

# Development of Creative Product and Entrepreneurship Learning Device with Strengthening The Production-Based Mindset in Vocational School of Tourism

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**Abstract.** This research aims to develop device of creative product learning and entrepreneurship based on weblog for tourism vocational high school, so they can be accessed anytime and anywhere. The development model used is the Borg and Gall. The subjects of research consisted of material, media and linguist expert with students. The results of the validation of material expert to assess the feasibility the content of material are 90% with very feasible criteria. The results of media expert to assess the ease of use, 89% attractiveness with feasible criteria and the results of linguist to assess the ease of understanding 90.3% with very feasible criteria. While the results of trials of student on one by one test obtained an average of 83.99 with a feasible category. For the practicality test of weblog and textbook were developed with 12 students in small groups with an average of 85.44% in the practical category.

**Keywords:** Weblog Media, Research Development, Creative Product and Entrepreneurship.

## 1. Introduction

The current policy direction of the Indonesian government is focused on developing creative and reliable human resources as agent of economic development, creating jobs for oneself and for others. To be able to realize this goal, the government designs various efforts to create young entrepreneurs so that they can take advantage of local potential and the development of information technology into economic resources.<sup>1</sup> School is one of the places used by the government to practice and instill an entrepreneurial mindset. The government has designed the learning of creative products and entrepreneurship to be a place for students to train themselves to be creative and dare to produce creative products to be marketed to the public.

The implementation of learning in schools is supported by good learning device. Where learning devices are developed will have an influence on the learning process in the classroom, because it is used as a guide in the implementation of learning activities in the classroom,

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<sup>1</sup> Asep Kurniawan & Yunyun. Pengaruh Kompetensi Kewirausahaan dan Kelanggengan Usaha Terhadap Keunggulan Bersaing, Jurnal Inspirasi Bisnis dan Manajemen. Vol.2 pp65-78 (2018).

laboratory or learning outside the classroom.<sup>2</sup> Completeness of learning device will help educators in conveying the process of seeking knowledge to students, because learning device are plans for implementing learning to be carried out, where planning is a systematic process to decide what and how students should learn. That's why Ganefri, et al said that the learning device that were prepared would be clearly visible how the scenario/description of the learning activities that would take place in the classroom<sup>3</sup>.

Entrepreneurship competence becomes the competence of SMK graduates, the subject of Creative Products and Entrepreneurship (PKK) is one of the subjects to support the profile. PKK subjects are compulsory subjects in Tourism Vocational High Schools with 7 to 8 hours of lessons per week. This is done by the government as an effort to foster interest, enthusiasm and entrepreneurial skills that will create a young entrepreneurs who graduate from Tourism Vocational High Schools. Because the Tourism Vocational High School is one of the departments with many enthusiasts, it can be seen from the addition of the opening of the tourism department and the increase in the number of students accepted each year (Fernanda, 2017). This is also motivated by the large market opportunity in the tourism industry which requires quite a large labor, because tourism is a big business, with millions of people who want to take advantage of their free time by traveling, medical, and religious trips.<sup>4</sup> This is in line with data from the Central Statistics Agency for the last 5 years where there has been an increase in the percentage of the number of workers in the tourism sector to total workers, starting with 9.03% in 2015; 10.37% in 2016; 10.53% in 2017; 11.17% in 2018 to 11.83% in 2019. The tourism sector is also able to generate 2.4 million new jobs and contribute 6.2 percent to Indonesia's gross domestic product.<sup>5</sup>

Producing Tourism Vocational High School graduates who are ready for entrepreneurship must be supported by learning device that will be used in learning activities to produce graduates with soft skills and an entrepreneurial spirit. Learning device used in learning activities must be able to strengthen the mindset of students to become entrepreneurs. The planting of an entrepreneurial spirit is needed by growing and strengthening the mindset, supported by training through the practice of producing real products that are needed by the business world, both goods and services. For this reason, learning based on production becomes the right model to use in the implementation of learning. Learning based on production is a learning model that is appropriate to be applied in vocational high schools, where the education and training process is integrated into the production process, where students are given learning experiences in contextual situations following the flow of industrial work starting from planning based on orders, implementing and evaluating product/control product quality, to the post-production service step. That is why in entrepreneurial learning the process of internalizing

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<sup>2</sup> Ilham R Arvianto & Yosef Murya K. Ardhana, Pengembangan Perangkat Pembelajaran Untuk Meningkatkan Kemampuan Berpikir Kreatif Dalam Upaya Menuju Era Industri 4.0, *Jurnal Pendidikan Matematika* Vo.2, (2019).

