

Creative Product Learning Model and Entrepreneurship through the Company Establishment Program

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Abstract

Vocational high schools are formal institutions that can demonstrate skills in certain fields. Vocational high school entrepreneurship should be able to stand out along with the number of unemployed. Learning related to entrepreneurship can be used by vocational high schools as a provision for the future for students. The efforts of vocational high schools in providing learning for independent and productive readiness are by doing the practice of establishing a company that is packaged in creative product learning and entrepreneurship (PKK). The research method used is descriptive research with a qualitative approach. Data collection techniques in this study used the methods of observation, interviews, and documentation. Sources of data in the study was the head of the study program, PKK teachers, and students. The results of the analysis and discussion of the research obtained, it can be concluded, among others: (1) student learning planning which begins with a teacher coordination meeting with the head of the expertise program, administrative preparation for the preparation of lesson plans from the syllabus and analysis of talents and interests. After conducting meetings and administrative preparations, then proceed with technical preparations, namely conducting cooperation marked by MoUs with productive business actors, which in the future will conduct workshops, seminars, financial support, and student psychology; (2) the implementation of student learning in fostering an entrepreneurial spirit and financial intelligence, namely PKK learning in which there is the development of entrepreneurial knowledge, developing student potential, giving projects, practical experience in entrepreneurship and financial management, taking advantage of opportunities, reading market trends, and monitoring evaluations; (3) there are several obstacles, namely teachers do not have entrepreneurial experience in the field. In addition, the obstacles are also felt by students who have not been able and satisfied in selling the products they sell. As an effort to solve problems by providing direct assistance and discussing with practitioners of productive business actors.

Keywords

PKK; entrepreneurship;
vocational high school



I. Introduction

Basically, vocational high schools are the same as schools in general, namely learning to change new behaviors and later will be useful as a person's survival in society. Changes in implementing the school consist of cognitive, affective, and psychomotor (Nurlita, 2016; Radyuli dkk., 2019; Yulanda dkk., 2014). However, vocational high schools have certain characteristics that can distinguish them from schools in general, Sonhadji in Slamet et al. (2017) explained that the characteristic of vocational high schools

is to prepare graduates in readiness to work directly. The result will be the final value of a learning process that can be independent and productive.

Currently, the growth of vocational high schools has proven that public enthusiasm for vocational high schools is getting higher. Vocational high schools are an attraction for people's lives. Vocational high schools experience an increase in the number of schools and students every year. Starting at the end of the 2017 semester, there was an increase of 1.76%, in 2018, an increase of 1.29% in 2019 and an increase of 0.82% in 2020. Meanwhile, students increased by 2.31% in 2018, 1.06% in 2019, and 2.34% in 2020. The number of graduates in vocational high schools always increases every year and makes vocational high schools also increase and should be able to occupy jobs and reduce the problem of unemployment.

However vocational high schools experience problems. Based on the data obtained, the number of unemployed graduates of vocational high schools is still relatively high. The trigger is that the high number of graduates from vocational high schools is not supported by the availability of job opportunities in the community, the increase in the number of the workforce is not matched by the increase in the number of employment opportunities so that job opportunities tend to decrease (Mufida dkk., 2021), the gap between the skills possessed by graduates and the skills required by industry and the low job readiness of graduates (Alimudin dkk., 2019; Angraini dkk., 2021; Sari dan Sontani, 2021), inadequate educational management so that graduates do not have qualified competencies (Disas, 2018).

Hasanah and Nurhasikin (2019) also emphasized that the unemployment rate is influenced by internal and external factors. Internal factors that come from within the entrepreneur can be in the form of personal characteristics, attitudes, willingness, motivation, or individual abilities that can provide individual strength for entrepreneurship. Meanwhile, external factors come from outside the entrepreneur, which can be in the form of elements from the surrounding environment such as the family environment, the business world environment, the physical environment, the socio-economic environment, and others.

