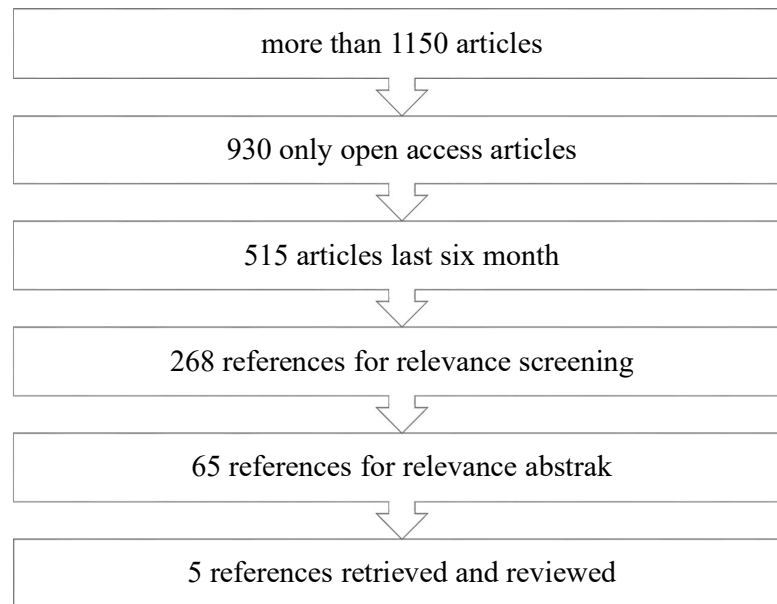
RESEARCH METHODS

This research uses literature systematically (Systematic Literature Review/SLR) which addresses problems in business education in junior high schools (SMP). Literature study research is a process or activity of collecting data from various literature such as books and journals to compare the results of one study with another (Nowell et al, 2014).

The purpose of this literature study research is to obtain a theoretical basis that can support solving the problem being researched and reveal various theories that are relevant to the case, more specifically in this research the researcher examines problems in Business Education at the Junior High School (SMP) level. This literature study is a comprehensive summary of several research studies that are determined based on a particular theme. The data used in this research is secondary data obtained not from direct observation, but obtained from the results of research that has been conducted by previous researchers.



The secondary data source obtained is in the form of articles from reputable journals with predetermined themes. The literature search in this literature study used the Emerald Insight, Taylor & Francis Online and Scientdirect databases. The search for published articles on the search engines (Search Engines) above uses the keywords: "Business Education in Junior High Schools". The search process or search process is used to obtain relevant sources to answer the research question (RQ) and other related references using Search Engine Dimensions (<https://www.emerald.com/insight/>). From the identification results, it was obtained more than 1150 articles from Emerald Insight. Furthermore, articles were filtered according to access criteria, year, type of content and abstract analysis. As a result, 65 articles were obtained. From the title of the article, then filtered based on the feasibility of the topic of digital transformation through abstract analysis, the results obtained were 5 articles. In detail, it looks like in the



following image:

Figure 1. Article Screening Flowchart

RESULTS AND DISCUSSION

RESULTS

The results of the review of the selected articles answer the formulation of the problem regarding the distribution of journals that discuss Business Education in Junior High Schools, as follows:

Table 1. Distribution of Journals on Business Education in Junior High Schools

No	Journal Name	Jurnal Link	Indeksasi	Total
1	The Journal of Business Education	The Journal of Business Education Taylor & Francis Online	Taylor & Francis Online	2
2	Education+ training	Education+ training Emerald Insight	Emerald Insight	5
3	Journal of Management Development	Journal of Management Development Emerald Insight	Emerald Insight	2
4	Journal of Small Business and Enterprise Development	Journal of Small Business and Enterprise Development Emerald Insight	Emerald Insight	2
5	The International Journal of Management Education	The International Journal of Management Education Journal ScienceDirect.com by Elsevier	Scienrdirect	1

Source: processed by researchers, 2023

DISCUSSION

Business Education is an economic system based on people's economic power (Kartika, 2018). Malau (2019) defines the people's economy itself as an economic activity or business carried out by the common people or the majority who independently manage any economic resources that they can try and control. The idea of populist economy was developed as an alternative effort by Indonesian economists to respond to the failures experienced by developing countries including Indonesia in applying growth theory.

