



## Analysis of Business Center Implementation in Banyumas Regency

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### Abstract

The research aims to help the development of business center as an entrepreneurship laboratory for vocational students in order to increase the number of young entrepreneurs in Indonesia. This study is also to find out how the implementation of the existing Business Center program in SMK Banyumas District viewed from the aspects of learning, economics, organizational, and capital. Research method used qualitative method and techniques of collecting data used observation and interview. The place of research is in Vocational School 1 Purwokerto and Vocational School 2 Purwokerto. The sampling technique was purposive sampling technique. Validity of data in this research used data triangulation. The result of the research shows that the learning aspect of the implementation of the business center is effective because it becomes the student training center. Economic aspect of the business center is effective to carry out the activities of selling goods, goods production and service, business because it is supported by qualified human resources and internal audits conducted regularly. The aspect of the capital of the business center can be managed effectively.

### How to Cite

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## INTRODUCTION

In 1998 when monetary crisis happened in Indonesia many big companies received huge impact and were unable to withstand the crisis. Nevertheless, cooperative and UKM (small-to-middle scale business) were unexpectedly able to survive from the crisis. Puspayoga as Minister of Cooperative and UKM said, " In 1998 crisis, bank was suffering from bankruptcy caused by almost 30% bad credit. Credit was also undeveloped even down to minus 13 percent. However, cooperative and UKM were able to save the economy of Indonesia evenmore so to support the growth of economy. Therefore this sector will always be the government concern so that in the future it can be the backbone of indonesia economy (liputan6.com, Sunday, February 28<sup>th</sup> 2016).

From thereon, the government had started to encourage entrepreneurship program from many level incessantly, from entrepreneurship education that incorporated in the school curriculum as well as entrepreneurship training given to society. One of the government attempt at education department to increase the amount of young entrepreneur in Indonesia is by improving the quality and quantity of SMK (vocational school) in Indonesia.

SMK is one of the high school education stage which specialty is to prepare their graduate to be ready to work. Vocational education has many definitions but the red thread of them can be seen—as in the main point is clearly understandable. Evans in Djojonegoro (1999) define vocational education as part of the education system that prepare someone to be more capable at working in a job type or one specific working field. With the understanding that every study field is a vocational education as long as it is studied more profoundly as to prepare someone to go into the working world.

According to Undang-Undang Sistem Pendidikan Nasional No. 20 Tahun 2003 Article 3 on the purpose of national education and Explanation Article 15 that vocational education is high-school-tantamount education that prepare the student particularly to work on specific field. This definition contain the message that every institution who hold vocational education should commit on making their graduates capable to work in certain field (Depdikbud, 1995).

Based on that definition, SMK as subsystem of national education supposed to prioritize to prepare their students to be able to choose career, entering the work field, compete, and develop themselves successfully in fast developing and

everchanging work field.

One of the provision for the SMK student so that they are ready to work after they graduate is entrepreneurship knowledge, so that they are able to create even more job opportunity beside being ready to work themselves. The government has applied Business Centre program through SMK as student laboratory to learn entrepreneurship directly.

Business Center is a place to perform commerce business by incorporating education element correspond to the relevant proficiency competence and may be held by combination system with other proficiency system. Role of Business Center is as a training and education place for student that function as school production unit and as entrepreneurship laboratory for student to perform trading, accounting, and calculation practice. These practices are expected to motivate the students on developing their interest in entrepreneurship. A professionally managed Business center will give economical benefit to the school that can be used to raise the welfare of its member and prepare the student to train factually and responsibly for commerce practice from Business Center.

Management of Business Center can be reviewed from some aspects susch as learning aspect, economic aspect, organizational aspect, and capital aspect. Learning aspect is associated with how a business center arranged to a laboratory which functions as a learning place for stydent. Theoritically, the core of learning process is the change in individual aspects such as knowledge, attitude, skills, and habit as product and interaction with their environment. Or that learning is a process of knowledge building through experience transformation. In other words, a learning process is a success if there are new knowledge, attitude, skills, or habit that qualitatively better than the previous ones. Learning process can happen caused by the independent or designed interaction between individu and learning environment.