Based on data from the Central Statistics Agency (BPS) in February 2021 (cnbcindonesia.com, accessed in 2021), the open unemployment rate is dominated by the population with a vocational high school education of 11.45%, followed by high school graduates 8.55%, and universities by 6.97%. This data indicates that vocational high schools are still not ready to face the business world or the industrial world (DU/DI). In addition, there are still many graduates of vocational high schools who are less competent in their fields and have not been absorbed in the business or industrial world.

The learning system implemented in several vocational schools is still focused on the determination to graduate and get a job immediately, thus overriding the readiness to create jobs. In addition, there is a lot of learning in the classroom that is still conventional, lacks practice, is still value-oriented rather than skills and teaching staff are not competent in their field. This condition can trigger poor output quality for vocational high schools. School development programs that require vocational high schools to cooperate with the business world and industry can make alternative vocational high schools more effective and productive. However, not all graduates will be involved in the business and industrial world. Therefore, one of the efforts that can be made by vocational high schools is to take advantage of learning creative products and entrepreneurship through the program to establish a company.

SMK 1 Boyolangu is a vocational high school that has implemented creative entrepreneurship learning through an ongoing company establishment program.

Preliminary studies that have been carried out through observations found that the company establishment program was carried out with a project model approach by involving students to be directly involved in establishing a company according to the company's real projections. Students are divided into several groups, each group of students in this program is 3-4 students per group. In the learning process, students are activated by real-life activities that are carried out as they are done in a company. This can stimulate students to be able to develop and cultivate an entrepreneurial spirit and there is also intelligent management in managing finances. In the company establishment program, students also apply the company's goal, which is simply to get as much profit as possible.

Creative entrepreneurship learning is one of the subjects that are also found in SMKN 1 Boyolangu. The lessons taught are based on creativity and innovation. Furthermore, the search findings data for graduates (Pentam) in 2019-2021 found that the average traceable graduate was 58.57%. This means that the identification of the data obtained with the assumption of half of the total graduates. Furthermore, they are grouped after graduation, namely 0% civil servants or none of them become civil servants, followed by the highest being private employees at 28.81%, and continuing to study in college on average 26.73%. Meanwhile, the lowest was independent at 3.12% and graduates who could not be traced an average of 41.43%. This assumes that graduates with business independence are still relatively low. However, this problem is not because students are not able to apply entrepreneurship after graduation, but during an initial interview with one of the PKK teachers he said, "some students have had achievements by winning entrepreneurship printing competitions, not only that there are ex-students or alumni who have also get achievements in entrepreneurship competitions until they are accepted to work in a university environment without conditions". In addition, SMKN 1 Boyolangu is a school that already has adequate facilities and infrastructure and has earned a name as a central school of excellence and from 11 potential majors by taking the Teaching Factory (TEFA) educational approach. Until now, the school continues to improve the entrepreneurial spirit to produce independent graduates and hopes to reduce the high unemployment rate in vocational high schools.

Yulanda dkk (2014) the application of entrepreneurship in learning activities is beneficial in students' self-development. The essence of a person in going to school in accordance with the existence of education is undergoing learning, which means that from those who can't, they know and can do it. The entrepreneurial learning process will be useful in real life where they have learned it and can grow the mind to do business someday after they go through the learning process. No more worries about unemployment, there is someone who will be creative and can manage their finances in life.

Intelligence in managing finances must also be present in cultivating an entrepreneurial spirit. This will have an impact on intelligence in managing finances in entrepreneurship. In addition, Ghozie (2014) explained that Financial planning plays a very important role in a person's activities and fulfilling his financial goals through the development and implementation of a coordinated financial plan. This is in line with Tanuwidjaja (2009) that One of the characteristics of a financially intelligent person is having a productive goal. Productive goals mean carrying out production activities that can create goods and services so that they have use value for the people. Meanwhile, Supriyono (2009) explained that Financial intelligence is a person's ability to obtain resources, both inside and outside one's self to make money. Financial intelligence will produce a person who is financially free for the needs of his business and himself. This

financial knowledge will complement students' ability to manage finances in running their businesses.

