OPTIMIZING SCHOOL LIBRARY PROGRAMS TO NURTURE LEARNERS' ENTERPRENEURAL SKILLS

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ABSTRACT

Entrepreneurship in school has long been a great interest and considered essential to improve school quality based on 8 (eight) national education standards. However, programs of entrepreneurship in schools generally focus more on business rather than entrepreneurial skills such as creativity, risk-taking and managing projects and problem solving. Here, this study aimed to describe the strategy used to start entrepreneurship in school of MAN 1 Kota Tangerang through its school library. School library programs -when carefully designed- support learners' needs, provide resources, foster critical thinking as well as nurture creativity of learners. Using qualitative research method with a case study approach, this study involved the head of school library, the school stakeholders and group of learners participating in the entrepreneurship programs. The data were collected through interviews, observations, and other relevant sources. The data analysis technique referred to the Interactive Model of Miles, Huberman, and Saldana which includes data collection, data condensation, data display, and conclusion. The findings showed school library initiatives were conceivably promising activities to help promote learners' entrepreneurial skills.
Keywords: school library, entrepreneur, skills, programs

ABSTRAK

Kewirausahaan telah menjadi minat yang besar dan dianggap penting untuk meningkatkan mutu sekolah berdasarkan 8 (delapan) standar nasional pendidikan. Namun, program kewirausahaan di sekolah umumnya lebih fokus pada bisnis daripada keterampilan kewirausahaan seperti kreativitas, pengambilan risiko, pengelolaan proyek dan pemecahan masalah. Penelitian ini bertujuan untuk mendeskripsikan strategi yang digunakan untuk memulai keterampilan kewirausahaan di MAN 1 Kota Tangerang melalui perpustakaan sekolahnya. Program perpustakaan sekolah -bila dirancang dengan cermat- mendukung kebutuhan peserta didik, menyediakan sumber daya, menumbuhkan pemikiran kritis serta memupuk kreativitas peserta didik. Menggunakan metode penelitian kualitatif dengan pendekatan studi kasus, penelitian ini melibatkan kepala perpustakaan, pemangku kepentingan madrasah dan peserta didik peserta program kewirausahaan. Pengumpulan data dilakukan melalui wawancara, observasi, dan sumber relevan lain. Teknik analisis data mengacu pada Model Interaktif Miles, Huberman, dan Saldana dengan pengumpulan data, kondensasi, penyajian data, dan penarikan kesimpulan. Hasil menunjukkan program perpustakaan membantu menumbuhkan keterampilan kewirausahaan peserta didik.
Kata Kunci: perpustakaan sekolah, kewirausahaan, keterampilan, program

A. INTRODUCTION

Schools are in great interest to provide learning in which entrepreneurship is promoted. Cultivating entrepreneurial culture, particularly at a young age, creates learners' capabilities to respond to life's challenges inasmuch as it yields a solid basis for the types of creative and inventive ideas. Having the entrepreneur values help learners survive in the this industrial era. In addition, learners graduating from high school are expected to be ready not only to innovate, which means that they embrace critical thinking, communication, and collaboration, skills that will help them create their own careers later on. In short, entrepreneurial skills which are more of a life skill than a business activity is indeed required.

Entrepreneurial competence is among of key competencies developed in a lifelong learning perspective, from early childhood throughout adult life, and through formal, non-formal and informal learning. It refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking, and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or commercial value.[i]

Skills such as creativity, critical thinking, taking initiative and problem-solving play an important role for learners in coping with complexity and change in today's society as well as preparing them for real world careers and challenges. Those skills will comfortably grow through given opportunities (learning environment and context) in which learners learn by doing and learn in action to creatively initiate, solve problem, and make decisions on their own.[ii]

As for formal education, the structure of the 2013 High School Curriculum contains Craft and Entrepreneurship subjects that provide students with a basic understanding of entrepreneurial skills. Through learning Crafts and Entrepreneurship, students can learn the theory and values of entrepreneurship that can be applied in real life through practice, both integrated in subjects and those carried out outside of subjects or

extracurricular activities. Therefore, the Government launched an Entrepreneurship program in SMA which is expected to encourage students to be creative and independent and dare to start their own businesses.[iii]

In practice, the instruction of Craft and Entrepreneurship subject is conducted in MAN 1 Kota Tangerang as one of compulsory subjects leaned by all students in all levels and majors. In addition to classroom learning, as suggested by National Education Ministry (2010), school initiatives may include extracurricular activities, self-development activities, instructional materials integration, school culture, and local content. As a result, MAN 1 Kota Tangerang has made an effort to actively seek for entrepreneurship development through a variety of integrated and long-term programs.

