

The Procedure And Explanatory Texts Based On Entrepreneurial Content For SMK Students As Effective Facilities For Improving Character In Educational Conservation

Yustinah, Fathur Rokhman, Subyantoro, Ida Zulaeha

ABSTRACT: The purpose of this study is to illustrate the procedure and explanatory texts containing entrepreneurship for SMK students as an effective facility to enhance the character in educational conservation. This enhancing character supports the competency of student's expertise in their fields with the development of sophisticated technology. The data source are procedure and explanatory texts, entrepreneurial content, enhancement character of SMK students, and educational conservation. The Data collection technique are observation and experiment. The steps in this study are analysis of needs, validation, effectiveness testing through demonstration product in learning. The result of this study in the effectiveness of the texts containing entrepreneurship for the school as a facilitate to improve the character in educational conservation. The result of the discussion can be utilized as providing information in the procedure and explanatory texts containing entrepreneurship for SMK students as an effective facility to enhance the character in educational conservation. The result of this study was applied as a fulfilment of the need for enrichment books on text-based learning through procedure and explanatory texts for the potential development of vocational students. Besides that, it used as a support to increase the expertise's competency in accordance with the chosen department, which so far is still linguistic knowledge and fulfilment of curriculum demands.

Keywords: The procedure and explanatory texts, entrepreneurial content, enhancing the character of vocational students, and educational conservation.

INTRODUCTION

Revitalizing people's understanding of economic improvement, Indonesian people need to be given the entrepreneurial knowledge. entrepreneurial knowledge is obtained through education. According to Fatoki (2014) and Gerba (2015) education can be source of attitude and overall intention to be successful entrepreneurs in the future. Entrepreneurship education is a conscious effort by individuals to add insight into entrepreneurship. Based on this opinion, knowledge about entrepreneurship must be possessed early by all levels of society, especially the younger generation. The effective way to provide entrepreneurial values to the younger generation through education. The educational pathway that prepares young people to become middle educated effectively and efficiently is Vocational High School (SMK). According to the Directorate General of Primary and Secondary Education (2017) Vocational Schools / Madrasah Aliyah Vocational Schools (SMK / MAK) are one of the formal education channels that produce skilled labour. Vocational education – SMK aims to improve intelligence, knowledge, personality, noble character, and the skill to live independently and to take further education in accordance with their vocational programs. This general objective is covered by the National Education System Law. To produce a skilled workforce, it is necessary to use an appropriate learning system. One of the appropriate learning efforts for vocational students is by combining productive, adaptive, and normative subjects. Vocational or productive subjects are a group of subjects whose function to equip students to have work competencies that are in accordance with Indonesian national work competency standards. Normative and adaptive subjects support and perfect productive subjects because productive subjects are appropriate for students' specialization. Indonesian includes normative subjects. The purpose of learning Indonesian from time to time always changes including

learning in vocational school. These changes are in line with the development of the community. Changes in cultural system, community culture, relations, and in the development of equipment that are all sophisticated come to colour the existing changes. This affect the change in curriculum used from year to year, which is always undergoing improvements. For example, in the 2013 curriculum which has so far experienced development from the 2013 curriculum, the 2016 revised edition of the 2013 curriculum, the 2013 revised edition of the 2017 curriculum. According to the ministry of national education (2017: 30) the learning objective of Indonesian language in the 2013 revised edition of the 2013 curriculum so the students are able to listen, read, watch, speak, and write. The basic competence that he developed at the same time are characteristic of Indonesian language subject which are divided into 3 namely (1) language characteristic, (2) literacy characteristic, and (3) literacy characteristic. The first characteristic is language characteristics that emphasize language learning in the form of language knowledge. knowledge of this language is very important to be the foundation of knowledge possessed by students before developing their skill. The second characteristic is the literacy characteristic that emphasize understanding, appreciating, responding, analysing, and creating literary works. The third characteristic is the literacy characteristic emphasized in expanding Indonesian language competence in various objective especially those related to reading and writing. These three characteristics make learning Indonesian Curriculum 2013 revised edition 2017 be integrative and dynamic. Integrative because in learning it is always connected between one subject and another – in vocational schools it is connected between material in normative, adaptive, and productive subject. Dynamic because the learning that is done changes rapidly as developments occur. The most fundamental changes in learning Indonesian now is the implementation of text-based learning. Indonesian language learning which was

