

Discourse Analysis of Entrepreneurship School Ideology in the Education System

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Abstract: Current educational needs are required to adapt to global needs. The education system must be able to keep up with market demand. This has an impact on shifting educational ideology, including discourse in it. This study aims to uncover the discourse of entrepreneurship school at The Naff Elementary School Kediri, East Java. This study uses a qualitative method with a hermeneutic approach. This study uses Michel Foucault's theory of discourse analysis. The results of this study indicate that the discourse of entrepreneurship school has an impact on the education system with the ideology of capitalism behind it. The learning approach with the CTL or Contextual Teaching and Learning method is one form of revitalizing education based on the discourse of entrepreneurship school.

Keywords: Education, Educational Ideology, Entrepreneurship School .

INTRODUCTION

Education is one of the human efforts in helping students to become a better human civilization (Sujana 2019). Through education, the level of human rationality will also develop. In the Indonesian state itself, education is also used as a character development, as well as the intellectual life of the nation, as well as developing faith and devotion to God Almighty, such as in terms of attitude, noble character, to the formation of responsibility (Iswantiningtyas and Wulansari 2019).

By obtaining education, humans are also able to obtain a status in social life, welfare and also a higher intellectual level than other creatures. Therefore, along with the times the need for education has increased throughout the world. The development of education which is used as a human need, raises several paradigms that exist in the local community regarding the purpose of an education. Paradigm is defined as a picture taken from the subject matter of a science (Rosyad and Maarif 2020).

The Indonesian state itself, of course, also has the objectives stated in Law No. 20 of 2003, which states that education is driven by human action to actualize individual potential in order to realize human ideals (Sujana 2019). Therefore, in the current era, a lot of education places more emphasis on practical aspects than just a theory

lesson. This is evidenced by the existence of entrepreneurship education that has been implemented when children enter the elementary school level, which of course will have a positive impact on the process of forming an entrepreneurial spirit (Khairani, Ridha, and Amni 2020).

This phenomenon will be examined in this study which focuses on a discourse analysis of education in elementary schools in Kediri, East Java by labeling *Entrepreneurship School*. Researchers assess and analyze at the school. This is because the school is a new school in Kediri, East Java. Meanwhile, the school has implemented several promotions that attract investors to own shares and join educational institutions with partners of *The Naff Elementary School*. In this promotion, several writings were also found regarding the best investment guarantee is investment in the form of education (Naff 2015).

Thus, this research is expected to be able to dismantle the discourse analysis regarding the label of entrepreneurship schools in these schools. In addition, this research is used to explore information about the picture of the education system provided by the school because the school has labeled an entrepreneurship school since the child started elementary school through a discourse in accordance with Foucault's description.

According to Foucault, discourse is a rule, in which there are practices and produce statements in accordance with historical vulnerability (Ariandy 2019).

With this, this research is expected to be able to provide results in the form of a discourse on the label of *entrepreneurship school* at the school which is used as an ideology given to train student entrepreneurship from an early age through its learning system, or only as a commercial institution that can be traded by capital owners through a promotion.

The theory used to describe and analyze this phenomenon is to use Michel Foucault's theory of discourse analysis. According to Foucault, language is used as a system of thought in a discourse order, which is why post-structuralism by Foucault is dubbed a discourse theory (Jones, PIP, 2009: 202). Understanding discourse according to Foucault is a way to understand the real world. Discourse is used as a way for us to explain an existing reality, so that discourse is the most important factor in shaping a discourse power. Discourse is not a single thing but is diverse, namely plural and multivocal. In this case, Foucault explained that in shaping a discourse, there are many perspectives, differences in interests, and power in it (Yusuf Lubis 2016).

METHOD

This research uses a qualitative method with a hermeneutic approach. The data collection process uses literature studies taken through journals, books, and websites. In looking for these data, the authors collected data through 2 sources, namely primary data and secondary data. Social media through the school website profile is the primary data, namely in the form of written discourse stating children business class and also the learning system applied in the school, while secondary data from this study is through articles and journals as complementary information related to the learning system in the school. these schools and critical discourse analysis. In processing this research data, there are several stages that are passed, namely as follows.

- 1) Separate primary and secondary data systematically
- 2) Interpret meaning in detail and in depth
- 3) Analyze data that has been interpreted
- 4) Make research reports from the results of analyzes that have been carried out.

- 5) Draw conclusions.

Analysis of the data used in this study is Michel Foucault's discourse analysis. Foucauldian is more directed at an educational practice as criticism (Ball 2019).

