Project-Based Entrepreneurship Education Model In Vocational High Schools

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Abstract: The purpose of this study was to see how the application of a project-based learning model (PjBL) on entrepreneurship subjects in the xii class of vocational high school level. This application was carried out in two different departments, namely the hospitality department and the accounting department but still in the same educational institution, namely SMK Negeri 2 Batam. This research is an experimental research in which the comparison of the conditions of learning outcomes with conventional systems with the PjBL learning system. The syntax used in this study consisted of: (1) learning preparation, (2) lucrative project design, (3) unite all the materials, (4) build the project, (5) activity activity & progress of the project, (6) show the final project. From the results of the study it can be seen that there was an increase in student learning outcomes and high learning motivation at each meeting.

Keywords: Model Project-Based Learning, Vocational School, Entrepreneurship, Education.

1 INTRODUCTION

Trade competition between countries in the ASEAN region is increasingly apparent, especially when the ASEAN Economic Community (MEA) is formed and Indonesia takes part in it.[1] Improving the quality of human resources must be increased so that Indonesia can compete globally.[2] The government is trying to advance the country's economy by improving formal education with great expectations on entrepreneurship education.[3][4] This is indicated by the issuance of Presidential Instruction No. 9 of 2016 concerning vocational secondary schools as a place to shape students into graduates who are ready to be entrepreneurial and independent.[5][6] Some of the things that are the problems faced by vocational high schools in the implementation of entrepreneurship education include: the availability of facilities and infrastructure in the process of learning entrepreneurship in schools, there has not been solid cooperation between the business world / the industrial world and the SMK so that mutually beneficial relationships are established and full support from school management members to improve the culture of entrepreneurship which is still minimal.[7][8] Other things also contribute to the ineffectiveness of entrepreneurship education in Vocational Schools, such as: competence, knowledge and experience of entrepreneurship that is still low from educators so that they cannot present concrete concrete examples in the business world, marketing products and services produced by students also still very limited, as well as the mindset or mindset of the community that has not been educated about the importance of entrepreneurship compared to working for other people (becoming employees).[9][10] The school also has a role in planning effective learning activities so that students can be more independent and not depend on the direction of the teacher alone. Support from the government is no less important in the form of assistance in the provision of facilities, human resource training for teachers and participatory management as a strength factor for improving education at the vocational school level.[11][12] This study took place at SMK Negeri 2 Batam which is a vocational school that is quite attractive, especially with interesting vocational variations, including: Catering, Hospitality Accommodation, Travel Business, Clothing and Accounting. As with previous research, entrepreneurship education is also important for vocational schools. This research limits his research specifically to the Hospitality Accommodation department to facilitate accurate data retrieval. Based on the results of observations made by researchers, it was found that there were problems in the form of low learning achievement, especially in entrepreneurship subjects. This then becomes the focus of research to find out what is the source of the causes and what solutions should be given so that student learning outcomes reach the targets set by the school.[13]

2. METHODOLOGY

The research methodology used refers to the theory of Brog and Gall, which is research and development where research is divided into 3 stages, namely (1) analysis / preliminary stage, (2) model development stage and (3) model implementation.

a. Stage 1: analysis / preliminary study

At this stage two activities were carried out, namely a literature study and a preliminary survey. Literary studies are conducted to collect all the theories and data that are archived as the basis of the importance of this research and have a strong theoretical basis. The preliminary survey itself was conducted to analyze the learning system that had taken place at the school. The components that will be observed include: the suitability of the use of the education curriculum, the historical data of students on entrepreneurship subjects, the level of understanding and competency of the teacher of entrepreneurship subjects, facilities that support learning and measuring the extent of school management's commitment to improving the culture of entrepreneurship.

b. Stage 2: model development

In this second stage, the research began to draw up an initial draft of the project development model for learning entrepreneurship subjects. After being submitted and consulted with the school, the final model of entrepreneurship learning was formulated to be approved so that it was immediately tested to students under the supervision and full guidance of the teaching staff.

c. Stage 3: implementation of the model

The researcher socialized to entrepreneurship subject educators about the learning process that adopted a project-based learning model. Educators get the guidebook clearly and in detail in each step taken in each face to entrepreneurship subjects. The researcher then assesses the response of students and teachers to the changes in learning methods associated with student learning outcomes.
3. RESULT AND DISCUSSION