Learning process in SMK can be held using some strategies, because learning process by approach based on production and competency demands completeness, these learning strategies are developed : (a) mastery learning where students are given enough time to master every competency they learn; (b) learning through activities that can give significant learning experience to students (learning by doing); (c) learning by paying attention to each individual's unique characteristic (individualized learning); (d) group learning. Learning process in business center goes into

learning by doing category because students are directly practice entrepreneurship knowledge at business center laboratory.

Economic aspect associated with how business center made into a business unit that produce economical benefits to school intuition. Direktorat Pembinaan SMK in Pedoman Prani Business Center (2012), "Business center as a place to study while practicing (learning by doing)". Therefore students can learn about marketing services as well as planning job, calculating production and travel expenses, finishing jobs, quality control, and selling their final product. Activities in this business can be retail trading, wholesale trading, door to door / direct selling, supplier /taking order, goods production, sales management service.

Organizational aspect correlated to the organization form in business center management. Organizational function is a management activity on human resources and other physical resources owned by the company to execute the established plan and achieve the purpose of the company. Personnel of business center should be the combination of teacher and practitioner or professional, so that business center management can be more focused and the continuity of its activity can be guaranteed. Task sharing for each position can be done as listed below :

Person in charge	: School Principal
Business center manager	: Practitioner/ Professionals
Accounting Dept	: Teacher
Supply Dept	: Practitioner
Personnel Dept	: Teacher
Institutional Dept	: Teacher
Warehouse & Equipment:	Practitioner

Capital aspect correlated with funding resources in business center management, which is where the school institution get funding as initial capital in business centre establishment. Business center initial capital can be originated from block grant. To increase more of business center's existence and strengthen the transaction interaction with client or customer, business center should be a legal entity. Legal entity form's alternatives that can be used are CV with commerce business as it business category. Staff composition in business center's legal entity can be arranged as follows "

Passive Persero : School Principal, Committee Chairman, Representative of Student's Parents  
Active Persero : Teachers (5 at minimum), Practitioner (manager), Staff (2 people)

Optimal and effective management of business center is expected to give big contribution

to the growth of new entrepreneurship in Indonesia.

One of the problem on the attempt to develop entrepreneurship is that there are some students have less interest on entrepreneurship itself. Lack of interest can be proven by the great amount of student who choose to get a job after graduate than applying their knowledge by entrepreneurship. This may be caused by multiple internal and external factors. Internal factor is associated with motivation from the students themselves and external factor comes from student's environment to develop entrepreneurship spirit, in which business center can play its role.

Banyumas regency is one of the regency with sufficient amount of SMK in Central Java, where there are around 56 SMK total, government and privately owned both combined. Business center as one of the program in SMK is expected to be able to play a role in developing entrepreneurship and equipping fresh graduate of SMK with some passion to build a private business based on the direct practice experienced at entrepreneurship laboratory at school which is business center. However not all of SMK in Banyumas has business center as entrepreneurship laboratory. Purwokerto as one of the city in Banyumas regency has some SMK which already have quite big and developed business center. Some of them are SMK N 1 Purwokerto and SMK N 2 Purwokerto. These two schools are planned to be the location of research by researcher due to the criteria fulfilled that can represent the research problem.

Based on the background written above therefore the general problem of this research is how far the effectivity of business center program implementation on SMK in Banyumas regency. The specific problem of this research are formulated as follows: How is effectivity of business center program implementation reviewed from its learning aspect?; How is effectivity of business center program implementation reviewed from its economic aspect?; How is effectivity of business center program implementation reviewed from its organizational aspect?; How is effectivity of business center program implementation reviewed from its capital aspect?

## METHODS

### Research Location

This research will be held at SMK in Banyumas regency which has business center. Banyumas regency has total of around 56 SMK, government as well as privately owned ones. But

not all of those SMK have business center. In this research, we only determine informant to be interviewed to collect the information regarding the problem of the research. We used purposive sampling to choose our informants. We also used snowball sampling. With this technique, to acquire profound data, informant who is knowledgeable about research's problem is needed. We chose an informant then the chosen informant may choose another informant who is more knowledgeable about the matter, so the acquired data would be more complete.

Snowball sampling was done in some phases. First phase, determining one or some informants to be interviewed. These informants had a role as initial sample. The initial sampling in this research were SMK N 1 Purwokerto and SMK N 2 Purwokerto. Second phase, first informant then appointed other informant in which they believe could give more significant information regarding the research, where those information could be attained from source who they believe were more knowledgeable and more proficient and so on forth until we gained profound, sufficient, data to fulfill the purpose of this research.