RESULTS AND DISCUSSION

Michel Foucault's Analysis The

Discourse on entrepreneurship school has an impact on the education system implemented at The Naff Elementary School in Kediri, East Java. Lase (2019) in his research stated that education in the 4.0 era was held to solve social problems with various new innovations as a form of contribution of modern humans. It is this innovation that is currently being discussed at The Naff Elementary School by labeling the institution as Entrepreneurship School. According to Foucault, the discourse of knowledge is an important factor in shaping the power of discourse. The discourse of knowledge is never neutral, because there are several ideologies and interests in it (Foucault 2017). The Naff Elementary School makes the discourse on *Entrepreneurship* a form of revitalizing education.

Education in the Global Age

Research on the education system has found several facts that, when the 21st century, there are several issues that pertain to the revitalization of education in all channels. This has led to democratization in getting education in order to get quality human resources through several types, channels, and also levels in education (Rosyad and Maarif 2020), which then provides a new picture of education in the current global era. very diverse, besides that it also raises several phenomena, because education is only measured through technological sophistication to the exclusion of humanist intelligence. Thus, it has several impacts on individuals who have undergone the educational process to be material oriented (Dewi 2019). Therefore, to overcome social problems that are currently occurring in society regarding the essence of education, many parties are trying to establish educational institutions with good quality. By receiving a quality education, one can contribute to developing their respective regions (Muhid, Oka, and Putra 2021)

The education system must also be accompanied by good functions for students to develop skills as well as prepare the potential of students for careers (Dewi 2019) . However, in

reality the education system that has been running until now is still considered unable to build the original goal of education for the application of morals, character, and skills through entrepreneurship (Kamilah and Trihantoyo 2019). Therefore, The Naff Elementary School educational institution is present in the midst of the people of Kediri, East Java who need education with international authority with a basic *entrepreneurship school*. This educational institution has just been established, so it still needs some branding, including in its marketing activities. These marketing activities can be carried out through promotion and communication. Promotion can be interpreted as a strategy in marketing about the products and institutions being offered (Mukmin 2020).

According to research, currently promotion through social media such as viral marketing can influence a person's decision to buy or use these services. Based on research results from APJII, the internet can be used as a great opportunity for marketing means (Triana and Fachrury 2019). As with the establishment of the educational institution The Naff, which implemented promotions by offering various partners to work together with the institution. The following are some of the partners who are collaborating with The Naff, namely PT. Telkom, Pertamina, PT. Indalex, PT. Praxair, and BRI (Bank Rakyat Indonesia)

By collaborating with these partners, it can make it easier for an institution to communicate and promote effectively. The communication and promotion process that is applied to these institutions can lead to the perspective of the community regarding the assessment of the educational institution from various aspects. In addition, communication and promotion management can be carried out through all parties in the institution (Yani 2018). In addition to communication and promotion, to lead the community as an effort to assess quality schools, The Naff institution also implements several innovations that are different from other schools.

This innovation is used as a reference for developing the quality of education. Quality education must be able to reflect through old policy evaluations. As is the case, Indonesia needs new policies for students to encourage the creation of quality human resources through entrepreneurial skills. Thus, these entrepreneurial skills are intended to achieve economic development and growth in order to be stable in the future (Handrimurtjahjo, 2013). That way, The Naff

institution carries the label *Entrepreneurship School* at the elementary school level.

Education System at The Naff Institution The

Writer is currently studying this phenomenon to examine a newly established educational institution in the city of Kediri, East Java, namely *The Naff Elementary School*. The problem studied by the author is related to the promotion of the educational institution related to the label *entrepreneurship school*. The school is implementing several promotions that attract investors to own shares and join educational institutions with partners *The Naff Elementary School*. In this promotion, several writings were also found regarding the best investment guarantee is investment in the form of education (Naff 2015).

The author is interested in this because, by doing so the author is able to dismantle the discourse analysis regarding the label *entrepreneurship school* in the school. In addition, this research is used to gather information about the description of the education system provided by the school because the school has labeled *entrepreneurship school* since children start elementary school level. So, this study is expected to provide results in the form of a discourse analysis whether the label is used as an ideology that is given to train student entrepreneurship from an early age through its learning system or only as a commercial institution that can be traded by capital owners through a promotion that has been applied to several parties. Apart from this, the researcher was also able to know the concept of learning provided by the school, because the school has used modern learning concepts and has become one of the private schools that the public is interested in.

The results of the research led to several discourses that have been applied through promotions and also the labels raised at the school. Departing from the discourse, it can be found some information taken from the school, namely in the form of the ideology of the education system generated from the school. The school implements an education system with modern concepts including basic entrepreneurship through a number of subject matter in it. Judging from international learning innovations, which are shown to the academic community and also their educators, policies regarding entrepreneurship need to be designed to foster an entrepreneurial spirit, because it will have an impact on the welfare of the surrounding community (Fellnhofer 2019).