1. Design of Project Based Learning Model in Entrepreneurship subjects

After looking at the learning curriculum and syllabus, finally the project-based learning steps are compiled to be applied in the Workshop and Entrepreneurship subjects at the XI grade level of SMK as shown in the following table.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Teacher Activities</th>
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</thead>
<tbody>
<tr>
<td>Phase 1: Learning Preparation</td>
<td>Provide information to students about information and schedule of activities, learning objectives and the concept of teaching materials.</td>
</tr>
<tr>
<td>Phase 2: Lucrative Project Design</td>
<td>Provide an explanation to students how to design a work project that has the potential to be sold at high prices.</td>
</tr>
<tr>
<td>Phase 3: Unite All the Materials</td>
<td>Provide instructions to students regarding the material or resources they need for the implementation of work projects.</td>
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<tr>
<td>Phase 4: Build the Project</td>
<td>Guiding students to actively work together to implement projects so that they become innovative products.</td>
</tr>
<tr>
<td>Phase 5: Insure the Activity &amp; Progress of the Project</td>
<td>Guiding learning activities to stay in line with the expected corridors and monitor the progress of work projects so that they are able to meet the agreed deadlines.</td>
</tr>
<tr>
<td>Phase 6: Show the Final Project</td>
<td>Evaluate learning outcomes in the form of presentations in front of the class on reports and product prototypes from work projects.</td>
</tr>
</tbody>
</table>

2. Student and Teacher Response to the implementation of Project Based Learning in Entrepreneurship subjects.

The researcher conducted interviews with students and teachers regarding their opinions on the application of the Project Based Learning model. The results of the interviews indicate that students initially felt difficulties and were overwhelmed in the application of the learning model of the PJBL due to the short time, the provision of facilities for the implementation of work projects, and ongoing evaluation activities. But over time the teachers felt that all the difficulties were overcome if the teacher received training in advance and made it a habit to teach other subjects. The response from the teaching staff is different from the responses of the students who from the beginning of the learning model PJBL has shown their interest so that it makes it easier for them to digest all the steps of learning correctly. Students convey that they feel more confident after going through the learning process because they are encouraged to be able to solve a real problem creatively and responsibly. The learning motivation of students is also getting bigger where it is characterized by a decrease in the level of absenteeism and enthusiasm during the learning activities taking place. PJBL learning focuses on student participation so that they are required to improve their skills independently with various sources of information both those provided by the teacher and those obtained independently.

3. Results of student learning achievement in project-based Entrepreneurship subjects.

After passing the project-based learning process for one semester on entrepreneurship subjects, the final results of students are collected which are obtained purely without going through the remedial process as shown in the following tables 3 and 4.

![Figure 3. Final Value of Entrepreneurship Lessons Class XI Hospitality Department of SMK 2 Batam in Odd Semester 2018/2019](image3)

![Figure 4. Final Value of Entrepreneurship Lessons Class XI Accounting Department of SMK 2 Batam in Odd Semester 2018/2019](image4)

Another achievement achieved by the students was the attitude of students who responded positively to the changes that occurred in the learning process that were far more independent because they adapted the student-centered learning system so that the focus of learning was on students and not on educators as had happened so far. Students also succeed in completing a work project in the form of products / services that they provide in the form of business plans and product prototypes which are then presented in front of the class and simulated. The next stage of the product is shown to the public through an exhibition of entrepreneurial products organized by the school with full support.

4. CONCLUSION

Based on this research, it can be concluded that:

1. Project-based learning models with six learning phases have been shown to be able to improve student learning abilities and student learning motivation to be higher. Not only that, students are also encouraged to think critically, independently, creatively but are still responsible for being able to fulfill the learning objectives.

2. The application of this project-based learning model is considered effective to improve expertise competencies according to their respective majors, which in this study
majoring in hospitality and accounting majors. This is indicated by the ability to solve problems independently, make project proposals to form real products that are presented in front of the class.

3. One thing that needs to be considered in the application of this learning model is the ability of teachers who must truly understand the flow of the learning process to fit the initial objectives, then oversee the work project and arrange the learning timeline so that it can be completed on time.

5. References