### **Research Method and Strategy**

This research was conducted using descriptive qualitative method, because the data collected was in the form of words, sentences, document/note taking, or archive that have more meanings than numbers nor frequency. In line with the title of this research and the type of collected data, we used embedded single case strategy, because we have determined the focus of the research problem so that this research won't be scattered and focused to reveal the phenomenon behind the decided problem.

### **Research Instrument**

In qualitative research, instrument or equipment for research is the researcher themselves. Qualitative researcher as human instrument functions to determine research focus, choose informant as data source, translating and give conclusion for everything.

Upon viewing the reality, qualitative research assumed that reality is holistic, dynamic, and can not be divided into research variables. On this research we used key question as question guide where it helps us in giving questions to the informants.

### **Data Collection Method**

Secondary sampling method used in this research was documentation method. Documen-

tation method was executed by collecting data from many literature and also from Dinas Pendidikan and other associated institution. While primary data collection on this research was done by triangulation :

### **In-depth interview was used to get deeper information regarding business center management.**

Direct observation, by directly reviewing and interacting with business center manager, students, teachers, and school principal. The purpose of this method is to get additional information and to ascertain the factual condition including problems, obstacles, and any other things needed by business center in its management.

### **Data Validity**

To analyze qualitative data we used a technique called triangulation. According to Moleong (2004), "Triangulation is a technique to analyze data validity in which it use other things outside the analyzed data to check or as comparison to the analyzed data".

Triangulation used in this research were data triangulation and method triangulation. Data triangulation was used to same-type/similar data collection by using many different data sources. While method triangulation was used to compare what's contained within the document with observvation result, interview result with questionnaire and compare interview result with the content of associated document.

### **Data Analysis**

When analysing data, there are some analysis paradigm that can be used, such as inductive analysis and deductive analysis.

### **Data reduction**

Data reduction is the first component in analysis in which is a process of selcting, focusing, simplifying, and abstracting available data. According to Sutopo (2002), "Reduction is part of analysing process where we are confirming, shrtening, focusing, deleting unnecessary stuff, and managing the data so that the research's conclusion can be made".

### **Data presentation**

As second analysis, data presentation is an information chain, description in form of narration that arranged logically and systematically, based on research problems. Data display is a description about detailed condition to depicture and answer every research problem. The purpose

of data display is to give the reader a better understanding about the phenomenon on research object.

### **Conclusion and Verification**

All of the data collected since the beginning of this research is actually a conclusion in itself. This conclusion started unclear and temporary, then got upgraded until the true conclusion attained, as a statement with firm basis from data analysis process.

Final data analysis was executed after initial data was fully analysed. This process involving all of data gathered at data collected that is supportive in achieving the purpose of this research. If all of data is considered insufficient to fulfill the means of this research, then researcher may repeat the process of data gathering and initial data analysis.

### **Conclusion-making phase**

Conclusion was made based on research purpose that supported by valid data so that the result of this research can be considered accountable.

### **Report writing and duplicating phase**

This phase was the last phase of this research in which it covered all activities that associated with this research and the result achieved, written and reported to every stakeholder and concerned parties in form of appropriate written report in conform with the institution requirement.

## **RESULT AND DISCUSSION**

### **Research Location Description**

This research was conducted at 2 locations, business centre at SMK N 1 Purwokerto and business centre at SMK N 2 Purwokerto. Complete description of each of these location is written below.

#### **Business centre at SMK N 1 Purwokerto**

SMK N 1 Purwokerto is a SMK with skills competencies like accounting, syariah banking, office administration, marketing, multimedia, computer and network engineering, software engineering, and pharmacy. Business centre at SMK N 1 Purwokerto was built since 12 years ago, with Pusatrama Minimart as its first production unit. Other production unit soon following, such as canteen, photocopy service, followed by Obelix Multimedia, Aegis Computer Service, Nusa Kariema, engineering bureau, and SS Water drinking

water. This business centre was given Koperasi Siswa Mandiri as its name. All of the business unit was formed with the purpose to facilitate student--in conform with their major--a practice laboratory. Minimart as a place for student who major in Marketing to practice their study, and canteen as a practice place for Accounting student.