originally divided into three levels, namely cement, media, and excellence, turned into text-based learning that uses text as a vehicle to achieve language learning goals. This is in line with the opinion of Alex Sobur (2004: 53) defines the text as a set of signs that are transmitted from a sender to a recipient through certain medium or certain codes. Here the text has an important as a means of delivering message on learning. Text has function and roles. In the 2013 revised edition of the 2013 curriculum, text is like living object whose presence is needed in the delivery of message including learning message. With the text, it is hoped that Indonesian language used as a means of delivering students to develop knowledge, skill and language attitudes both in self-development in Indonesian and another subject. Specifically, the important role of text in learning, revealed by Kridalaksana (2011: 238) in his linguistic Dictionary states that the text is (1) the most complete language unit that is abstract, (2) a series of sentence, words, and so forth that from utterances, (3) utterances produced in human interaction. In this sense it is explained that the text finds its important role as the most complete language unit to convey ideas. As a basis for forming speech, and as a basis for the interaction between one person and another in a communication both oral and written communication. From this Kridalaksana understanding it is explained that the text has an urgent and irreplaceable role for others. Therefore the presence of text in 2013 curriculum is effective in developing language learning to fit its function and role. Based on the author's analysis, the text which become teaching material in the 2013 revised edition of SMK curriculum in Indonesian Language in 2017 – based on core competences and basic competencies (KI-KD) include (1) observation report text, (2) exposition text, (3) anecdotal texts, (4) short stories, (5) novel texts, (6) negotiating texts, (7) debating text, (8) biographical texts, (9) poetic ontology texts, (10) procedural text, (11) explanatory texts, (12) lecture texts, (13) notification texts, (14) scientific texts, (15) proposal texts, (16) review texts, (17) drama texts, (18) job application texts, (19) historical texts, (20) editorial texts, (21) articles, (22) literacy criticism, (23) essays, (24) fiction books, and (25) non-fiction books. The twenty-five texts were studied for 3 years for the 3-year SMK category, and for 4 years for the four-year SMK category. These texts are presented in Indonesian language learning and are applied according to their function and role. From these texts Indonesian learning material are developed according to their needs and function in learning Indonesian and other learning. Regarding the text of the procedure texts, several studies have been carried out including Subyantoro (2012); Riyanto (2013); Sorraya (2014); Purwitasari (2014); Amen (2015); Nurwanti (2015); Wijayanti et al (2015); Komang et al (2015); Setiawan and Rochmiyati (2015), Kurniawan and Subyantoro (2016); Sari and Sigalingging (2016); Afandi (2017); Al'aliyah (2017) Nature (2017); and Kusumawati (2017). From these studies it can be explained that the procedure text is an urgent material in text-based learning in the revised edition of curriculum 2013 and 2017.

Regarding explanatory texts, several studies have been conducted including Knapp and Watkins (2005); Riyanto (2013); Vina et al (2013); Kustina and Karlina (2014) Azriani (2014); Asdar (2014); Pradana (2014); Widyaningsih (2014); Melati et al (2014); Astuti (2015); Jayanti (2015); Neina (2015); Purnomo (2015); primary (2015); Wijayanti

