



Problematics Of Business And Management Education In Vocational Schools : Systematic Literature Review (SLR)

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ABSTRACT

This study aims to determine the problems of implementing business education in Vocational High Schools as an implementation of entrepreneurship at the Vocational 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 sufficient understanding of SMK students in the concept of business education, this was due to the existence of government programs that support and provide facilities for entrepreneurship learning in educational institutions, especially SMKs. In addition to this, the teaching staff also have skills in their fields, but it is still very unfortunate that not many teaching staff have their own business practices, so they are still based on books and other people's experiences. From this, it can motivate students to look for reference materials related to entrepreneurial knowledge and be able to see business opportunities well. Based on the analysis of the subject syllabus on entrepreneurship subjects, the material being taught is very much in line with current conditions and the expected competencies are clear. In addition, learning activities are project-based.

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INTRODUCTION

Indonesia is a developing country with all kinds of problems, one of which is in the field of employment. If it is related to the world of work, it means related to labor, work force, and unemployment. One of the problems regarding employment in Indonesia is the problem of unemployment. Recalling the difficult times when Indonesia was hit by the COVID 19 pandemic in early 2020. This global pandemic had a major impact on reducing the workforce, then reducing working hours. Based on data from research by Yamali and Putri (2020), 114,340 companies have laid off workers, and implemented a policy of laying off 1,943,916 workers with a percentage of 77% in the formal sector and 23% in the informal sector. Meanwhile, based on data from the Central Statistics Agency (2022) it shows that the open unemployment rate in February 2022 was 5.83% and experienced a decrease of 0.43% compared to February 2021. Meanwhile, BPS also explained that the number of unemployed affected by Covid 19 was a number 96 million people, unemployed due to COVID 19 totaling 58 million people, and people affected by reduced working hours due to COVID 19 totaling 9.44 million people.

The large number of unemployed in Indonesia due to COVID 19 also has an impact on the economy in Indonesia. Based on data from Yamali and Putri (2020) the impact of the pandemic consisted of (1) a decrease in PMI Manufacturing by 45.3%, (2) losses in the aviation sector of Rp. 207 billion, (3) inflation increased by 2.96%, and (4)) decrease in hotel revenue by 50%. Based on this data presentation, the impact of COVID 19 is that the economic level has declined, there has been a recession throughout the world and Indonesia which has resulted in many companies having difficulty surviving, causing the number of unemployed to increase.

The problem of the increasing number of unemployed is a national problem that requires proper planning and solutions for the nation's economic recovery. According to Bahtiar (2021) states that in national economic recovery, the government encourages the growth of MSMEs. Based on data from Cooperatives, Small and Medium Enterprises (KUKM) in 2018-2019 the number of MSMEs was 99.99% or 64.2 million of the total business actors in Indonesia. MSMEs consist of 98.68% of micro business actors by absorbing around 89% of the workforce, while micro business actors can provide an increase in GDP of around 37.8% in Indonesia. In addition to the government's efforts to improve economic recovery from the economic sector, the government is also making improvements in the education sector. In accordance with Nugrahaeni's statement (2021) states that the achievement of economic and social welfare can be supported by the role and contribution of education. In line with Haqiqi's statement (2021)



which states that the role of education in economic development is very important, because quality human resources will have an impact on high national income. (www.kumparan.com accessed on 15 November 2022).

Based on the explanation above, it can be concluded that education can play a role in providing solutions in reducing the number of unemployed and improving the economy. However, in reality the results of the data from the BPS survey as of February 2022 show that the unemployment rate based on education level in 2021 for the unfinished elementary/non-school level is 3.61%, the junior high school level is 6.45%, the high school level is 9, 09%, SMK level is 11.13%, diploma level is 5.87%, and undergraduate level is 5.98%. Thus, it can be concluded that based on the education level, the number of unemployed in 2021 shows that the SMK level contributes to the highest number of unemployed in Indonesia.