As one of initiatives to cultivate learners' entrepreneurial skills, an extracurricular activity capitalizing MAN 1 Kota Tangerang libary is designed. Inspired by Deming Cycle, a problem-solving method, the programs implement Plan-Do-Check-Act (PDCA) Cycle. As a matter of fact, the cycle is a four-step problem-solving iterative technique that helps in continuous quality improvement and learning[iv]. The approach is chosen as it will familiarize learners with problem solving strategy for perpetual learning and improvement of a process or product.

Hence, this study aimed to describe the strategy used to start entrepreneurship through school library programs involving group of learners, head of school library, library staff and school stake holders. It is expected that the initiatives help promote learners' entrepreneurial skills as fundamental life skills that will aid them in navigating unpredictable future.

B. THEORITICAL FRAMEWORK

According to Mulyani (2011), there are various things that possibly be done in schools in practice to promote entrepreneurial qualities in learners, namely: 1) improving the school curriculum; 2) enhancing the

role of schools in preparing entrepreneurs; 3) improving integration of entrepreneur to the organization of learning process; and 4) improving teachers' knowledge and involvement on entrepreneurship activities.[v]

Furthermore, the study on the entrepreneurship programs in schools by Setiawan (2019) in fours schools located in Central Java, showed that entrepreneurship at schools effectively started with the planning of entrepreneurship programs which involves setting goals, planning programs, finance, and personnel. It then is followed by the implementation of the entrepreneurship programs including organizing, coordinating and implementing the curriculum; and finally, the evaluation of the entrepreneurship programs is carried out at the end of each semester.[vi]

As suggested by European Schools Secretary General (2018), good practices such as cross-curricular projects, carried out during the project weeks in the schools, as well as participation in study trips and other programs can support the development of entrepreneurial skills and therefore alongside classroom teaching, learning outside the classroom and appropriate activities or programs outside the school can make a significant contribution to the development of those skills.

In addition to setting up a program at school, according to Banec, Zarica and Bijelic (2019)[vii] a school librarian plays a critical role in the provision of many useful activities and workshops aimed at developing various abilities in learners, providing multiple options, and laying a solid foundation for self-growth and development as well as lifelong learning. Moreover, when a goal of a certain activity is to influence the development of creativity in students, and the plan is to work with a group of students, apart from creativity, the entrepreneurial skills are being built, while independence, decision-making, determination, flexibility, responsibility or diligence can be developed at the same time.

In the effort of making sure that programs or activities are constantly improving as well as headed in the right direction, certain approach is required. Hartgrave (2021)[viii] mentioned The Plan-Do-Check-Act (PDCA)

Cycle as one approach to direct an organizations, projects or programs. The idea was founded by American physicist Walter E. Shewhart in the 1920s aiming at improving quality through frequent evaluations. It was then developed and popularized by an American professor, William Deming as a scientific method of problem-solving.

The PDCA process is similar to the Japanese business philosophy of Kaizen, which means "change for the better" or "continuous improvement." Kaizen is where all members are involved in improving productivity by finding efficiencies in the project environment. Like the PDCA cycle, Kaizen aims for continuous improvement through small, incremental changes. The four components of the PDCA Cycle are outlined as followed.

The word P is *Plan* in PDCA. It is the framework for activities is provided by a well-defined program plan. It should reflect the mission and values of the organization, define the goals and show how to achieve them clearly.

Next is D for *Do.* That is the point at which the plan is put into action. The plan was designed for a reason, so it is critical that teams follow it to the letter. This stage is divided into three sections: training for all project participants, the actual work process, and documenting observations, or data, for future evaluation.

Following it is C for *Check.* This is the steps of conducting normally two checks. First, checks during implementation to ensure that the project's goals are met. Second, after the project is completed. A more extensive evaluation is conducted to identify the successes and problems so that future modifications can be made.

Finally, A is for *Act.* This is the final step in which corrective action is taken once past mistakes have been identified and resolved. It is noted that the PDCA Cycle is repeated and can be redefined for better results under new guidelines.