(2015); Wulandari et al (2015); Damayanti (2016); Handoko (2016); Mawar (2016); Mikail (2016); Afandi (2017); Azura (2017); Tamba and Lubis (2017); Wassalwa (2017); Yuniawan (2017); and Andriyani (2018). From these studies it can be explained that explanatory text is an urgent material and text-based learning in the 2013 revised edition of the 2013 curriculum. Based on further analysis, the procedure and explanatory texts are new material in the 2017 revised edition of the 2013 curriculum. The function of learning procedure and explanatory texts is directly useful as the competency support that is interest to students. The students' competencies in vocational school are very diverse and varied which according to the ministry of national education covers 121 study programs. With the variety of procedure and explanatory texts in learning are used as provisions for self-development and as provisions for recognizing industrial culture and habit of doing work coherently and in detail. Based on observation made by the author, the practical procedure text is useful for guiding and assisting students in expediting work. The coherent and orderly flow of the procedure text is used to familiarize the effective and efficient steps in completing work as well as formal and informal tasks. This directly has a positive impact on students to do procedural work. From the study of the text this procedure will form as culture discipline, responsibility, independence, and consistency. In addition to procedural texts, explanatory texts in learning are useful in direct providing an overview of natural phenomena, social phenomena, and cultural phenomena. In vocational high schools, learning explanatory text fosters a culture of easy to adjust to work in companies. The link with education conservation, procedural and explanatory texts in learning are used to increase knowledge, skills and awareness of students in vocational high school about the values and issues of environmental problems. Knowledge, skill and awareness of students about the values and issues of environmental problems are ultimately intended to move the community to play and active role in effort to preserve and protect the environment for the benefit of present and future generations. Based on the background, the basic question arises, namely (1) how is the procedure and explanatory containing entrepreneurship texts for vocational students? And (2) how does the procedure and explanatory texts effectively improve character in educational conservation?

RESEARCH METHODE

The design used in this study is the Research and Development (R&D) research design. The research design of the R & D uses several stages of activities which are the basis for the development of enrichment books containing procedure and explanatory based entrepreneurship for vocational students. This development phase is a research activity through a series of processes of the results of research conducted and theoretical analysis and to develop the expected product models. The research design of R & D in this study is based on R & G Borg and Gall (2003; 784), educational research and development is a process used to develop and validate educational products, meaning that education development is a process used to develop and validate educational products. The result of this development research is used to develop and find knowledge or answer to practical problems. The steps of

development research (R&D) according to Borg and Gall (2003: 530) are as follows. First, Research and information Collection (Research and Data Collection). This first step includes a needs analysis, literature study, small scale research and standard reports. Second, planning (planning). The preparation of a research plan includes the abilities needed in conducting research, the formulation of objective to be achieved, design or research steps, the possibility of testing in a limited scope. Third, Develop the preliminary form of product (Development of initial product draft). This step involves determining the design of the product to be developed (hypothetical design). Fourth, preliminary Field testing. This step is a very limited field test. Fifth, Main product Revision. This step is product or design improvement based on a very limited field test. Sixth, Main Field Testing. This step is a border product test. Seventh, Operational Product Revision. This step is the product improvement of the field test result based on the input and main field test result. Eighth, Operational Field Testing (Large Scale Field Trial / Feasibility Test). Ninth, Final Product Revision. This step is a refinement of the product being developed. Tenth, Dissemination and Implementation (dissemination and implementation). In this step the product is reported on professional forums in journal and the implementation of educational practice products. These ten steps are simplified into a preliminary stage, a development stage, and testing phase. This study uses a source of data analysis needs for the procedure and explanatory texts, entrepreneurial content, and language skills of vocational students. The research data was taken from data source or research subjects. The subjects of this study consisted of vocational students and vocational school educators were chosen because the procedure and explanatory texts were intended for vocational students. In classroom learning, educators accompany students using the procedure and explanatory texts in the enrichment books. In the needs analysis there were 100 students involved and 10 vocational educators representing 5 schools in order to create representative representation. Validation test carried out involve educators and figures / experts in the procedure and explanatory texts. A number of sample students were taken based on the number of students, and the other characteristic are based on the interest groups of students equally. Specialization groups in SMK are divided into study programs according to specialization in the local area. Data Collection Technique using observation and experiment. Observation at the initial stage is done at the time of needs analysis. Observation made on 100 Indonesian students and 10 Indonesian educators were conducted to obtain concrete data regarding the need for enrichment books containing procedure and explanatory texts based on entrepreneurship for SMK Students After obtaining data on the need's analysis, a validation test for the enrichment book containing the procedure and explanatory texts based on entrepreneurship was immediately carried out for the SMK students. The validation test involved 10 Indonesian language vocational educators and 4 experts research results will be obtained. The data source was:

Prof. Dr. Rustono, M. Hum., Dr. Eko Sugiarto, M.Pd., Prof Dr. Suherli, M.Pd., and Dr. Engkos Kosasih, M.Pd. After obtaining the validity of the enrichment book containing the text of procedures and explanatory texts containing

entrepreneurship for SMK students, an experiment (trial) was carried out to determine its effectiveness. The initial test was conducted on 80 students and 4 educators at the SMK Muhammadiyah Islamic Boarding School, and SMK Undaan. Limited scale trials were conducted on 180 students and 8 educators. A large-scale trial was conducted on 3000 students and 18 educators.

RESEARCH RESULTS AND DISCUSSION

The result of the research and discussion described include procedure and explanatory texts containing entrepreneurship for vocational students and procedure texts effectively improved character in educational conservation.

Procedure and Explanatory Texts based on Entrepreneurial Content For SMK Students

Learning and studying procedure and explanatory texts for SMK students is very important. This due to the importance of the entrepreneurial burden on procedure and explanatory texts for vocational students. The procedure evaluation of procedures texts and steps / steps to carry out certain activities likewise, some explanatory texts are explained by explanation of natural, social, and culture phenomena. There are 3 things need to be explained in this section, namely the procedure text, explanatory text, and entrepreneurial content. Some definition of the procedure text can be explained as follows. Procedure text is text that contains a sequence of steps or implementation of the work, where the work is done, related to what is done, how to do it, when to do it, and who does it is described in detail the stages that exist. (Nuraida, 2008: 35) MC Maryati (2008: 43). According to Wardiman (2008: 22) there are five components of the procedure texts, namely: (1) Goals; (2) Materials; (3) The covering – cover, (4) Steps; and (5) the frames. Maryanto et al (2013: 39) procedure text contains stages to achieve the goal. Syaiful (2013: 25) states the procedure text in the form of an exposition / explanation clearly consists general and special classification. Texts that have the following characteristics as (1) the text is objective, (2) the text is arranged systematically, (3) the text contains conjunctions of markers of steps and imperative sentences (Mulyadi and Danaira, 2014: 175) and Kosasih (2014: 67). Procedural text is one type of text that belongs to the factual genre of procedural subgenres (Mahsun, 2014: 30). Sorraya (2014: 3) outlines the text of the procedure consisting of six main components. (1) the context development stage which contains theoretical learning material, (2) the text modelling stage which contains examples, (3) understanding exercises that contain questions that refer to BC indicators, (4) a summary of the brief form of learning material, (5) evaluation that contains objective and subjective test questions, and (6) reflection that contains the impressions of students after carrying out text learning. The procedure text aims to show how to do something or action in certain order (Amalia, 2015: 28). Another opinion Astuti (2015: 2) explains the procedure text can be a way to do or do something and has stages that must be done in an orderly and logical manner. Wijayanti (2015: 94) describes that the competence to produce complex procedure texts is considered as one of the important texts that must be mastered by students. The