<sup>3</sup> Ganefri et al, *Designing Learning Stages of Production Based Enterpreneurship Learning in the Technology and Vocation Education*, PIMIMD-4 Institut Teknologi Padang, 978-602-75070-5-0, (2017)

<sup>4</sup> Rotua Sahat P.Simanullang, Sri Mutmainnah, Ellys Siregar, *Development of acreative Product And Entrepreneurship Textbook With Strengthening the Production- Based Mindset In Vocational School of Tourism*, ICIESC, 10.4108/eai.31-8-2021.2313805, (2021)

<sup>5</sup> Central Agency on Statistic, 2022

values to students needs to be carried out, because the learning should not only be theory, but practice to become an entrepreneur.<sup>6</sup>

This research developed a Webblog media containing learning device and finalization of the PKK Textbook product by strengthening the mindset based on production. The development of Webblogs and Textbooks PKK by strengthening the mindset based on production is carried out due to the lack of PKK textbooks for Tourism Vocational High Schools, an obstacle for students to explore business in the tourism industry, while on the other hand the potential for developing the tourism sector is quite high.<sup>7</sup> To finalize the textbooks with an effectiveness test through real learning in the classroom with the support of a webblog that contains complete learning device in the form of a Learning Implementation Plan, learning media, student worksheets and evaluation instruments used in learning activities at school.

## 2. Research Method

This research uses the development model (R&D) of the Borg and Gall Model, with the aim of developing a Media Webblog containing learning device for Creative Products and Entrepreneurship by strengthening the Mindset based on production to improve the entrepreneurial competence of Tourism Vocational High School students. Development of Borg and Gall Model with 10 stages, 1) Research and Information Collecting, 2) Planning, 3) Develop Primary Form of Product, 4) Preliminary Field, 5) Main Product Revision, 6) Main Field Testing, 7) Operational Product Revision , 8) Operational Field Testing, 9) Final Product Revision and 10) Dissemination and Implementation. And this research was only carried out until the 9th stage. The 10th stage had not been carried out due to time and funding constraints.

The location of this research took place in the Travel Department of 7 State Vocational High School of Medan. The population in this research were students of Vocational High School 7 Department of Travel Business who followed Creative Products and Entrepreneurship Subjects. The R&D research sample has trial stages starting from the one by one trial stage, small group trial and large group trial. So the sample is all respondents involved at each stage of the trial. The research subjects in this research were one material expert, one media expert, one linguist and Tourism Vocational High School students.

Data collection techniques used in this development research are questionnaires and interviews. Instruments with questionnaire questions and interview guidelines to collect data from material, media and linguist as well as students during the implementation of limited trials, both one by one test, small group test and large group test. Data analysis techniques with qualitative descriptive analysis techniques to process the results of expert reviews and limited tests. The analysis technique is by grouping qualitative data information in the form of input, feedback, criticism and suggestions for improvement, which will be used to improve the developed webblog. The type of questionnaire used consisted of a validation questionnaire for the feasibility and practicality of the webblog developed.

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<sup>6</sup> Ayu Sulasari, Pengembangan Metode Pembelajaran Kewirausahaan Berbasis Proyek untuk Meningkatkan Karakter Wirausaha Mahasiswa Politeknik Negeri Medan, *Jurnal Akuntansi dan Manajemen*, Vol. 23 pp16-18, (2016).

<sup>7</sup> Rapita Ulan Sari, Rusdarti, Rodia Syamwil, Pengembangan Model Pembelajaran Kewirausahaan Berbasis Potensi Lokal di SMK Wilayah Kalimantan Barat, *Journal Of Vocational And Career Education* Vol 2, 92017).