To sum up, entrepreneurial skills are traits required by learners to survive in the future and therefore it is highly recommended to hold

programs outside classroom learning in the attempts of cultivating the skills. Considering as the heart of the school, library is seen as the most appropriate place to start programs that can help cultivate learners' entrepreneurial skills. The programs, events or projects that are prepared to execute may adopt the PDCA cycle as the stages to help those who are involved to reach the aims of the projects or programs. At the same time, the stages of PDCA cycle provide real life situation in which learners learn problem solving method as one of the skills in the entrepreneurship.

C. RESEARCH METHOD

To conduct the study, a case study was employed in which, according to Yin (2014: 16))[ix] a case study is defined as an empirical inquiry that investigates a contemporary phenomenon (the 'case') in depth and within its real-world context. Additionally, Cherry(2021)[x] posted that a case study is an in-depth study of one person, group, or event that can be utilized in a variety of fields such as psychology, medicine, education, and social work. The idea is that the learning obtained from one case can be applicable to many others.

Data sources for this study involved respondents, events and documents. The respondents were the head of school library, School library squads consisting of 22 students, the principal and the vice principals. The events are programs conducted by the school library, while the documents included project proposals, photographs,and social media posts. To collect data, several instruments, namely interviews, observation and documentation were carefully prepared.

As for the data analysis, interactive model Miles, Huberman, and Saldana (2014)[xi] was employed . This model consists of three concurrent flows of activity, namely; data reduction, data display, and conclusion drawing or verification. Data condensation is the repeated process of selecting, clarifying, simplifying, abstracting, and/or modifying data from field notes, interviews, papers, and other empirical sources. Data presentation is a condensed collection of facts for conclusion drawing and

action, assisting the researcher understand what is going on and taking action, whether it be more analysis or action. Conclusion drawing or verification is carried out at last by By identifying patterns, explanations, and causal patterns.

D. FINDINGS AND DISCUSSIONS

The findings and discussions of the study began with (1) Description of how School Library Programs are constructed and held, followed by (2) Description of how PDCA Cycle during Program Implementation by Learners are conducted and (3) Description of Impact of the programs on learners' entrepreneurial skills.

Description of School Library Programs

The school library of MAN 1 Kota Tangerang was previously in poor condition due to the pandemic Covid-19. The room was locked for many months with no person in charge was available to take care of the rooms and everything in it. Figure 1 describes the condition.

Figure 1

Library earlier condition

When the situation was conducive, the principal, the vice principal of curriculum affairs and the head of school library, also other stakeholders held a meeting to take action. Here, vice principal of curriculum affairs and

the chief librarian applied the PDCA cycle to ensure the first project ran and achieved the goals.

During the *Plan* stage, Mrs. Evi Sofiah as the Chief Librarian took a one day observation. The result was then reported to the school stake holders. Together with the vice principal of Curriculum affairs, Mrs. Rini Silvana, she discussed major renovation needed and asked for support from the school. The plan included major cleaning, books/book shelves sorting and repairing as well as roof repairing.

In the *Do* stage, both of the chief librarian and the vice principal had a one day trial cleaning. This stage was important as after the trial, there would be notes taken for the real action of major repair.

Once the trial was conducted, they moved to the *Check* stage. Some notes were taken from the the trial, namely: 1) the major cleaning and repairing might took longer time than it was planned, 2) this required commitment from personnel who were involved, 3) financial support was in need as well.

After reviewing the result of *Check* stage, with support of the stake holders, the first library program of cleaning, repairing and sorting and rearranging was executed. It took about 2 months to finish the project. Figure 2 shows the result of the first project.

Figure 2.

Major cleaning program

Once the first program completed, the chief librarian then moved to the next program. This second program aimed at naming the library, having digital library, promoting it on social media and recruiting students to be 'library friend'. Library friend would be called Permata (Perpustakaan MAN 1 Kota Tangerang) Squad as one of legal extracurricular activities at this school. As the result of consensus and democracy, the library finally got its name Adzikra and launched officially in social media such as Instagram, teachers' Whatsapp status. At the same time, the digital libary proposal was approved, as it is seen in figure 3.

Figure 3.