SMK as one of the educational institutions that contributes to the highest unemployment, the government under the auspices of the Ministry of Education and Culture, the Directorate of PSMK and the Director General of Vocational Studies continues to make efforts to improve and make many strategies to improve the quality of education and human resources for SMK students. Based on the presentation of Law no. 20 of 2003 the criteria for human resources are explained from a series of educational efforts that are attempted and planned by creating an atmosphere and an active learning process so that students can develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that are needed in society, nation and state. Thus, quality education can create superior human resources through an active learning process and can develop the potential of students.

The potential of students in the world of education is developed in various ways, one of which is starting from curriculum development, development in the learning process to learning evaluation, development of government programs in supporting the improvement of education from the level of elementary education to higher education. However, in the era of the COVID 19 pandemic, not only was the economy disrupted, but also the process of learning activities in schools was affected. Thus, the process of learning activities is felt to be less than optimal and the fulfillment of the goals of superior human resources is not optimal. In line with Culture, R (2021) explains that there has been a learning crisis and learning loss since the COVID 19 pandemic in Indonesia.

There was a learning crisis in Indonesia, the government issued a policy on learning recovery. In accordance with the Decree of the Minister of Education and Culture No. 56/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery explains that the current independent curriculum is a refinement of the previous 2013 curriculum. The 2013 curriculum is considered to have many shortcomings and must adapt to current conditions. Meanwhile, according to Angga (2022) states that the independent curriculum is an educational transformation in order to produce a superior generation. Based on the question and answer pocket book, the independent curriculum (2021: 9) is a curriculum called the recovery curriculum in the era of the COVID-19 pandemic. Thus, educational units are given three curriculum implementation options, namely, the 2013 Curriculum, the Emergency Curriculum which is called the simplified 2013 curriculum. by Kemdikbudristek, and lastly is the Independent Curriculum.

The independent curriculum is one of the methods chosen in carrying out the current learning recovery through auto-pilot and selected schools such as the Center for Excellence Vocational School. In accordance with the explanation in the guidelines for implementing the independent curriculum "that schools have the authority and responsibility to develop a curriculum that suits the needs and context of each school" (Culture, R. 2021:11). Culture, R (2021: 11) also explains that the development of this independent curriculum is developed autonomously by teachers and their respective educational units based on student characteristics, and school conditions while still referring to the independent curriculum framework that has been designed by the government. Thus, it can be concluded that each educational unit in the implementation of the inter-school curriculum has different opportunities and varies according to the conditions of the needs of each school. However, the implementation of this independent curriculum will be implemented nationally in 2024. The Ministry of Education and Culture also explained that implementation on a national scale requires gradual time and has gone through three years of improvement iterations in various schools and regions which will later become learning partners for other schools.

Schools that are pilot projects for the implementation of this independent curriculum are schools that are considered ready and pass the survey results from the Ministry of Education and Culture. SMKs that register themselves voluntarily and then fill out a survey, then if the survey results meet the qualifications they will be called SMK Centers of Excellence. In accordance with the Decree of the Minister of Education and Culture of the Republic of



Indonesia Number 17/M/2021 concerning the Center for Excellence Vocational High School Program explaining the role of this PK SMK is to establish a partnership with the Ministry of Education and Culture and socialize the development of programs at PK SMK to SMKs throughout its territory, DUDIKA, and other stakeholders. One of these programs is the implementation of the independent curriculum at the Center for Excellence Vocational High School.

The Center of Excellence Vocational School of Excellence has the general objectives described by Sama, B. K. (2021) It is hoped that it will be able to become a center for improving the quality of human resources by aligning with in-depth vocational education, so that the output of this PK Vocational School can be absorbed in the world of work or become entrepreneurs. Thus, it can be concluded that this PK SMK is a school that is referred by the government in implementing the implementation of an independent curriculum and has readiness to become a reference school and is ready to socialize to other schools in its area, DUDIKA, and other stakeholders as well as producing output of students who are ready to work and entrepreneurship. One example is the SMK in Banyuwangi which has become the Center for Excellence Vocational School is the Darul Ulum Muncar Banyuwangi State Vocational School.