### **3. Research Result and Discussion**

Research on the development of PKK learning device by strengthening the mindset based on production has produced learning device in the form of RPP, teaching materials, learning media, participant worksheets and learning evaluation implementation instruments. The development of device for Creative Product learning and Entrepreneurship for Tourism Vocational High School students follows the Borg and Gall development procedure with ten steps of development.

#### **3.1. Research and Initial Data Collection**

The initial data collection stage was carried out with a literature study and a preliminary study. Literature study is related to curriculum analysis and student analysis. Tourism Vocational High School. The preliminary study was in the form of a Focus Group Discussion with the Head of the Department and teachers of Creative Products and Entrepreneurship at the Tourism Vocational High School and tourism business entrepreneurs, with the aim of reviewing learning materials and the availability of learning device at the Tourism Vocational High School. From the FGD results obtained data that the Creative Products and Entrepreneurship book is still minimal and the learning device are still compiled manually by the teacher based on the syllabus tailored to the needs of the school not yet based on technology. For teaching materials, the sources come from books and the internet, which are more focused on the production of travel souvenirs. For learning media usually use pictures and videos on the internet. The media has been structured but it is still stored manually, which can usually be lost and left behind at home or in the office when learning will take place. For student worksheets, it is manifested in the steps of working on the product. For the evaluation instrument, it is still oriented to the concept of product manufacture, which is also still being compiled manually.

Learning activity of Creative Product and Entrepreneurship has been carried out with participatory learning to produce products in the form of travel souvenirs. Students design and produce souvenir products and market them in school shops and student social media, not yet oriented to the needs of the wider tourism industry. Students have not been oriented to produce tourism business products according to the needs of the community in the form of travel designs, attractions, souvenirs, culinary and clothing to enter the tourism market.

#### **3.2. Planning of Creative Product Webblog and Entrepreneurship for Tourism Vocational High School.**

The webblog planning stage is done by preparing all learning devices. All learning devices will be developed according to the syllabus, annual program and semester program at school. The learning objectives are based on the Spectrum of Expertise of the Vocational High School of the Department of Tourism as stipulated in the Regulation of the Director General of Primary and Secondary Education of the Ministry of Education and Culture Number 06/D.D5/KK/2018. The learning device was designed with the Head of the Tourism Department and the Creative Product and Entrepreneurship Teacher at 7 State Vocational High School of Medan. RPP is focused on a scientific approach focused on students with a project learning model so that students are able to produce products according to the needs of the tourism market to support the profile of graduates. Teaching materials are developed according to RPP material. The material characteristics of Creative Products and Entrepreneurship focus on practice, by strengthening the entrepreneurial mindset of students with the motivation to become successful entrepreneur, especially in the tourism business. Teaching materials will also be accompanied

by a collection of videos of North Sumatra tourism objects, as resources that can be sold in tourist packages produced by students.

The learning media developed are interactive which can be used to help facilitate the delivery of material with a pleasant learning atmosphere. Student worksheets are prepared with a project approach as an effort to explore students' creative abilities related to the material discussed in learning activities. For the evaluation instrument, it is designed to measure students' abilities starting from analyzing needs, designing products, to marketing them. All learning device are developed in accordance with the direction of 21st Century learning, high order thinking skill and problem solving where teachers must develop students' thinking skills in the direction of reasoning, critical and creative thinking, innovating, communicating and collaborating. All learning device will be uploaded to a Webblog that will be accessible by teachers and students, anytime and anywhere.

### **3.3. Development of Creative Product Weblog and Entrepreneurship.**

After all the learning devices are completed, the next stage is the development of the Creative Products Webblog and Entrepreneurship which contains all the developed learning device.

All devices developed are published in a Webblog, where the existence of this webblog makes it easier for teachers and students to access learning materials that students must understand, so that students can access material anytime and anywhere and fulfill learning needs according to the stages of learning implementation. RPP, teaching materials, media, student worksheets have all been uploaded on the weblog as well as the project assessment instrument that comes with the teaching module. The weblog is also equipped with pretest, posttest and answer keys to measure cognitive aspects. The results of the developed Webblog at the following link <https://pkkkmerdeka2022.blogspot.com/>, while for textbooks that were developed in the form of e-books on Drive and at <https://docs.google.com/document/d/1C1B0JfSWse8R8XHnSdp06Zsz6jTvfuQ3/edit?usp=sharing&oid=103710765746513825915&rtpof=true&sd=true> and is in the process of obtaining the ISBN.