Digital library and social media
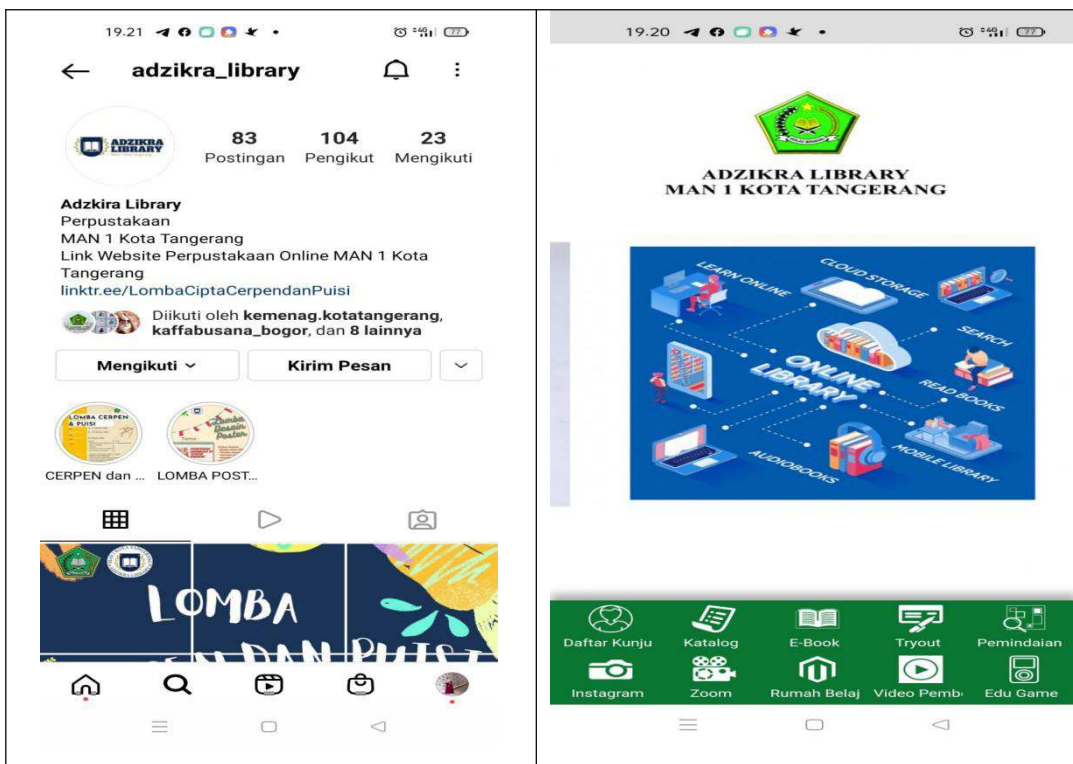
Recruitment of Library friend which is called Permata Squad ran as expected. There are 22 learners registered officially as the members consisting of 16 students of grade Eleven and other 6 students of grade Ten. These 22 students are not only as library friends but also act as literacy activists with programs, projects or events to hold along the year. Figure 4 displays the organization structure of Permata Squad.

Figure 4.

Permata Squad
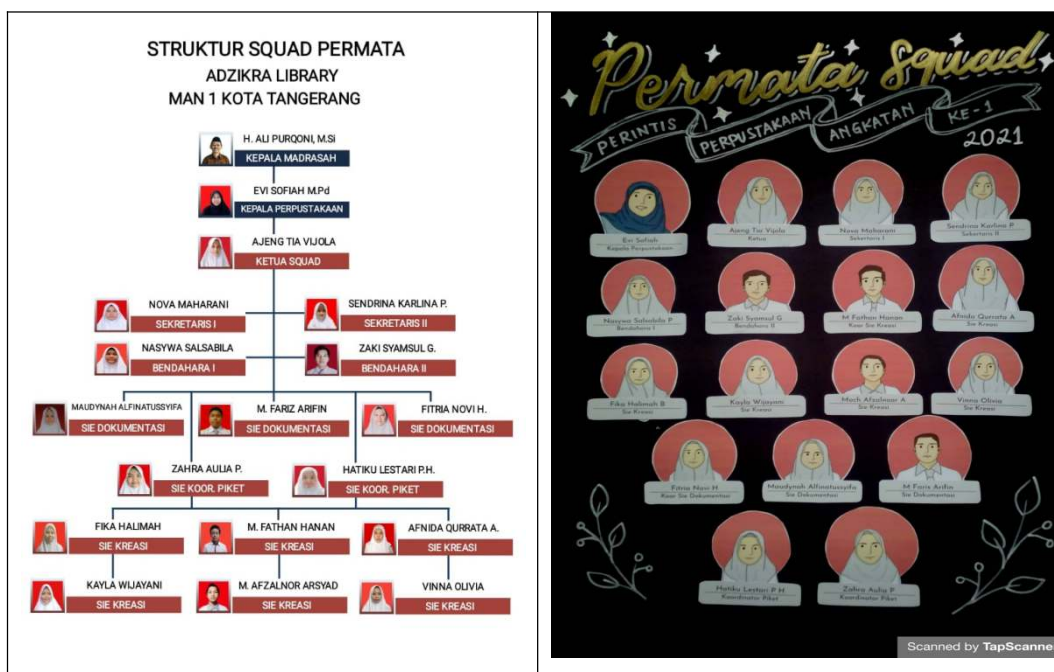
Description of PDCA Cycle during Programs by Learners