Photocopy service for students who major in Accounting and Office Administration. Obelix Multimedia for Multimedia student, Aegis Computer Service for students in Computer & Network Engineering and Software Engineering, Nusa Kariema as practice place for Office Admin student, Engineering Bureau and SS Water for all students on duty, and laboratory of Assalam Syariah Bank as practice place for students in Syariah Banking.

#### **Business centre at SMK N 2 Purwokerto**

SMKN 2 Purwokerto is located at Gatot Soebroto street no. 81 Purwokerto. It has some major such as : Building Drawing Engineering, Stone Concrete Construction Engineering, Industrial Electronic Engineering, Audio Video Engineering, Power Installation Engineering, Machinery Engineering, Industrial Automation Engineering, and Multimedia. Business centre at SMKN 2 Purwokerto was built in 2012 with funding from the government in the form of block grant to facilitate the business centre's establishment. This business centre then called "Koperasi Barokah".

Business centre activities at SMKN 2 Purwokerto are categorized into three kinds of activities, which are [jasa], Production, and marketing. These three category are realized into production units in line with the student's needs. They are trading & cooperative unit, machinery business unit, multimedia business unit, Audio Visual Engineering & Industrial Electronic business unit, Power Plant Installation Engineering & Industrial Automation Engineering business unit, Building Drawing & Stone Concrete Construction Engineering business unit, photocopy business unit, and drinking water business unit. In service department they have some activities that go according to any skill package taught in this SMK, which are AC repair service, AC installment, Audio Rent & Repair Service, and receiving order regarding the making of building drawing (blue print). On production department they offer steel fence production, steel decoration production, and television assembling. On marketing department there are minimarket and school cafeteria.

### Research Problem Description

Based on data or information collected, the next step was to analyse them, so that they could answer all of the research problems. We used interactive analysis to analyse our data. Analysis process was done by describing the collected data, then arranged systematically so that it's easier to draw a conclusion. This research would reviewed the problem determined on research problem.

### Review of business centre from learning aspect

On its association with learning aspect, business centre functions as the center of entrepreneurship practice and as a facility to grow and develop entrepreneurship skill by infield practice in line with their specific skill competencies (learning by doing). During direct interview, informant said the business centre indeed build based on the rule that SMK has the obligation to own business centre as student's practice place. The reason is because SMK has many of resources such as teachers who are willin to be the manager of business centre, usable infrastructure, and capital to manage. Every SMK must has business centre, eventhough simple and only accessible to internal party. In line with its purpose as the student's practice activity center, business centre at SMK N 1 has become student laboratory on practice activities. Evenmore so, every skill program has been facilitated with production units formed as every available skill program. Minimart as the practice place for Marketing student. Canteen and Photocopy service was used as practice place for Accounting student. Obelix Multimedia was used as the practice place for Multimedia student, Aegis Computer Service as Computer & Network Engineering and Software Engineering students' practice place, Nusa Kariema as practice place for Office Administration student, Engineering Bureau and SS Water as practice place to any student on duty, and Assalam Syariah Bank's laboratorium as the practice place for Syariah banking student.

Based on interview with the manager of business centre, the existence of business centre give the student a chance to practice the theories they got in classes. For example a Marketing student can practice the theories regarding display, calculation of goods stock, and service directly at Minimart. Other than that, student can also learn how to serve the customer well, know how to manage and account the capital of a business, eventhough they are not directly involved in its management. Multimedia student also got the chance to apply their knowledge from classes. Based on the interview with student, they admit that they are pleased to be able to learn the process of pro-

duction of certain product, determining selling price, serving customer, and recording the sold product. On syariah banking unit, this school build a syariah banking laboratory for Syariah Banking student use. This was just recently built, so the activity at this laboratory is only for handling the payment of student's monthly school fee. Nevertheless, student still got the experience to record the transaction and serve the customer. All of student will get the chance to practice at business centre because the system is arranged so that all of student's will take turn to be on duty, where at least every student will be on each of business unit twice a month.

Student's interview also showed that they become motivated to be an entrepreneur after direct learning at business centre. Student said that by learning at business centre they learn about business management and that serving many people is not a boring job for them. From entrepreneurship teacher point of view, the existence of business centre at SMK lessen the burden of the teacher where the examples of activities like trading, service, product display, etc can be given directly to student. Other than that, student can also make business centre as their place for entrepreneurship training by entrusting some of their own production to school cafeteria. This would ease the student in developing their growing entrepreneurship on its learning.