The incorporation of motivation words, video of tourism objects, depth of material, preparation of packages, package design exercises in Student Worksheets, and evaluation instruments is expected to increase the desire and ability of students to become entrepreneurs, especially in the tourism business. Thus, it can foster self-confidence and motivate students to become entrepreneurs who go into the tourism business so that they can reduce unemployment and become creators of new jobs in the community. The output of this research is the Device of Creative Product Learning and Entrepreneurship for Tourism Vocational High Schools which was developed by strengthening the mindset based on production that will be used by students in the subjects of Creative Products and Entrepreneurship.

### **3.4. Initial Field Trial**

The weblog that has been developed will be carried out to initial field trials, with expert validation to assess the feasibility of the product with 3 validators, namely material expert, media expert and linguist. The following are validation results from material, media and linguist.

#### **a. Material Expert Validation**

Validation by material experts includes aspects of the relevance of the suitability of media, language, and material on the Webblog. The results of material validation are contained in the table below:

**Table 1.** Results of Material Expert Validation

| No                  | Assessment Aspect                     | Rating Score | Category      |
|---------------------|---------------------------------------|--------------|---------------|
| 1                   | Conformity of content with curriculum | 94%          | Very Feasible |
| 2                   | Alignment of all devices              | 89%          | Feasible      |
| 3                   | Completeness of content               | 87%          | Feasible      |
| Average total score |                                       | 90%          | Very Feasible |

The results of the material expert concluded that the weblogs on all learning devices were in the 90% very feasible position. This is related to the content of the blog with the curriculum used, it is in accordance with all learning devices to strengthen the entrepreneurial mindset of students, precisely 94%. The alignment of all learning devices is in a feasible position 89%, and the completeness of all learning devices contained in the weblog is in a feasible position 87% where all learning devices begin with apperception to motivate and prepare students to become entrepreneurs. Follow-up activities on providing learning materials and ending with an evaluation that familiarizes students with reasoning activities by training students to have the ability to analyze market needs and make decisions.

b. Media Expert Validation

Media expert validation assesses the appearance of the developed weblog, regarding the presentation of material, appearance and ease of use.

**Table 2.** Results of Media Expert Validation

| No                  | Assessment Aspect | Rating Score | Category      |
|---------------------|-------------------|--------------|---------------|
| 1                   | Presentation      | 90%          | Very Feasible |
| 2                   | Appearance        | 88%          | Feasible      |
| 3                   | Ease of use       | 89%          | Feasible      |
| Average total score |                   | 89%          | Feasible      |

The results of media expert validation concluded that the developed weblog in its presentation was very feasible at the 90% position. All learning video links, power point presentations, teaching materials, presentation worksheets are very good on webblogs, which is 90%. In terms of appearance, the blog is attractive from the appearance of writing and images with 89% in the feasible category. For ease of use, it is in the very good category 91%. Media expert advise on access restriction not free access.

c. Linguist Validation

Linguist validation assesses the developed weblog for its readability, writing and ease of understanding the language.

**Table 3.** Results of Validation of PKK Learning Device by Linguist

| No                  | Assessment Aspect                  | Rating Score | Category      |
|---------------------|------------------------------------|--------------|---------------|
| 1                   | Readability                        | 90%          | Very Feasible |
| 2                   | Writing                            | 90%          | Very Feasible |
| 3                   | Ease of understanding the language | 91%          | Very Feasible |
| Average total score |                                    | 90,3%        | Very Feasible |

The results of linguist validation concluded that the developed weblog was considered very good. Readability is very feasible with 90%, the ease of understanding the content language is also in a very feasible category with 91%, where the sentences used are simple and easy to understand. For writing, it is also in the very feasible category 91% where the letters are clear, it can be seen that there is a difference between titles, subtitles and content. The display layout is attractive, but does not reduce from the already good meaning.

