

ENTREPRENEURSHIP PEDAGOGY LEARNING TOOLS WITH PRODUCT-BASED LEARNING APPROACHES IN VOCATIONAL EDUCATION AT AL-FALAH VOCATIONAL SCHOOL

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ABSTRACT

Entrepreneurship education is a contemporary issue faced by various developed and developing countries around the world. This is because almost every country is faced with the problem of high rates of educated unemployment at various levels of education, including in Indonesia. Therefore, with the implementation of entrepreneurship education at various levels of formal and non-formal education it is hoped that it will be able to respond to these problems from the upstream, because before students or graduates from formal education who will become whole communities are expected to have the characteristics and competencies entrepreneurship in various field knowledge he has . So that with optimization Entrepreneurship education is a rational effort that must be carried out by every country and higher education in an effort to become a competitive country to face highly competitive global competition.

Keywords: learning pedagogy , entrepreneurship, learning based product , vocational education

INTRODUCTION

Higher and vocational education must change the paradigm that has been developing so far, from preparing its graduates to find work to making graduates have the ability to create business opportunities by responding to the problems that exist in the midst of Public or the community (Meditama, 2021). Various efforts have been made by tertiary institutions as the main force to give birth to young entrepreneurs including: establishing a campus entrepreneurship center, providing venture capital programs for students, and making entrepreneurship courses which have so far been elective courses in every study program, become compulsory courses. that must be taken and passed by each study program and participants educate (Sanusi, 2015). Graduates and prospective graduates of higher education, especially vocational and vocational education, must be able to combine their competencies with good entrepreneurial character, and these characters must be able to be built through the real experiences they experience in every learning process they follow. Including entrepreneurship education

which is expected to be the forerunner to the birth of young entrepreneurs who are born in a well-planned, directed, and sustainable educational process. This is in line with 21st century learning which is better known as the constructivist paradigm, namely this paradigm and theory believes that knowledge about something is a construction by subjects who will, or are in the process of understanding . something that (Prawiro, 1997). Effort in develop quality entrepreneurship learning in various countries many done with aim for practice student in Upgrade Skills student (Kholifah & Nurtanto, 2016). The use of information technology in the entrepreneurship learning process in an effort to encourage students to start or develop businesses is very fundamental for them to become entrepreneurs. the use of information technology students have no market reach limits in starting a business and everything only depends on the ideas and creativity they have.

METHODS

This research is research development or Research and Development (R&D) with qualitative and quantitative approaches (mix method). In this development research produced entrepreneurship pedagogy learning tools with approach learning based product . The development model used by using the ADDIE model proposed by (Branch, 2009), which consists of 5 steps including; Analysis, Design, Development or Production, Implementation or Delivery and Evaluations, but limited to the Design stage with the following explanation:

Analysis

Analysis was carried out to identify the possibility of problems occurring in entrepreneurship learning through field surveys and literature studies. The analysis includes needs analysis such as curriculum analysis, learning objectives, learning procedures, learning resources needed, as well as tasks formulated to achieve entrepreneurship learning goals. The results of the analysis are used to develop learning tools for entrepreneurship pedagogy with a product-based learning approach.

Design (design stage) verifies the form of problem solving that will be carried out and determines the appropriate test method. This stage includes the translation of learning needs and objectives into the objectives of making specific learning tools. This stage designs entrepreneurship pedagogy learning tools with a product-based learning approach in accordance with the needs analysis carried out. At this stage, instruments are also designed to carry out product validation instruments, practicality instruments, effectiveness instruments and instrument validation instruments.

Development (validity stage)

This development stage produces and validates entrepreneurship pedagogy learning tools with a product-based learning approach. The validation process is accompanied by discussions or direct interviews with experts regarding the improvements that must be made, namely by designing entrepreneurship pedagogy learning tools with a product-based learning approach first consulting experts or experts and supervisors, then the design is

assessed by competent people (validators).) who have understood the principles of developing learning tools and concepts about entrepreneurship.