As their fellow students at SMK N 1 Purwokerto, the student of SMK N 2 Purwokerto also revealed the same thing. Machinery Engineering student felt very pleased by business centre, because they are not only learn about production process, but also everything from how and where to buy ingredients, calculate the main selling prices, goods production, and its marketing. Aside from the students, entrepreneurship teacher also felt very glad with this business centre. Entrepreneurship teacher admits that business centre is often be the practice place for not only in Entrepreneurship subject, but also other subjects. This would lessen the burden on teacher because it's easier to leave significant impression on student by giving them real examples. Other than that, business centre also being used by student as a place to market their products from entrepreneurship classes. Business centre at SMK N 2 doesn't have individual spaces for each selling and order reception yet. But the activities at every business unit have been gone well since. For example the business unit of Industrial Electronic Engineering has been undergoing its service all this time where they do not only receive orders from inside the school but also from outer sources. As for their

office, there are indeed some that used student practice laboratory. But this is not an obstacle in itself, as they only offer repair and maintenance as their service. And when there are some repair to do, student can use laboratory to do that. According to entrepreneurship teacher of SMK N 2 which also act as the chief of business centre, in the future school will attempt to facilitate every business unit with a specific place for business centre, so that business centre can truly become the student's practice place. For now, the unit that already have their own serving place are minimar, photocopy service, and machinery engineering.

From the explanation above, we can conclude that business centre has effectively being used as a centre for student's learning, as student laboratory on practice the theory they learn at classes. Other than that business centre also used as student's industrial work place. Informant 1 said that business centre at SMKN 1 is able to facilitate the students in conform with their skill competencies. Beside their use for student practice for each major, business centre also used as a their industrial work place.

#### **Review of business centre from economical aspect**

Business centre was build with the purpose to give student a training place so that they got real experience. As explained above that business centre at SMKN 1 has some type of activities such as retail trading (minimart, nusa kariema, cafeteria), goods production (SS water, obelix multimedia) and service (Assalam syariah banking, photocopy service, aegis computer, engineering bureau). With these units performing production, service, and marketing, then profit will follow. Eventhough profit itself is not the main purpose of business centre, but it can be used to help the funding school activities. As explained by the manager of business centre at SMKN 1 that at the end of the year every business unit give their report regarding their finance to the manager. Profit from each report would be counted and accumulated globally. Then this total profit would be allocated to some post in which percentage had already been determined before, such as for operational fund of business centre activities, management, quality advancement, teacher uniform, and school activities like student scholarship, sponsor for school event conducted by student and pay the fees of outsource employee of business centre. Chief of business centre at SMKN 1 said that a well-managed business centre would not only benefit the student but also bring benefit to all school member. With the

profit gained, school can even help their poor student through zakat from business centre's profit. Finance management in business centre is managed very transparantly. With well management, every production unit can help each other. When there is a unit that is less maximal in selling and need some funding, for example, then the profit from other unit can be used to help. This would make business centre go well.

Business centre at SMKN 2 is not that different from SMKN 1, where their activities involve production, marketing, and service. From economic point of view, production unit at SMKN 2 has been going well. The purpose of business centre is not only to seek profit, but to facilitate student with practice laboratory appropriate to their major. On its execution, every business unit also gain profit. This profit then used to fund the operational of each unit, and the rest would be divided to their member as SHU, because the form of this business centre is cooperative. Finance management at SMKN 2 also done transparantly. Every business unit have a chief and a treasurer who are in charge of the management of each unit. At the end of every period, treasurer is responsible to arrange financial report which then given to unit chief and finally the chief reported it to the chief of business centre. Profit gained would be calculated and input into certain post that have been determined prior, like for business capital, then the rest would go to the other post such as operational and managerial funding. Other than being divided to member as SHU, profit gained also used to help other business unit that need help.

#### **Review of business centre from organization aspect**

From organizational point of view, business centre at SMKN 1 has organization structure that consist of school principal as person in charge, with chief of business centre, secretary, and treasurer below that. Then every business unit such as Pusat rama (minimart), photocopy unit, obelix unit, nisa kariema unit, aegis unit, engineering bureau unit, ss water unit are all under the chief of business centre. Then there are student and teacher at the bottom part of the structure. Each business unit has their own organization structure where it consist of the manager of each unit, treasurer, and other division conformed to each unit's need. In these organization structure student plays the role of practitioner, because that is indeed the main purpose of business centre. Meanwhile the teacher play the role to guide the student in their practice. Inside this organiza-

tion, business centre at SMK doesn't involve any outsider practitioner because the school believe that business centre could do well with their own internal management. Besides, there are many capable teacher who are able to manage this business. This is indeed does not conform with the theory where business centre management should involve practitioner/professional from outside the school, but even without that, the management of business centre has been going well. From transparency aspect, finance management of this business centre is also accountable.