### 3.5. Initial Product Improvement

In this fifth stage, the improvement of the content of the weblog in the form of all learning devices is carried out based on the input provided by expert validators, namely material, media and linguist. The initial improvement was carried out in the form of adding a video link to a tourist attraction as input for students to describe the existing potential. Motivation words as an effort to build the spirit of students to become entrepreneurs, also need to be added. And asked to complete more detailed features on the weblog so that students and teachers can focus on the material being sought.

To strengthen the corrections and validations carried out by experts, the weblog containing the learning device developed was continued in the One by One Test by giving three Tourism Vocational High School students with different abilities, namely average, above average and below average abilities. The three students were asked to rate the readability, appearance, presentation of the material and benefits.

The results obtained in the one by one test as follows:

**Table 4.** Results of One by One Test

| Dimensions of Readability, Ease, and Appearance | Student 1                | Student 2 | Student 3 |
|---|--------------------------|-----------|-----------|
| Total Score Gain                                | 62                       | 64        | 63        |
| Total Score Ideal                               | 75                       | 75        | 75        |
| Empirical Score                                 | 82.66%                   | 85.33%    | 84%       |
| Average Score/Category                          | <b>83,99% (Feasible)</b> |           |           |

From the results of the one by one test for assessing aspects of readability, ease of use and Appearance, the results obtained are 83.99% in the feasible category, meaning that weblog containing learning device are feasible for use.

### 3.6. Main Field Test

The main field trial was to determine the practicality of using a weblog that contains learning devices with a small group trial consisting of 12 Tourism Vocational High School students in learning activities using the resulting product.

The results obtained in the one by one test as follows:

**Table 5.** Main Field Test

| Dimensions of Readability, Ease & Appearance | Student                  |       |    |       |       |       |    |       |       |       |       |       |
|--|--------------------------|-------|----|-------|-------|-------|----|-------|-------|-------|-------|-------|
|  | 1                        | 2     | 3  | 4     | 5     | 6     | 7  | 8     | 9     | 10    | 11    | 12    |
| Total Score Gain                             | 65                       | 64    | 63 | 64    | 64    | 65    | 63 | 64    | 65    | 62    | 65    | 65    |
| Total Score Ideal                            | 75                       | 75    | 75 | 75    | 75    | 75    | 75 | 75    | 75    | 75    | 75    | 75    |
| Empirical Score                              | 88,66                    | 85.33 | 84 | 85.33 | 85.33 | 86.66 | 84 | 85.33 | 86.66 | 82.66 | 86.66 | 86.66 |
| Average Score/Category                       | <b>85.44 (Practical)</b> |       |    |       |       |       |    |       |       |       |       |       |

From the results of the main field test for assessing aspects of readability, ease of use and appearance, the results obtained are 85.44% with the category of practical use, meaning that Webblog containing practical learning device and textbook are used in learning activities.

### **3.7. Product Revision After Main Field Test**

The product revision after the main field trial was carried out with input obtained from students in the small group trial. Improvements at this stage are not significant only on writing errors. From the data analysis carried out, that the Webblog which contains learning devices and textbooks developed is feasible and practical to use. For ease of use, coloring, displaying letters, symbols, images, YouTube video links with an attractive appearance and not disturbing the content, looks coherent, and helps teachers and students understand the learning materials on the webblog.

## **4. Conclusion**

The results of the initial field test and improvement of the initial product which were validated by material, media and linguist, that the webblog of Creative Products and Entrepreneurship which contained all learning devices developed was a very feasible category with an average of 90%. Validation from media experts is also in the feasible category with an average of 89%, for validation of linguist also obtained a very feasible category with an average of 90.3%. This validation test was strengthened by a one by one test on students who also obtained a feasible category with an achievement result of 83.99%. So the webblog that was developed is very feasible for use in learning activities on the subjects of Creative Products and Entrepreneurship in Tourism Vocational High School students.

Test results At the time of the main field test with 12 students on learning activities using webblog and PKK textbook that were developed, the results obtained were 84.55 in the practical category. This means that the Webblog and PKK textbook that have been developed are practically used in learning activities for Creative Products and Entrepreneurship at Tourism Vocational High Schools.

The Webblog of creative product and entrepreneurship containing complete learning device, as well as PKK Textbook of Tourism Vocational High School that are developed are feasible and practical to be used in classroom learning activities.

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