procedure text also explains precisely and accurately process of making something, doing a job or using a tool (Kemdikbud, 2016: 88). Another figure Alam (2017: 33) explained that the procedure text is not only concerned with the use of tools, a procedure can also contain ways of carrying out certain activities and habits of life. Based on these opinions is concluded that the procedure text is identified as follows (1) describing how something can be completed in accordance with the stages; (2) has a generic structure containing an introduction to the statement giving the final destination, a list of materials that will be needed, and a sequence of steps required; (3) the sequence of clerical activities, involving several people in one or more departments, ensuring uniform handling of company transactions that occur repeatedly; (4) contains a person's life habits, such as giving instructions when playing games, recipes, simple steps, and follow-up steps; (5) familiar to someone in their daily lives; (6) giving an instruction to do something; (7) directives that have a purpose; (8) directions that contain notice to someone, how to make or do something; (9) contains a sequence of steps or work implementations; (10) contains a series of stages or sequences of interrelated steps in completing a job; (11) contains controlling of work implementation so that company efficiency is achieved well; (12) contains five components in the form of objectives, materials, closures, steps, and frames; (13) aims to show how something is done in sequence; (14) contains ways of using tools / objects / other devices of the same type, ways of carrying out certain activities / habits / traits; (15) objective, systematically arranged, containing conjunction markers of step sequences and imperative sentences; (16) explains the steps in full, clear, and detailed about how to do something; (17) contains six stage components, namely contextual development, modelling stage texts, comprehension exercise, summary, evaluation, and reflection; (18) classified as a factual genre of procedural subgenres; (19) in the form of how to do / do something with sequential and logical stages; and (20) describes the activities carried out so that readers / viewers can accurately follow them

Understanding the explanatory text is explained as follows. Explanation text is a text that explains the occurrence / formation of a natural phenomenon or social phenomenon (Pardiyono 2007: 155). Another understanding of explanatory text is a text that explains why something happens or how something is working (Keire, 2009: 23). Explanation texts are texts that explain natural processes / events / social events (Restuti, 2013: 85), (Tim Kemendikbud, 2013: 1). Another understanding by Priyatni (2014: 67) and Isnaton and Farida (2014: 78) related to 'why' and 'how' a phenomenon occurs. Wulandari (2015: 10) states that the text explanation of texts relating to natural events. Text that

contains the cause and effect (Irfani, 2016:). According to Suwarni (2017: 42) Explanatory text is a text that contains an explanation of natural phenomena and social phenomena in the students' environment. Another figure Yuniawan (2017: 30) states that the explanatory text is presented according to a causal relationship according to the facts that occur. Based on some of these meanings the explanatory text can be identified as follows (1) (1) answering the question why; (2) answer the question how; (3) building a knowledge framework; (4) describes the process in stages; (5) explains phenomena that occur in everyday life; (6) states the logical sequence; (7) states the effects of something happening; (8) stating the origin; (9) expresses natural phenomena; (10) expressing social phenomena; (11) states cultural phenomena. Procedure and explanatory texts used for vocational school students with entrepreneurship content. The content of entrepreneurship is the values developed in the entrepreneurship education program in SMK. This entrepreneurship education according to the Ministry of National Education (2010) was developed through the following strategies (1) entrepreneurship education integrated into all subjects, (2) integrated entrepreneurship education in extra-curricular activities, (3) entrepreneurship education is carried out through self-development programs, (4) education entrepreneurship is carried out with entrepreneurial practices, (5) entrepreneurship education is integrated into materials / textbooks, (6) entrepreneurship education is integrated into school culture, and (7) entrepreneurship education is integrated in local content. According to Riyanto (2013: 29) entrepreneurship is an attitude, a soul, and the ability to create something valuable and useful for himself and others. Other opinions according to Roslina (2014) effective strategies that can be carried out by schools as supporting the development of entrepreneurship education programs include (1) making optimal use of production units as a source of learning, (2) empowering all resources owned by schools, (3) making entrepreneurship effective through extra-curricular activities and self-development, and (4) involving stakeholders to support effective education. It was made clear by Handoko (2016: 52) that planting early entrepreneurial values is very important. The Indonesian government only focuses on curative efforts. If it only focuses on the instant printing of entrepreneurs, it is feared that the entrepreneurs created will only be temporary. This is where the formation of entrepreneurial attitudes and souls that can be loaded into teaching materials in the form of enrichment books. In connection with this research, the attitude and spirit of entrepreneurship were formed through enrichment books producing procedural texts and entrepreneurial explanatory texts for vocational students.