Instrument Study

The research instrument used to collect data in this study is as follows; Validation sheet. This sheet is intended to determine the validity of the entrepreneurship pedagogy learning tool with a product-based learning approach by experts. Validation is carried out by an expert validator. The validation carried out includes 3 aspects, namely: Validation of content, aspects and language. Content validation was carried out to assess the suitability of the material created. Aspect validation aims to obtain assessments, suggestions or comments regarding the suitability of the syntax of the learning model with the design of the learning device being developed.

RESEARCH RESULT

Study About Device Learning

Learning devices are an integral part of a curriculum because the curriculum is considered a guide or guide in making learning devices developed by teachers, both in terms of designing learning devices. Learning devices are an important part of implementing learning in the classroom, because learning devices are scenarios and learning storylines for students and educators. Research on learning devices has been carried out, including learning devices based Problem Contextual (Pakpahan et al., 2020), Device Learning Physics based Problem (Firmadani, 2020) Device Learning based production (Ramadhani et al., 2020).

Studies on Entrepreneurship

Entrepreneurship is an important concern because it is closely related to the theory, education and training of entrepreneurship. Entrepreneurship education and training is a process of facilitating individuals with concepts and skills to be able to recognize business opportunities and have insight, confidence and the ability to act (McIntyre & Roche, 1999), including in higher education (Ganefri & Hidayat, 2017c; Hidayat et al, 2018a, 2018b). Entrepreneurship education is defined as conveying entrepreneurial knowledge to students in terms of concepts, skills, behaviors and continuing to become entrepreneurs and states that Enterprise has become an indication of a country's economic growth, a positive impact on formal education Entrepreneurship is the ability acquired through education needed to detect and evaluate opportunities business by increasing confidence in perceived risks and opportunities (Pathak, 2003; Young, 1997).

Studies on Product-Based Learning

Sardiman (2007) interprets learning as a process of interaction between educators and students who can encourage them to learn actively, participatively, interactively by using appropriate methods, approaches, tools/media, and learning environments. Learning based product is an educational process skill or designed and implemented skills _ based on procedures and standards work real (real job) for produce goods or appropriate services _ market demands or consumer (Hidayat et al., 2020). Learning based production emphasize learning , where students could do activity production or

fulfilling services _ standards of the Business World/ Industry World and society (Waluyo, 2021). Ganefri (2013) states: "The production-based learning model is defined as the procedures or steps that need to be performed by the educator to facilitate learners to actively learn, participate and interact, with a competency-orientation to produce a product, either goods or services required". Learning based product as procedure or steps taken by educators _ as facility participant educate for active learn , participate and interact , with competence - orientation for produce something product good goods or the required services (Cahyanti & Akhlis, 2015). Product-based learning is learning that provides opportunities for students to be able to develop thinking skills and skills and work together. In the learning process with product-based learning, students are required to be active, such as raising important questions related to the product to be made (Ganefri & Hidayat, 2015; Ganefri; Kusumaningrum et al, 2015, 2016; Hidayat et al, 2017a).

Device learning Entrepreneurship pedagogy with a product-based learning approach is designed to improve competence students , in particular in field entrepreneurship . Learning based product This is done with the ADDIE development model, where the development stages are as follows:

Stage Defining (Define)

At this stage the researcher carried out several activities, namely: curriculum analysis and student analysis. This stage is carried out as a basis for developing entrepreneurship pedagogy learning tools with a product-based learning approach so that they can be used by both lecturers and students in the learning process, where product development is adapted to the needs of the curriculum and students.

Design Stage (Design)

At this stage the researcher designed the learning device entrepreneurship pedagogy with approach learning product -based , which is formulated in the form of syntax or learning stages for each meeting, as follows:

Meeting I (Syntax 1 - Formulation achievements learning)

At this first meeting the learning process focused on explaining the objectives and orientation of entrepreneurship lectures for 1 semester. Among them are explaining to students course descriptions, lecture strategies, assignment explanations, assessment explanations and lecture contracts which summarize the course rules that students must fulfill in one semester.