Learning Concept BCCT (beyond center & circle time) and CTL (Contextual Teaching and Learning)

Quoting from the website (Naff 2015). The school applies excellent concepts with the BCCT and CTL approaches. The BCCT approach system itself stands for *beyond center & circle time*. What is meant by BCCT is a learning method with centers and circles or commonly referred to as "SELI". This learning method is one of the innovations from the previous learning method, namely the Montessori method which was developed through the creative center system. In fact, this learning method is applied to early childhood or kindergarten, while in elementary schools, it applies the CTL or Contextual Teaching and Learning approach. According to Syaiful Sagala, 2008 states that learning with the CTL or Contextual Teaching and Learning approach is a learning concept by linking to reality or the real world including the implementation of the daily life of students (Supiah and Riau 2015). This perspective is not much different from the BCCT approach which also presents real-world practices in a learning room, so that students can easily apply their knowledge in everyday life (Iswantiningtyas and Wulansari 2019).

The characteristics of learning with this approach are cooperation between friends, students are expected to be more active than teachers, teachers provide innovation in the form of creativity, learning that is more enjoyable and does not suppress students. With this innovative approach in learning, it is hoped that it can equip students with a number of knowledge and skills to solve problems in the real world (Anisaunnafi'ah 2015). Quoting from the page (Naff 2015), the meaning of entrepreneurship school on the label covers the teaching system provided by the school with learning methods that have been applied through the CTL approach with 5 strategies. 5 strategies are applied in the CTL learning approach, namely seeing according to the real situation, experience, application, collaboration, and also channeling what has been obtained (Hasnidar and Elihami 2019). That way, the existence of the entrepreneurship school label at the school is supported by the application of skills learning in it.

Discourse on Entrepreneurship School

The labeling of entrepreneurship in this school also emphasizes the learning system and it is hoped that children will be able to practice it based on what they have learned from an early age. This

learning system, of course, cannot be separated from the evaluation of previous international learning. citing from the Mexican education program, the entrepreneurial education program is used for promotion at the elementary school level. This has implications for the formation of small companies in 2014 (Cárcamo-Solís et al. 2017). So that the learning system with this method can be emulated by institutions that want to implement it.

This school also seeks to do branding with a promotion system that attracts investors to invest in educational shares in the school as evidenced by the promotion cited through (Naff 2015), on the school's side on the pretext that investing in education has never suffered a loss, because after all education is always needed for the wider community. The promotion was due to the fact that the school institution was declared new and needed good marketing so that more people were interested. The background factor in offering this business is that the implementation of schools with international nuances is the need of today's society, creative and quality education services are the desire of the community, and it is through this education business that both parties benefit equally (Naff 2015)

In the current reform era, everyone has the right to freedom, including in developing education. So that it gives rise to various educational innovations that have different goals (Hidayat 2017). That way, the provision of entrepreneurship school discourse is not intended to give a name that the school is only used as a sale and purchase in the form of stock investment, but a new discourse to form a higher quality education which is expected to be able to produce better human resources for Indonesia through subject content. entrepreneurship and several support systems in learning with modern concepts and through the BCCT and CTL methods in schools. According to Nastiti, Rostiani, & Indarti, 2010 training that can make entrepreneurship incubation is one of the educational institutions (Rembulan 2017).

The discourse on entrepreneurship school at elementary level schools is really needed and this discourse is also an innovation, due to the lack of schools with basic *Entrepreneurship School* at the primary school level in Kediri, East Java. By granting the Entrepreneurship School label at the elementary school level, educational institutions are able to implement various strategies to realize the ideology that will be aimed at when the child has graduated. Likewise with teachers who prepare early on strategies to instill entrepreneurial values

(Rachmadyanti and Wicaksono 2017). The results of this discourse are also clarified through a number of theses which state that The Naff Elementary School has an ideology in educating students with character, creative, Islamic, and has an entrepreneurial spirit or entrepreneur through the learning content in it (Case et al. 2015).

CONCLUSION

Entrepreneurship school discourse has an impact on the education system implemented at The Naff Elementary School in Kediri, East Java. The education system is a form of revitalization of education in the global era, one of which is the learning method with the CTL approach or Contextual Teaching and Learning. The CTL or Contextual Teaching and Learning approach is a learning concept by linking to reality or the real world including the implementation of the daily life of students. This perspective is not much different from the BCCT perspective which also presents real-world practices in a learning room. By granting the Entrepreneurship School label at the elementary school level, educational institutions are able to implement various strategies to realize the ideology that will be aimed at when the child has graduated. Likewise with teachers who prepare early on strategies to instill entrepreneurial values in children.

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