As how it is at SMKN 1, organization structure at SMKN 2 is also consist of school principal as the person in charge, a chief, secretary and treasurer, trading and cooperative, cafeteria business unit, machinery/engine business unit, multimedia business unit, audio video engineering & industrial electronic engineering business unit, power installation engineering & industrial automation engineering unit, building drawing engineering & stone concrete construction engineering business unit, photocopy business unit, and drinking water business unit. Each unit has organization structure that consist of a chief and treasurer. Student and teacher are not in these structure, but they are practically involved. Just like SMKN 1, SMKN 2 also doesn't use practitioner from outside the school. Even if there is no professional involed in its management, the execution of business centre at SMKN 2 is quite effective if reviewed from its organizational aspect.

#### **Review of business centre from capital aspect**

Business centre is a government program with the purpose to facilitate SMK student with laboratory so that they have real experience and prepared to work after they graduate. Business centre establishment was facilitated by government by funding in the form of Block Grant to build the building that would be used as business centre's location. The building is an initial capital of business centre's establishment. SMKN 1 Purwokerto and SMK N 2 Puwokerto got block grant to build a business centre. Beside the building, business capital is needed to fund the operational of business centre's activities. At SMKN 1 Purwokerto the initial capital was gained as the form of stocks from the teachers, but these stocks have already been given back to the teachers. For now the undergoing system is a cross-subsidies system, which means the excess profit gained from one or more business unit will be used to help other unit. There was a time when the school got funding from the government to open a store. But the rules keep changing until the school was

no longer allowed to do commercial business, so they maintained this business by private capital because they needed the store as a practice place for student.

Not too differ from SMKN 1 Purwokerto, SMKN 2 Purwokerto also got the capital from their school member which are teacher and other member by cut the monthly pay of every member by 100 thousands, where 60 thousands was used for operational purposes and the other 40 thousands was used for safekeeping. The form of business centre at SMKN 1 Purwokerto is production unit/trading business, while at SMKN 2 Purwokerto the business centre is a cooperative. On capital management, the party involved are only the teachers included in organization structure. Student is not involved in capital management.

#### **Study Finding Associated with Theoretical Review**

##### *Effectivity of business centre program from learning aspect*

According to the data gained from the field and associated with theory, then from learning aspect the execution of business centre can be considered effective. This is matching the explanation from the manager that the existence of business centre give the student a chance to practice every theories they got from classes. For example in Accounting major, student who have gotten the theories about display, goods stock calculation, and service can directly practice these knowledge in minimar. Other than that, student also learn how to serve their customer well, learn about business capital management, and its accounting, even if they aren't directly involved in its capital management. Students also admits that they were really pleased to know how to produce a product, determine selling prices, serve the customer, record the sold products, and do practice in line with their skill competencies. Entrepreneurship teacher also said that business centre are often used as practice place not only for entrepreneurship subject, but as well as other subjects by other teachers. This would lessen the burden for teacher because with real examples, student would be able to understand the lesson more easily. Student also used business centre as a place to market their product from entrepreneurship subject.

From the explanation above, we can conclude that business centre has been used effectively as student learning centre, as student laboratory on practicing the theories they got in classes. Business centre is also used as student's industrial work practice place.



### **Effectivity of business centre program from economic aspect**

From economy aspect, business activity at SMKN 1 and SMKN2 include retail trading, goods production, and service. Trading activities at business centre at SMKN 1 including retail trading (minimart, nusa kariema, cafetaria), goods production (SS water, obelix multimedia) and service (Assalam syariah banking, photocopy service, aegis computer, engineering bureau). At SMKN 2, trading activities include trading and cooperative unit, cafetaria business unit, service including audio video engineering & industrial electronic engineering business unit, power installation engineering & industrial automation engineering unit, building drawing engineering & stone concrete construction engineering business unit, photocopy business unit, and production including machinery business unit, multimedia business unit, and drinking water business unit.