Asrofi (2020) added that entrepreneurship education has an influence on financial literacy. Since the beginning, development has been carried out to influence students to be able to manage financial intelligence. This will have an impact on students' thinking and actions to be able to manage their finances. Financial literacy education is provided by increasing knowledge and skills in acting more effectively and can improve welfare.

Empirical studies are also previous studies that have relevance and underlie this research are Amelia, Hendaryati, dan Faridah (2021), found that creative entrepreneurship learning by utilizing the business center and increasing the entrepreneurial spirit for direct practice in the business world. Khotimah, Kantun, dan Widodo (2020) managed to prove that Creative entrepreneurship learning has a strong influence and relationship with student interest in entrepreneurship with a percentage of 83.4%. Asrofi (2020) showed that financial literacy can grow with the market day program. This program is a learning tool, which can teach to make medium-term financial plans by saving, as a means of learning frugality, and getting to know entrepreneurship from an early age. Iskandar dan Safrianto (2020) resulted that entrepreneurial skills and business experience on entrepreneurial success have a positive and significant role.

Based on the explanation of the background, the researcher is interested in conducting research with the research title, namely "Creative Product Learning Model and Entrepreneurship through the Company Establishment Program". This research has differences with the previous empirical research that has been mentioned above. This study aims to find out PKK learning includes planning, implementing, and evaluating obstacles and efforts to grow the entrepreneurial spirit and financial intelligence. The results of this study are expected to be able to contribute to other schools and evaluation of PKK teachers to make it even better at SMKN 1 Boyolangu.

II. Research Methods

The approach used is a qualitative approach. Qualitative research is research and understanding process based on methods that study social phenomena and human problems. In this study, experts formulate a composite image by examining words and reports (Sugiyono, 2016). The type used in this research is descriptive research, which is the type of research used to present a complete picture of the object of study under study and explore the phenomenon or reality of the object of research by describing variables related to the research problem (Suharsimi, 2013). This research was conducted at SMKN 1 Boyolangu. This school is located at Jl. Ki Mangunsarkoro VI/3, Beji, Boyolangu, Tulungagung, East Java.

Research informants or as a source of research data used primary data sources and secondary data. Primary data sources were obtained from the head of the accounting department, PKK teachers and students majoring in accounting for class XI at SMKN 1 Boyolangu. Primary data in this study were obtained by interviewing informants from direct observations and recordings in the field. Meanwhile, secondary data is obtained from school documents related to entrepreneurship, by documenting. In addition, secondary data were obtained from research journals and books relevant to entrepreneurship.

The data collection technique starts from preparation, the implementation of the research includes observation, interviews, and documentation. Data collection in the field uses the Covid-19 health protocol, because in 2019-2021, health problems are still rampant due to the Covid-19 pandemic.

The data analysis technique that will be carried out in writing research reports is using the Miles and Huberman approach in Sugiyono (2017). The data analysis technique that will be carried out in writing research reports is using the Miles and Huberman approach in Sugiyono (2017). This research began with data collection, data reduction, data presentation, and conclusions from the findings.

III. Results and Discussion

An overview of the results of research on creative product learning and entrepreneurship fostering an entrepreneurial spirit and financial intelligence for vocational high school students at SMKN 1 Boyolangu Tulungagung in 2020/2021 can be discussed, namely 3 important points, namely planning, implementing learning, and evaluating including, obstacles and efforts in dealing with obstacles. The results of research data analysis can be obtained by describing the model in Figure 1, as follows:

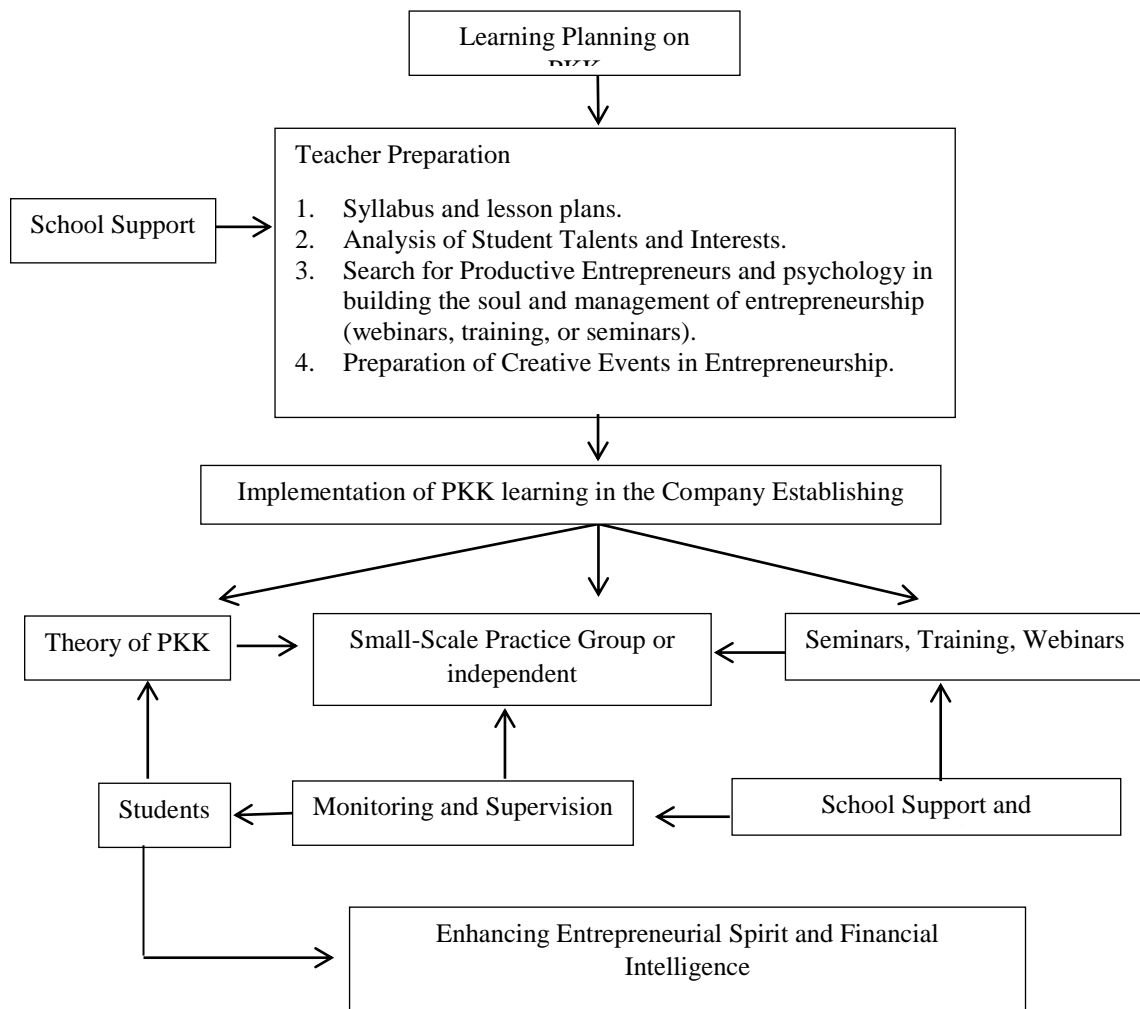


Figure 1. Learning Model in Creative Entrepreneurship Learning (PKK) at SMKN 1 Boyolangu

3.1 Creative Entrepreneurship Learning Planning Activities (PKK)

The planning carried out by the school in fostering an entrepreneurial spirit and financial intelligence by providing theory and practice and bringing in business practitioners. The results showed that the planning carried out by the school through the head of the expertise program and the PKK teacher was deemed to have followed the recommendations as the school provided knowledge in entrepreneurship. Furthermore, through teachers and heads of expertise programs, schools provide full support for the practice of creative entrepreneurship learning (PKK).

Careful planning will be able to produce maximum results. Business planning is a plan for the future of the company and target expectations. With a business plan, activities can get closer to the goal of what is desired. Planning will be a need for analysis and future projects can be the basis for running a business (Melati, 2017). Strategic planning can be used as a long-term project preparation. This can be considered as an effort to realize the goals to be achieved by the business (Triyuni dan Wijaya, 2021).