When these 22 students were officially admitted as Permata Squad, they got together to hold a meeting in the Adzikra Library. The meeting was led by chief librarian. As the chief librarian and vice principal of curriculum affairs had practiced, PDCA cycle for handling program or project, the squad was the introduced to this strategy. They are told that as Permata squad, they should be ready with programs and one approach to direct the program effectively is by applying PDCA cycle.

The challenge of asking them to propose programs or projects was one of attempts to introduce them to creative thinking, innovative traits, collaborative and communicative attitude as well as problem solving. Once they were managing the project to run as expected, they might face challenges, and problems along the way. Here, they were exposed to the real problem solving skills that surely sharpened their entrepreneurial skills.

The following table (Table 1.) describes the PDCA cycle applied in each project held by Permata Squad.

Table 1.

Project and PDCA cycle

No	Project	PLAN	DO	CHECK	ACT
1.	Library Inventory	Rearrange books, check inventory, choose PICs, decide the dates, set the time	Do trial on day 1, Observe, re-plan, adjust, minimize risk	Do the plan, observe, take notes, solve problems on the spot	Reflect, iterate the steps,conclude, take note for next inventory
2.	Poster Competition	Decide theme, choose PICs, set rules, launch	Launch, observe, take note, handle problems	Observe, take note on how problem solved	Reflect, conclude, take notes for improvement on the next project
3.	Short story and Poetry writing Competition	Decide time, set rules, choose PICS, launch in social media	Launch, observe, take notes, handle questions	Check the project, take notes, handle unexpected problems	Iterate, take note, conclude,
4.	Adopting, caring unused, old books (Sabuk/ Sampah Buku)	Choose PICs, set schedule, socialize,program, conduct	Do Day 1, anticipate problems, observe, take note	Improve on day 2, Observe, Solve problems	take note, reflect, iterate, adjust for next day
5.	15 Liter Bening	Choose PICs, set schedule, talk to stake holders	Do, observe, take note	Improve, observe, take note	Reflect, iterate, adjust for improvement

Impact of the programs on learners' entrepreneurial skills.

Referring to European Commission (2018), Entrepreneurship is an individual's ability to turn ideas into action that includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. Hence, thorough observations along the way the project and programs conducted by Permata Squad resulted significant findings regarding their ability on entrepreneurship.

Proposing the programs and projects to the chief librarian was the process that learners experienced for creativity, innovation and risk taking. As seen from Figure 5, learners plan the project, do the trial, check and observe, take notes and iterate the project for next project

Figure 5.

Project handling
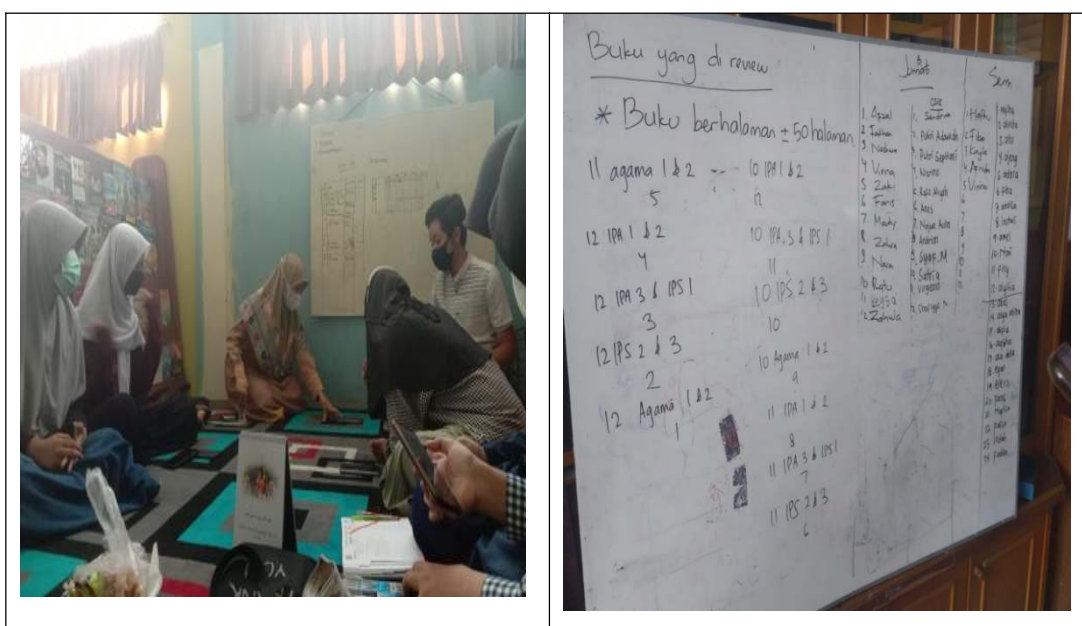
Interviews with chief librarian showed the squad's enthusiasm in planning and managing the project. The chief said:

I was surprised and at the same time are delighted that Permata squad came up with genuine ideas. They held a meeting regularly to plan and manage the project. The secretary of the project kept the minutes of meeting for their reference when problems emerged.

Regarding nurturing learners' entrepreneurial kills, She then added:

All the programs conducted are actually for short term goals, namely: First. return the function of library as the heart of the school where learners are welcomed to seek knowledge in comfy environment, and second, having group of students as a community where entrepreneurial skills is feasible to nurture

Next, figure 6 shows their creativity as one of entrepreneurial skills, for the purpose of inviting school members to join their programs.

Figure 6.

Project poster

Permata squad has the PDCA cycle as their template to manage project. Other than that, they are started to learn risk taking ability. As seen from what one of Permata Squad, Nova (a student of grade XI IPA 3) said:

The programs are genuinely from us and we are fully responsible to make it realize. In the future we even have plan to finance our projects from entrepreneurship business such as library cafe, YouTube channel or something else...

Another Permata squad member, Afnida (a student of XI IPA 1) revealed that:

I joined Permata squad because I want to be with those who love books. I meet friends who are intelligent, kind and humble. Surprisingly, I can express my idea and creativity here. I feel I am on the right place. Here, during the projects, I really practiced problem solving in every steps, We had situation in which we need to decide as soon as possible to overcome the problem.

In addition to the interview and comments given by those who are involved in the program were the result of the questionnaire. The finding from the questionnaire is displayed in table 2.

Table 2.

Learners' responses on the Questionnaire

Statement	Expected Responses		Unexpected Responses	
	Totally Agree	Agree	Somewhat Agree	Disagree
All programs are new and interesting to me	5	17		
I can express my creativity in our projects	9	13		
I practice problem solving a lot in running our projects	14	8		
I follow *plan, do, check and act* steps for all projects	22	0		
The meetings we had for projects help me communicate better	4	11	7	
All discussions we had help me to be innovative imaginative as well as evaluative.	6	12	4	

Results from questionnaire revealed learners' positive response on the library programs. The activities enabled them to express their creativity, to practice problem solving and to experience PDCA cycle. The projects that were listed on the library programs had them communicate intensely. It then helped them to learn to be communicative in a collaborative way. Thus, entrepreneurial skills that include being innovative, imaginative and evaluative is well promoted during the process of every project completion.

Reasoning the evidence from observation, documentation, interviews and questionnaire above, it is revealed that school library, as the heart of a school, could take part significantly in cultivating entrepreneurial skills of learners. By launching innovative programs, managed by PDCA cycle method resulted in satisfying success, not only in promoting entrepreneurial skills, but also in enhancing school library reputation, librarianship and even business entrepreneurship.

Stake holders, significant people at school are supposed to be the role model of how managing project or programs as well as being creative, innovative, critical thinker and problem solver. School will surely be able to hold entrepreneurship education for real, both as a compulsory subject in the classroom and as extracurricular activity with real entrepreneurship projects or programs.

E. CONCLUSION

School library, a significant support system in formal education, should be able to provide convenient atmosphere for cultural and social life of learners. By having careful planned programs, school library creates entrepreneurial culture where learners socialize with their friends discussing innovative ideas, planning creative projects and practicing problem solving.

It is then feasible to promote learners' entrepreneurial skills at school which is considered as critical skills for them to master in order to live and contribute to global community in the future.

For further study, it is hoped that there are many creative ideas on how promoting critical skills for learners to live in the future which is surely different from today.

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