From their activities, every unit would gain profit. Profit gained is not the main purpose of business centre activity, but this profit might help operational activities of business centre, such as for operational purposes, management, quality advancement, teacher uniform, and school activities such as give scholarship to student, sponsor any school event conducted by student, and pay outsource employee of this business centre. With the profit gained, then the activity of business centre can go well. From economy point of view, then the execution of business centre program can be considered quite effective because they are in line with the performance guide of business centre.

### **Effectivity of business centre program from organizational aspect**

Data from the field showed us that organization diagram of business centre at SMKN 1 is as such : school principal as the person in charge, a chief of business centre, secretary, and treasurer. Then the chief of business centre tops every business unit such as pusat rama unit (minimart), nusa kariema unit, cafetaria unit, SS water unit, obelix multimedia unit, photocopy service unit, aegis computer unit, engineering bureau unit. Then there are student/teacher at the most bottom part of the diagram. At SMKN 2, organization structure consist of a person in charge which is the school principal, a chief, secretary, and treasurer, trading and cooperative unit, cafetaria business unit, service including audio video engineering & industrial electronic engineering business unit, power installation engineering & industrial automation engineering unit, building

drawing engineering & stone concrete construction engineering business unit, photocopy business unit, and production including machinery business unit, multimedia business unit, and drinking water business unit. Each unit has a chief and treasurer in its structure.

Based on the structure above, it's quite clear that in its management these business centre do not involve any professionals from outside of the school. This is indeed against the rules. However these schools believe that it is unnecessary to involve professionals from outside party, considering the abundance of human resources these schools own, and that many competent teacher have enough capabilities to manage their business centre. Even if these business centre are only managed by internal party of the school, but the quality control of business centre's management are still being done by performing internal audit by the intitution themselves. This helps the manager of business centre to always have accountable, transparant and good quality management. So, even without any help by professionals, the school has been able to effectively performing the management of business centre.

### **Effectivity of business centre program from capital aspect**

From the capital aspect, business centre management in business centre at SMKN 1 Purwokerto and SMKN 2 Purwokerto can be considered effective. This can be proven by the growth of capital owned by each business. This growth can be seen on the financial report that the business centre transparantly reported to their stakeholders. Based on their financial report, we know that the profit gained by business centre would be allocated to some posts, one of them is for the development of each business unit inside the business centre itself. Business unit development in here is not only on the quantity of goods or service produced but also on its quality, for example the renewal of photocopy machine, quality advancement of mineral water package, etc.

One of the problem regarding the capital growth is on cafetaria business unit capital that used as student's business place. The interview with the manager of business centre showed that the economical condition of most of student's parents at SMKN 1 are from lower middle class. For that, the capital used for trading still relatively small. This small amount of capital only gained small profit for the student, so the amount of profit used for capital growth is also small. Based on this condition, then the solution to help strengthen the capital for student who sell their products

at the cafeteria is urgently needed. This solution will bring huge benefit so that it can elevate the economical condition of the student, especially those who are less fortunate.

## CONCLUSION

Based on research's result and discussion above, then we can draw some conclusion as follows :

Reviewed from learning aspect alone, the execution of business centre in Banyumas regency can be considered effective. Business centre had become the centre for student training regarding trading, service, goods display, recording, accounting, and entrepreneurship practice activities. The existence of business centre encourage the student to be an entrepreneur, and student can learn about business management directly from practice. Other than that, business centre also used as a place for PRAKERIN (Praktik Kerja Industri / Industrial Work Practice).

If reviewed from economic aspect, the performance of business centre in banyumas can be considered effective because the activities undergone are in line with business centre performance guide, in which consist of retail trading, goods production, and service.

From organizational aspect, the execution of business centre in Banyumas regency can be considered effective. Eventhough the management are solely handled by the internal affair of the school, quality control of business centre management are still being performed by doing internal audit by the school institution. It helped the manager of business centre to ensure a transparant, accountable, and good quality management. So, even without any assistance from professional, the school had already been able to effectively performing business centre.

From capital aspect, the performance of business centre in banyumas regency can be

considered effective. This can be proven by the growth of the capital which are owned by each business units. Funding from the government in the form of Block Grant as intial capital can be developed into a business centre that is able to facilitate the student in doing practices.

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