This research has revealed that there are plans carried out by vocational high schools to provide provisions and experience as prospective entrepreneurs. Vocational high school plans are future for their students because they will become personalities who are able to break through the barriers of the market sector. To show excellence in the entrepreneurial sector, SMKN 1 Boyolangu has provided the best learning because it has planned creative entrepreneurship learning well. This is proven by several students who have experienced entrepreneurship results of up to tens of millions of rupiah because they have participated in projects both theoretically, monitoring and supervising. This recognition can be seen from the students' expressions of selling Koi fish. He has earned a very high profit from the experience, which at first was just a hobby then turned into a profit. This is inseparable from the escort and support from the school. As for there are other admissions from students who are pressed because of lack of finance. Due to PKK learning and knowledge and experience as well as monitoring, these students generate profits of up to millions of rupiah. From this, the school hopes that it will be a force from careful planning by teachers and schools.

Planning has an important role for PKK learning in establishing a trading company. The teacher has made lesson plans for the needs of implementing the program in establishing a trading company. The lesson plan is a teacher's guide in providing learning. This is done by PKK teachers by analyzing interests and talents so that students become more interactive. Without compiling a lesson plan, teachers will feel confused about the flow of what is expected in national education. Therefore, planning has an important role and it is not impossible if there is a learning plan that can run optimally (Bararah, 2017; Salsabilla Sulistiyani dkk., 2021).

With this plan, the school can be considered ready to assist students in entrepreneurship. This is what can be related to the results of research on PKK learning planning. SMKN 1 Boyolangu has prepared all its activities for successful PKK learning. The teacher prepares productive entrepreneur practitioners in running entrepreneurship programs. This effort can stimulate students to be motivated in running an entrepreneurial business. The existence of external parties in introducing the performance of their abilities in entrepreneurship and their advantages need to be carried out for the needs of students (Kadiyono, 2014).

The learning planning carried out by SMKN 1 Boyolangu can be illustrated as follows:

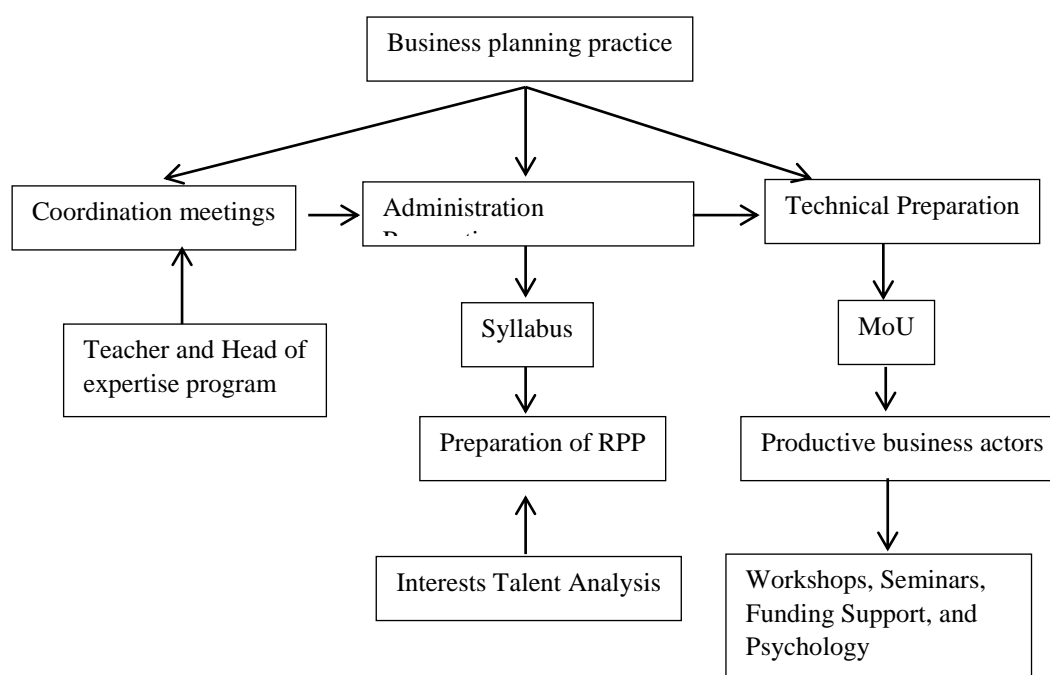


Figure 2. Planning Model of PKK Learning

Source: processed, 2021

Planning has been carried out with coordination meetings, administrative preparations, and technical preparations. The coordination meeting was held by SMKN 1 Boyolangu in fostering the entrepreneurial spirit and financial intelligence of students through PKK learning. Furthermore, administratively the teacher prepares lesson plans based on a syllabus and technical preparations are carried out with entrepreneur practitioners as an effort to entrepreneurship orientation.

3.2 Implementation Activities of PKK Learning

The implementation of PKK learning is an effort in the process of carrying out an activity that has been previously planned. The implementation of practical learning has shown that it has run according to the procedure. The implementation of PKK learning is carried out by dividing students into several groups. It is used as the design of the learning process along with the delivery of the material. The implementation of learning is carried out by providing material and feedback, both offline and online considering the current situation and conditions.

Teacher directions and teacher supervision of students are applied in the process of implementing PKK learning. Students can work in groups to discuss. This will get an optimal result. PKK learning students are expected to be able to submit a business model that can be managed by students. Making organizational structures and job descriptions of each mapping that has been done by students.

The implementation of PKK learning with a focus on cultivating an entrepreneurial spirit and intelligence can be described as follows:

1. Increasing Entrepreneurial Spirit

It was found that the entrepreneurial spirit can grow because of the main activity, namely a hobby. Hobbies because of something they enjoy will be able to provide experiences that can be assessed by students. Hobby can develop itself into an

innovation that can produce something. Initiating change by yourself, not involving others with the aim of effectiveness (Yuliani dkk., 2019).

Emphasizing the best service is the goal of a business served to customers. Sellers by providing good service can make people recommend to others. This means that this can also be a strategy of direct marketing through customers. With references because customers feel good service and have innovations that can create customer needs, other people will also be satisfied (Hendarwan, 2019).

Having a lot of experience will foster an entrepreneurial spirit. The more experience, the easier it is for someone to do everything, including business. Entrepreneurs are able to succeed with themselves and experience (Iskandar dan Safrianto, 2020; Yuswanto dkk., 2021). It does not have to be a derivative from a businessman, but with passion and motivation, it will be able to trigger someone to succeed in business (Rosenda, 2021).

Furthermore, learning in growing the entrepreneurial spirit is by looking for an opportunity. Reading the problem and showing his smarts in the market can be an advantage. With a problem, an entrepreneur will try to find the right solution. The number of relationships also shows a person's entrepreneurial spirit. Having a good network can build success. Intelligent mastery, learning, and intention and trust can easily dominate the market (Rosenda, 2021).

The implementation of PKK learning in cultivating an entrepreneurial spirit is by creating habits between situations and conditions. Students can be familiarized with thinking, acting, and forming attitudes. This habit will later shape the change of students in undergoing the process of the entrepreneurial spirit. The following is an overview of the model that can be drawn from this research:

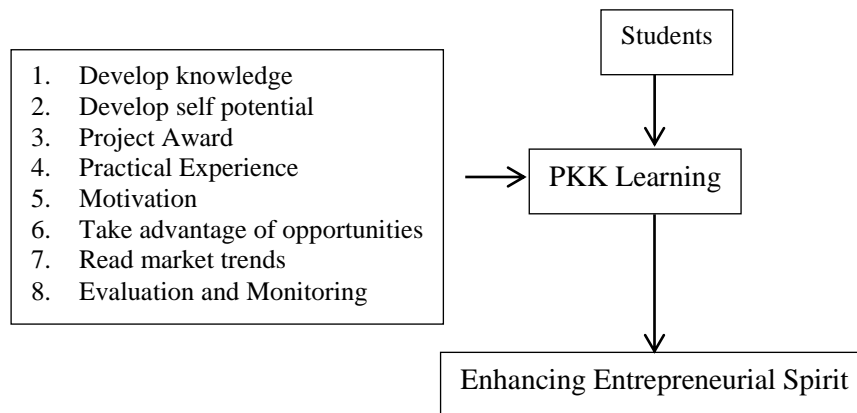


Figure 3. Model of Implementation of PKK Learning for Entrepreneurial Spirit

Source: processed, 2021

2. Improve Financial Intelligence

To improve the financial intelligence of SMKN 1 Boyolangu, students in the PKK learning practice are able to provide financially intelligent growth. It can be described as money that is set aside for koi fish feed, good cash flow records, and taking some for savings.

These results are results that can show students develop in managing finances independently. A person who can use his finances according to his needs will have a more prosperous life in the future. Financial intelligence in entrepreneurship is defined as someone who is able to manage money from business and personal assets (Rozaini dan Purwita, 2021).

The implementation of PKK learning in improving financial intelligence can be described in the following model:

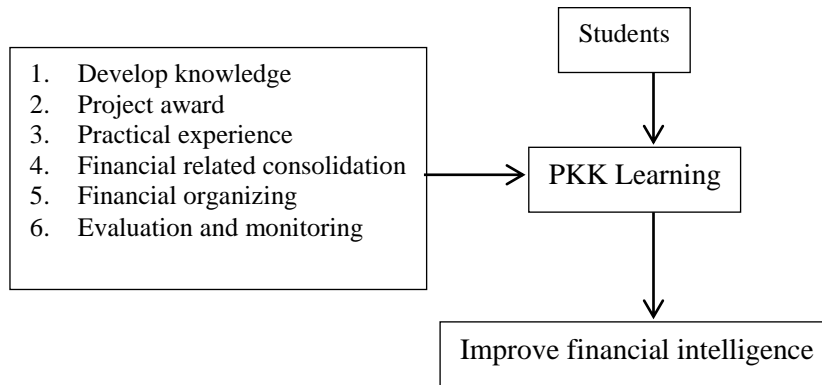


Figure 4. Model of the Implementation of Financial Intelligence PKK Learning
Source: processed, 2021

3.3 Evaluation of PKK Learning Problems and Solutions

The obstacle experienced in implementing PKK learning is that there is not much experience of teachers as assistants in guiding students with productive entrepreneurs. This orientation can provide information and stimulate students to become entrepreneurs. Experience can make a person have knowledge and skills. This is because someone has lived through the incident and received information and used it as an improvement in carrying out activities (Fitrianingsih & Turmuzi, 2020; Iskandar & Safrianto, 2020).

In addition, there are students who are dissatisfied because the products they sell are not selling well. The solution to this problem is to bring in practitioners with experience regarding effective ways to sell products. Because SMKN 1 Boyolali has alumni who are successful in entrepreneurship, this opportunity is used to stabilize students in entrepreneurship. Practitioners can provide solutions to their experiences. This is done by bringing in directly to conduct discussions and provide positive input to students. Effectiveness for entrepreneurship education is by having entrepreneurial experience taught (Mila, 2020).

V. Conclusion

Based on the results and discussion of the research obtained, it can be concluded that: (1) student learning planning begins with a teacher coordination meeting with the head of the expertise program, administrative preparation for the preparation of lesson plans from the syllabus, and analysis of talents and interests. After conducting meetings and administrative preparations, then proceed with technical preparations, namely by carrying out collaborations marked by MoUs with productive business actors, which in the future will conduct workshops, seminars, financial support, and student psychology; (2) the implementation of student learning in cultivating an entrepreneurial spirit and financial intelligence, namely PKK learning, which includes the development of entrepreneurial knowledge, developing student potential, providing projects, entrepreneurship practice experience and financial management, taking advantage of opportunities, reading market trends, and monitoring evaluations; (3) there are obstacles to PKK learning, namely teachers do not have entrepreneurial experience in the field. In addition, the obstacles are also felt by students who have not been able and satisfied in selling the products they sell. As an effort to solve problems, namely by providing direct assistance and discussing with practitioners of productive business actors.

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