Economic growth remains a priority consideration, but its implementation must be in harmony with national development that is centered on humans, without sacrificing the interests of other humans or society (Evizariza et al., 2017; Nurhayati, 2018). From this statement it is clear that the concept of business education was developed as an effort to prioritize the community. In other words, the concept of business education is carried out as a strategy to build prosperity by prioritizing community empowerment. It can be emphasized that the main objective of implementing a business education system is basically to realize social justice for



all Indonesian people through increasing the ability of the community to control the running of the economy (Malau, 2019).

If the main objectives of business education are further elaborated by Malau (2019), then the main objectives of the people's economy in outline include the following five things. 1) Availability of decent work and livelihood opportunities for all members of society. 2) The implementation of a social security system for members of the public who need it, especially the poor and neglected children. 3) Relatively evenly distributed material capital ownership among community members. 4) The implementation of free national education for every member of society. 5) The guarantee of the independence of every member of society to establish and become members of economic unions.

Business education is an action that is carried out by each individual in their daily activities. McEachen (2019) defines economics as a science that studies the behavior of individuals and communities in making choices or scarce resources in order to improve their quality of life, which is an economic behavior. Experience as one of the factors of one's economic behavior comes from socialization carried out by socialization agents. The internal factor that influences economic experience is self-control which is self-control over everything that will be done (Faidah et al., 2018). William (2007) states that adolescents carry out moral internalization, namely through moral behavior which is then carried out by their own inner responsibility because being a teenager means understanding values, understanding not only gaining understanding, but also being able to carry out or practice it.

Each subject certainly has characteristics that distinguish it from other subjects (Sucihatiningsih & Sulistyowati, 2018). Likewise Social Science subjects for junior high school. Some characteristics of social knowledge subjects include (Anshori, 2019): 1. Social knowledge is a combination of sociology, geography, economics, history and citizenship. 2. Subject matter Social knowledge comes from the scientific structure of sociology, geography, economics, history and citizenship. From the five scientific structures, study materials for social knowledge are formulated. 3. Social Knowledge material also concerns social issues and themes that are developed with an interdisciplinary and multidisciplinary approach. Interdisciplinary means involving the disciplines of economics, geography and history. Multidisciplinary means that the study material covers various aspects of people's lives. 4. Social knowledge material concerns events and changes in society in the past with causal and chronological principles.

Social problems and global issues that occur in society, adaptation and management of the environment, as well as struggles to survive (sustain life), including meeting the needs to achieve prosperity as well as the nation and state system.

Teachers develop learning materials based on the handbook provided by the ministry. Then develop an analysis of the subject matter and put it into the academic year and semester program. In addition, the teacher also develops learning tools, in the form of a syllabus and learning implementation plan, syllabus development and learning implementation plans are carried out in accordance with the knowledge and skills obtained through curriculum 2013 training (Purnomo et al., 2016).

At the junior secondary education level, social economic aspects are included in social studies subjects (Ministry of National Education, 2007). Material is taught with only one view or version, so economics learning tends to lead to one version. Some materials that can be developed more interestingly in order to foster students' critical thinking are as follows. Human Behavior in Resource Utilization. In developing this material, the economics teacher is fixated on the material in the textbook. Even though the existing textbooks do not develop controversy over the material they cover.

The results of the interviews showed that students did not understand the concepts in social studies lessons, because the delivery of material was often without examples and too much material was presented. In addition, students are less motivated to look for reference materials regarding the material provided. Based on an analysis of the existing syllabus for social studies subjects in junior high schools, the material taught is too dense but lacks depth and the competencies expected are not clear. In addition, learning activities are still teacher centered. The results of the analysis of reference books to see the contents of the material, especially material for the main economic activities. How is the material presented, examples, practice questions, and assignments in accordance with the syllabus of existing subjects. After the reference books on the main economic activities are analyzed, they are then reviewed to become teaching materials in accordance with the syllabus that has been developed.



CONCLUSIONS AND RECOMMENDATIONS

Business literacy is an important part of learning economics. Meanwhile, junior high school (SMP) is a formal place to instill the values of business behavior. So the need for more attention to every detail of delivering business material and educating economic behavior both inside and outside the classroom. Business education in class, especially at the secondary level, is in accordance with the standards set by the education curriculum, even though the portion of economics education is still lacking. The teacher as a facilitator in the economics learning process in class is required to always be maximal both when providing education in the classroom or accompanying and supervising economic behavior outside the classroom when students carry out and take advantage of every facility provided by the school.

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