Based on the results of graduate searches conducted by Darul Ulum Muncar State Vocational School for the last three years, the results for 2019 showed that 19% of alumni worked, 21% attended college, 3% entrepreneurship, and were not detected, waiting for lectures and work calls were detected by 56%. While the data for 2020 alumni who work are 39%, college 9%, entrepreneurs are 18%, and are not detected, waiting for lectures and calls to work are detected by 52%. The year 2021 shows the results of alumni who work by 25%, college by 17%, entrepreneurs by 2%, and are not detected, waiting for lectures and work calls are detected by 56%. The results of tracing these graduates and the program for developing the implementation of this independent curriculum, then Darul Ulum Muncar State Vocational School developed specialization classes for work, continuing, and entrepreneurship in phase E of class XI. The autonomy decision taken by Darul Ulum Muncar State Vocational School is slightly different from PK Vocational Schools in general, because it develops specialization classes based on the motto of the Vocational School itself, namely work, continue, and

entrepreneurship. So, in this case, the school has not yet established specific guidelines that will apply autonomously to Darul Ulum Muncar State Vocational School.

Based on the explanation above, the researchers concluded that the role of entrepreneurship education in Vocational Schools can foster student entrepreneurial interest with the hope that the output that will be produced by students can take part in MSME actors. Thus, the title for this course assignment is entitled "Problematics of Business and Management Education at Darul Ulum Muncar State Vocational School".

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:

Vocational Schools

Vocational Schools as one of the educational institutions that contributes to the highest unemployment, the government under the auspices of the Ministry of Education and Culture, the Directorate of PSMK and the Director General of Vocational Studies continues to make efforts to improve and make many strategies to improve the quality of education and human resources for SMK students. Based on the presentation of Law no. 20 of 2003 the criteria for human resources are explained from a series of educational efforts that are attempted and planned by creating an atmosphere and an active learning process so that students can develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that are needed in society, nation and state. Thus, quality education can create superior human resources through an active learning process and can develop the potential of students.

The potential of students in the world of education is developed in various ways, one of which is starting from curriculum development, development in the learning process to learning evaluation, development of government programs in supporting the improvement of education from the level of elementary education to higher education. However, in the era of the COVID 19 pandemic, not only was the economy disrupted, but also the process of learning activities in schools was affected. Thus, the process of learning activities is felt to be less than optimal and the fulfillment of the goals of superior human resources is not optimal. In line with Culture, R



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Business Education

Business education in this study is a learning process to change the attitude and mindset of students towards choosing a career in entrepreneurship. Students who have received entrepreneurship will have knowledge and characteristic values related to entrepreneurship so that it will increase student interest in entrepreneurship. Several researchers.

RESEARCH METHODS

This study uses systematic literature review (SLR) which discusses problems in business education Vocational Schools. 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 study researchers examine problems in digital-based non-formal business education in improving the creative economy. 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.

RESULTS AND DISCUSSION

Results

Business and Management Education Program at SMK

In the 2022/2023 academic year, SMK Negeri Darul Ulum Muncar applies two curricula, namely the 2013 Rev. 2018 Curriculum and the Merdeka Curriculum.