Meetings II – VI (syntax 2- Understanding draft material college)

The second syntax which lasts for five meetings, this process focuses more on the active role of students in the learning process (student centered learning). Activities at these meetings and stages in the process use collaborative learning learning strategies, so students are required to have group discussions in presenting tasks that have been explained at the next meeting. Lecturer activities at this meeting assessed each student who made a presentation, assessed papers, assessed performance (assignments) using an assessment rubric that had been made a digital version in the form of WEB in e-learning that had been

developed including; 1) Assessment of papers, 2) Assessment of presentations, 3) Assessment of mind map tasks.

Meeting VII (syntax 3- Evaluation summative)

At the seventh meeting (syntax 3), the lecturer conducts a summative evaluation in the form of a midterm exam to see the ability of students to understand and master the material concepts they have discussed at the previous meeting (meeting 2 – meeting 6). The nature of the midterm exams which are carried out using WEB media or online exams through each student's account according to the deadline set by the course lecturer.

Meetings VIII – IX (syntax 4- Design Duty project)

Learning activities Meeting 8 and meeting 9 students present and discuss business ideas that will be built by each group that has been divided at meeting 1. This meeting (syntax 4) in the learning process is expected to be able to improve problem solving and decision making skills by making business plan proposal (business plan) in accordance with the analysis that has been done by each group. Then, the proposals and power points of each group member are uploaded to the account in EPB Learning (e-learning). Next, the lecturer evaluates the business planning proposals made and evaluates the presentations made by each group member.

Meeting X (syntax 5- Designing design and product business)

After the business design proposals for each group have been approved by the lecturer, at the tenth meeting the students present and discuss the designs and business product designs that have been formulated at the next meeting. In the process of this learning activity aims to increase the creativity and innovation of students. Then the lecturer gives an assessment of the products that have been made.

Meeting XI – XIV (syntax 6- Marketing product)

After making and testing the product, then each group carries out product marketing through promotional media that have been determined by each group. This learning process can hone problem solving skills, team work and improve student character such as: work motivation, discipline, communication skills, and adaptability through the process of direct experience that they get in marketing the products they have designed. Furthermore, the lecturer evaluates the business progress that has been made through the online assessment rubric that has been developed.

Meeting XV (syntax 7- Process evaluation and reporting Duty project)

After each group made the product, then carried out product marketing through various promotional media that were used. At the 15th meeting, students presented a final report on the progress of the business that had been carried out, then the lecturer conducted face-to-face interviews with each group member to assess the character and contribution of group members to the business that had been carried out.

Meeting XVI (syntax 8- Evaluate summative)

Learning activities or processes at the 16th meeting, the lecturer conducts a final semester exam to see students' understanding of the concepts and

implementation of the theories learned in previous meetings. Then after students carry out final semester exams online, the lecturer can see the calculation of the total final semester scores by adding up the scores obtained by each student at each meeting.

Stage Development

Product-Based Learning Devices, based on the results of the validation as a whole by the validator related to language aspects of entrepreneurship pedagogy learning tools with a product-based learning approach, it can be seen that the learning tools have fulfilled the content aspect with a validity value of 0.83. According to Trianto (2010) Valid means that it has provided accurate information about the learning tools being developed. Validation of the entrepreneurship pedagogy learning tool with a product-based learning approach in entrepreneurship courses was carried out by a validator consisting of three experts. The three validators are experts in their field of study, therefore the results of this validation can be accounted for.

CONCLUSION

Device learning Entrepreneurship pedagogy with a product-based learning approach is a tool valid learning . Device learning Entrepreneurship pedagogy with a product-based learning approach produced is formulated in the form of syntax or learning stages for each meeting consisting of: Syntax 1. Formulation of learning outcomes, Syntax 2. Understanding of the concept of course material, Syntax 3. Summative evaluation, Syntax 4. Designing project assignments , Syntax 5. Designing business designs and products, Syntax 6. Product marketing, Syntax 7. Evaluation of processes and reporting of project tasks , Syntax 8. Summative evaluation . Device learning Entrepreneurship pedagogy with a product-based learning approach can be seen that the learning tools have fulfilled the content aspect with a validity value of 0.83.

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