Table 3.1 Values of Entrepreneurship in Text-Based Learning

Entrepreneurial Values	The Effectiveness of Merging Values	Implementation values in The Text
(1) Self-Confidence (12) Optimize (15) Self-Motivation	(1) + (12) + (15)	Ability Orientation (Self-Conscious)
(2) assignment and result orientations (17) Have an orientation toward hard work (18) Have driven for achievement;	(2) + (17) + (18) + (19) + (21)	work orientation (proses awareness)

(19) Have many energy (21) Not dependent on nature		
(3) brave to take an action (22) Not easily give up	(3) + (8) + (22)	resilient and Tough (mindful of attitude)
(4) Have leadership (10) Objective; (13) Proactive management (23) Organization ability	(4) + (10) + (13) + (23)	Objective managerial (Strategy awareness)
(5) Future Orientation (9) See opportunity (24) Initiative (25) locus of control (Self-determination)	(5) + (9) + (24) + (25)	Future orientation (Mindful of ideas)
(6) Original (14) Learn from Experience	(6) + (14)	Building insight (obstacle awareness)
(7) Commitment (20) Assertive	(7) + (20)	commit and loyal (faith awareness)
(8) Moderate risk (11) Responsive (16) Have a passion to compete	(8) + (11) + (16)	Positive responds (Success awareness)

These entrepreneurial values are included in the enrichment book so that they are compatible with the addition of the word "relating to the field of work" to the basic competencies in the field of knowledge and skills in Indonesian Language.

Procedure and Explanatory Texts based on Entrepreneurial Content

As Effective Means to Improve Character in Educational Conservation Character enhancement in educational conservation is needed. The intended character here is character education at vocational high school or better known as vocational character. The vocational character developed in accordance with table 3.1 above is in line with entrepreneurial values. The character in educational conservation is a character developed in achieving research success. Character education according to Muslich Masnur (2011: 75) and Lickona (1992) "emphasizes the importance of the three components of page components of good character, namely moral knowing or knowledge about morals, moral feelings or feelings about morals, and moral action or moral actions". These three characters or morals are indicators of character improvement in this study. These three components are developed in a balanced way — knowledge, feelings, and

actions in the conservation of education. Procedural texts and explanatory texts containing entrepreneurship are effective means of enhancing character in the conservation of education. The effectiveness of the procedure and explanatory texts in this study is known by testing the effectiveness of the text. The effectiveness test is carried out three times, namely the effectiveness test of initial phase, limited scale and broad scale. The effectiveness test of the main product (initial field test) was carried out on 4 educators and 80 vocational students from 4 schools. The effectiveness of limited scale research products was carried out on 8 educators and 180 students to find out the effectiveness of the enrichment book producing procedure and explanatory texts containing entrepreneurship for vocational students - on a limited scale. The effectiveness of broad-scale research products was carried out on 18 educators and 300 vocational students from 11 schools to determine the effectiveness of enrichment books producing procedure and explanatory texts containing entrepreneurship for vocational school students - on a broad scale. To find out the final results of the test recapitulation data on the effectiveness of enrichment book producing procedure and explanatory texts and the explanatory text can be seen in the following table.

Tabel 4.43.1 The Effectiveness of Recapitulation Data Analysis for Enrichment Books in Producing Procedure and explanatory Texts Containing Entrepreneurship for SMK Students (Instrumen C1) In Broad Scale