Table 1 Curriculum Structure 2013 Rev. 2018

SUBJECT	CLASS					
	X		XI		XII	
	1	2	1	2	1	2
Group A (Mandatory) *)						
1 Religious Education and Ethics	3	3	3	3	3	3
2 Pancasila and Civic Education	2	2	2	2	2	2
3 Indonesian	4	4	3	3	3	3
4 Mathematics	4	4	4	4	4	4
5 History of Indonesia	3	3	-	-	-	-
6 English	3	3	3	3	4	4
Group B (Mandatory) *)						
1 Cultural Arts	3	3	-	-	-	-
2 Physical Education, Sports & Health	2	2	2	2	-	-
Group C (Specialization)						
C1. Basic Field of Expertise *)						
1 Simulation and Digital Communication	3	3				
2 Business Economics	2	2				
3 General Administration	2	2				
4 IPA	2	2				
C2. Basic Expertise Program						
1 Professional Ethics	2	2	-	-	-	-
2 Number Processing/ <i>Spreadsheet Applications</i>	3	3	-	-	-	-
3 Basic Accounting	5	5	-	-	-	-
4 Basic Banking	3	3	-	-	-	-



C3. Skill Pack

Accountancy

1	Accounting Practicum for Service, Trade and Manufacturing Companies	6	6	7	7
2	Accounting Practicum for Government Institutions/Agencies	4	4	4	4
3	Financial Accounting	6	6	6	6
4	Computer Accounting	5	5	5	5
5	Tax Administration	3	3	3	3
6	Creative Products and Entrepreneurship	7	7	8	8

Source : processed by researchers, 2023

Figure 2 Structure of the Independent Curriculum

NO.	MATA PELAJARAN	KELAS/SEMESTER				TOTAL JP
		X	XI	XII		
				1	2	
A. UMUM						
1.	Pendidikan Agama dan Budi Pekerti*)	108 (3)	108 (3)	54 (3)	-	270
2.	Pendidikan Pancasila dan Kewarganegaraan	72 (2)	72 (2)	36 (2)	-	180
3.	Bahasa Indonesia	144 (4)	108 (3)	54 (3)	-	306
4.	Pendidikan Jasmani, Olahraga, dan Kesehatan	108 (3)	72 (2)	-	-	180
5.	Sejarah	72 (2)	72 (2)	-	-	144
6.	Seni	72 (2)	-	-	-	72
Jumlah A		576 (16)	43 (12)	144 (8)	-	1152
B. KEJURUAN						
1.	Matematika	144 (4)	108 (3)	54 (3)	-	306
2.	Bahasa Inggris	72 (2)	108 (3)	54 (3)	-	234
3.	Informatika	144 (4)	-	-	-	144
4.	Projek Ilmu Pengetahuan Alam dan Sosial**)	216 (6)	-	-	-	216
5.	Kejuruan	-	540 (15)	306 (17)	-	-
a. Dasar-dasar ... (Program Keahlian)		216 (6)	-	-	-	-
b. Konsentrasi/Mapel Kejuruan 1		-	-	-	-	-
c. Konsentrasi/Mapel Kejuruan 2		-	-	-	-	-
d. Konsentrasi/Mapel Kejuruan n		-	-	-	-	-
6.	Projek Kreatif dan Kewirausahaan	-	180 (5)	90 (5)	-	270
7.	Praktik Kerja Lapangan	-	-	-	792 (44)	792
8.	Mata Pelajaran Pilihan	-	144 (4)	108 (6)	-	252
Jumlah B		792 (22)	1080 (30)	612 (34)	792 (44)	3276
Total (A+B)		1368 (38)	1512 (42)	756 (42)	792 (44)	4428
C. Projek Penguatan Profil Pelajar Pancasila dan Budaya Kerja****)						
		288 (8)	144 (4)	72 (4)	-	504

Source : processed by researchers, 2023

Based on the data above, SMK Negeri Darul Ulum Muncar applies two curricula. The 2013 Revised 2018 Curriculum is applied at the grade XII level and for the Merdeka Curriculum it is applied as one of the programs of the Center of Excellence Vocational School in grade X and grade XI. Both curriculum structures can be summed up in the table as follows.

Table 2.2 Curriculum 2013 Revised 2018 on PKK Subjects

No.	Curriculum 2013 Revised 2018	XI		XII	
		Odd	Complete	Odd	Complete
1.	Entrepreneurial Creative Products	7 JP	7 JP	8 JP	8 JP

Table 2.3 Independent Curriculum in PKK Subjects

No.	Independent Curriculum	XI		XII	
		(Phase F)		(Phase F)	
		Odd	Complete	Odd	Complete
1.	Creative Project Entrepreneurship	5 JP	5 JP	5 JP	-

Source : processed by researchers, 2023

The data above, shows the results that the number of hours of subjects with the name Creative Products and Entrepreneurship in the 2013 revised 2018 curriculum there are 7 hours of lessons a week in class XI and in class XII shows 8 hours of lessons a week. Meanwhile, for the implementation of the independent curriculum, it shows the name of the Creative Entrepreneurship Project subject with the number of hours in class XI semester 1 and 2 each 5 hours of lessons in one week, and in class XII shows 5 hours of lessons in one week only in odd semesters, for even semesters PKL is carried out.

Problems of Business and Management Education in SMK

Synchronization of the special curriculum for special classes in Entrepreneurship, Marketing and Branding of Vocational Products, Student Commitment, Facilities and infrastructure, Uneven competence of entrepreneurship teachers, Licensing from Halal certificates, BPOM, Dep Kes which are difficult, untouched IPR, Product standardization with IDUKA and control with IDUKA have not been maximized against TEFA classes.

Discussion

One of the efforts of the central and local governments in improving the quality of learning through *teaching factory* (Tefa) activities encourages SMK Negeri primarily in forming a service and production business activity that is used as a means of student practice, so that the services or products carried out in this learning process can and are suitable for consumption by the community at large. Thus, the role of UPJ in every skill program and vocational school is inseparable.



SMK Negeri Darul Ulum Muncar, for example, has 7 UPJs from each expertise program by producing products and services in accordance with their respective competencies. One of them is the Accounting and Finance Institution expertise program that has UPJ Bank Mini Darul Ulum Muncar School whose activities support financial and economic activities within SMK Negeri Darul Ulum Muncar. In addition to supporting financial and economic activities in the school environment, Bank Mini Sekolah also plays a role in supporting learning activities, one of the banking financial services provided is the student business credit facility. This student business credit is used to support students' learning activities and entrepreneurship programs at school, by providing interest-free capital loans and as a means of business financial literacy.

Students who carry out project-based learning activities on the subjects of Creative Products and Entrepreneurship (PKK) are accompanied and supervised directly by pendamping teachers and heads of their respective expertise programs in guaranteeing student business credits. Capital financing support for student business practices is also followed by learning innovations to combine project assignments with subjects that can support the entrepreneurial project. In accordance with the contents of the Copy of Permendikbudristek No. 16 of 2022, Article 7 paragraph 4 explains that learning strategies can be cross-subject. Thus, combining project-based learning by combining Creative Products and Entrepreneurship (PKK) maple with Manufacturing Company Accounting Practicum is one of the learning innovations to provide meaningful learning, based on real problems, contexts, and encourage students to be active in learning activities by utilizing the resources available in the school environment.

In addition to support for learning activities, Bank Mini Sekolah itself is also given demands for achieving turnover and profit targets that have been set by BLUD managers in schools. Each UPJ will be given a year-end achievement target in obtaining turnover, by utilizing facilities from schools to get business opportunities that can be developed in their respective UPJs. One of the business opportunities captured by Bank Mini Sekolah is to develop digital payments in schools to improve services and turnover and increase operating profits from UPJ. With the existence of UPJ whose services and products can be traded to the wider community, there is an encouragement from the government to make State Vocational Schools, especially BLUD Vocational Schools, with the aim of flexibility and financial transparency in state vocational schools.

CONCLUSIONS AND RECOMMENDATIONS

Based on the explanation above, it can be concluded that all programs both within schools and programs from the government have been designed so well to achieve quality educational outcomes, especially at the vocational level. Thus, great hope to create quality education by conducting and optimizing existing resources as well as the active role of educators and the entire educational community will have a tremendous influence in realizing educational goals.

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