NO	SCHOOL NAMES	I				II				III				IV				V				VI				Total Respondent	
		General Statement				Steps/ Stage/ Clue				Reaffirmation / Closing				Presentation Model (Linguistic rules)				Presentation Pattern				Containing Entrepreneurship					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		1
1	SMK MUHAMMADIYAH KUDUS	90%				85,8%				81,7%				90,8%				78,3%				86,6%				45	
2	SMK MUHAMMADIYAH PONPES	81,3%				92,5%				77,5%				86,3%				86,3%				87,5%				20	
3	SMK MUHAMMADIYAH UNDAAN	97,5%				91,3%				80%				96,3%				83,8%				96,3%				20	
4	SMK PGRI 2 KUDUS	80%				90%				90%				80,0%				83,3%				83%				15	
5	SMK N 2 KUDUS	80%				83,3%				76,6%				81,6%				81,6%				81,6%				15	
6	SMK N 1 CLUWAK	76,6%				83,3%				78,3%				75%				90%				76,6%				15	
7	SMK N 1 BLORA	84,1%				85,8%				83,3%				85%				79,1%				84,2%				30	
8	SMK N 2 DEMAK	81,3%				85%				76,3%				86,3%				91,3%				87,5%				25	
9	SMK N 1 SEMARANG	81,7%				83,3%				91,7%				79,2%				80%				80%				30	
10	SMK N 2 SEMARANG	84,2%				85%				76,7%				80,8%				78,3%				85%				45	
11	SMK N 1 AMPELGADING	90%				89,3%				60,6%				88,7%				78,1%				78,1%				40	
Total Respondent																										300	
Total Percentage Score		676%				696,2%				650,5%				622,1%				662,9%				686,9%				100%	
Average Percentage		84,5%				86,9%				79,3%				87,8%				82,9%				86,2%				83,5%	

Tabel 4.43.2 The Effectiveness of Recapitulation Data Analysis for Enrichment Books in Producing Procedure and explanatory Texts Containing Entrepreneurship for SMK Students (Instrumen C2) In Broad Scale

NO	SCHOOL NAMES	I				II				III				IV				V				VI				Total Respondent	
		General Statements				Process Explanenation				Closing / Review				Presentation Model				Presentation Pattern				Containig Entrepreneurship					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		1
1	SMK MUHAMMADIYAH KUDUS	86,6%				90%				75,8%				93,3%				86,6%				87,5%				45	
2	SMK MUHAMMADIYAH PONPES	93,8%				86,3%				90,00%				91,3%				90%				86,3%				20	
3	SMK MUHAMMADIYAH UNDAAN	90%				83,8				81,3%				95%				92,5%				81,3%				20	
4	SMK PGRI 2 KUDUS	83,3%				88,3%				85%				81,2%				80%				83,3%				15	
5	SMK N 2 KUDUS	83,3%				86,6%				76,6%				83,3%				85%				76,6%				15	
6	SMK N 1 CLUWAK	78,3%				73,3%				71,6%				81,7%				78,3%				78,3%				15	
7	SMK N 1 BLORA	80,8%				77,5%				70,8				80%				71,6%				80,8%				30	
8	SMK N 2 DEMAK	83,8%				82,5%				75%				81,3%				78,8%				77,5%				25	
9	SMK N 1 SEMARANG	80%				80%				82,5%				75,8%				85,8%				82,5%				30	
10	SMK N 2 SEMARANG	82,5%				83,3%				76,7%				75%				83,3%				88,3%				45	
11	SMK N 1 AMPELGADING	87,5%				95%				67,5%				85,6%				78,8%				85%				40	
Total Respondent																										300	
Total Percentage Score		680,8%				679,5%				657,5%				673,7%				682%				669,3%				100%	
Average Percentage		85,1%				86,2%				85,6%				87,3%				85,3%				88,9%				83,7%	

The percentage of effectiveness test procedure text was 83.5% and explanation text was 83.7% on the broad scale test. Thus, obtained an average rate of effectiveness was 83.6%.

CONCLUSION

In this study, conclusions include (1) information containing procedure texts and entrepreneurial explanatory texts for vocational students (2) the effectiveness of procedure texts and explanatory texts improve character in educational conservation. The application, with the text of procedures and explanatory texts containing entrepreneurship for vocational students, can be enhanced by the character of students that includes self-awareness, process awareness, attitude awareness, strategy awareness, ideals awareness, obstacles awareness, conscious of beliefs, and conscious of success. Based on this study it is recommended that vocational students should use procedure and explanatory texts based on entrepreneurial content in learning Indonesian to improve the character of students.

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