

# Competency Development Student Entrepreneurship Through Learning Creative Products of Entrepreneurship at SMK Negeri 1 Adiwerna Tegal

Erni Kurniawati<sup>1</sup>, Dewi Apriani<sup>2</sup>, Basukiyatno<sup>3</sup>  
{Ernibk89@gmail.com}

Master of Pedagogy, Universitas Pancasakti Tegal

**Abstract.** Entrepreneurship education in learning is programmed to be mastered by all SMK students. One of them is at SMK N 1 Adiwerna which is the object of this study. In entrepreneurship education through learning Entrepreneurship Creative Products (PKK) on several subjects that support student entrepreneurship, including: 1) Entrepreneurial attitudes and characters, 2) Analysis of business opportunities, 3) Intellectual property rights, 4) Prototypes on business, 5) Product prototype processes, 6) Prototype Work Drawings, 7) Production cost analysis, 8) Making and testing prototypes. The purpose of this study is to be able to develop students' entrepreneurial competencies through learning creative products of entrepreneurship in schools. This research uses quantitative research. The sample of this study used class XI students of SMK N 1 Adiwerna with a large sample of 213 students. The instrument in this study was a questionnaire of 20 multiple-choice questions. Hypothesis testing using a paired sample t-test. Based on the results of the paired test, the t-test sample shows that the sig value. (2-tailed) of  $0.000 < 0.05$ ., then  $H_a$  is accepted and  $H_0$  is rejected, meaning that there is an influence of the application of entrepreneurial creative product learning on the development of students' entrepreneurial competencies.

**Keywords:** Entrepreneurial Competence, Creative Product Learning Entrepreneurship.

## 1. Introduction

Vocational High School was developed with the intention of overcoming employment problems through the preparation of skilled labor for the business world and the industrial world. In fact, currently SMK graduates tend to be job seekers and very few are job creators. The waiting period for vocational high school graduates to get a job is sometimes long enough to cause unemployment of educated people who are inevitable. The challenges of the business world make vocational high school (SMK) graduates have to be able to compete higher in order to occupy a position in a large company. With the enactment of the industrial revolution era 4.0, as a human job, it can be replaced with robotic power. With the power of the robot, the effectiveness and efficiency of the work can be improved. The transformation that occurred as a result of the development of technology was so complex and large-scale. This will have an impact on all aspects of human life.

The labor market will change drastically as the impact of automation in the economy. The digital world is on the rise, adding to fears of rising unemployment as the need for a reduced workforce that has resulted from its duties having been replaced by robots and automation. But on the other hand, the industrial revolution 4.0 opens up new opportunities for creative youth, raising the standardization of skilled labor, to continue to exist with all the changes that exist. This is a challenge for SMK graduates who have to compete not only in the

industrial world, but also must be able to compete in the business world. To compete in the entrepreneurial world, SMK graduates must be able to become a responsible entrepreneur. They must be able to create job opportunities for themselves, not only dependent on the existing industrial world. The Directorate of Vocational High School Development (SMK) of the Ministry of Education and Culture (Kemendikbud) continues to strive to develop entrepreneurship among SMK students. Through the learning of Creative Products of Entrepreneurship (PKK), vocational schools are challenged to produce more young entrepreneurs from SMK. curriculum sub-directorate of the smk development directorate. SMK entrepreneurship education is implemented in various forms of production and business-based learning, such as PKK, teaching factory. This entrepreneurial printer school program is to integrate the concepts of work, continuing studies and entrepreneurship.

Entrepreneurship in Education has a role in changing the mindset and paradigm of students to be oriented towards creating jobs. The Indonesian government strongly supports the growth of new startups, through the regulations and regulations that are being formed making it easier for startups to grow in Indonesia. The government provides support in the form of policy formation and deregulation so as to increase people's intention to become entrepreneurs.[1]

Entrepreneurship education in learning is programmed to be mastered by all SMK students. One of them is at SMK N 1 Adiwerna which is the object of this study. In entrepreneurship education through learning Entrepreneurship Creative Products (PKK) on several subjects that support student entrepreneurship, including: 1) Entrepreneurial attitudes and characters, 2) Analysis of business opportunities, 3) Intellectual property rights, 4) Prototypes on business, 5) Product prototype processes, 6) Prototype Work Drawings, 7) Production cost analysis, 8) Making and testing prototypes. The learning process will be more successful if the learning materials are in accordance with the needs and interests of students. Students will not have an interest in entrepreneurship lessons if in themselves there is no desire for entrepreneurship.

## **2. Method**

Researchers use a quantitative approach with the experimentation method given to class XI students of SMK Negeri 1 Adiwerna Tegal sekabupaten Tegal by taking samples in 7 departments, namely As for the majors in SMK N 1 Adiwerna there are 7 majors, namely: DPIB Department (142 students), TKR (142 students), TKJ (143 students), TAV (141 students), TITL (108 students), TP (107 students), and Tlas (69 students). by taking 25% of the total population, respectively. The sampel collection in each department is DPIB 35 students, TKR 35 students, TKJ 36 students, TAV 35 students, TP 27 students, TITL 27 students and Tlas 18 Students. And take different classes for experimental classes and control classes. Samples were determined using purposive sampling techniques, namely determining samples based on research objectives. [2]

The data collection method uses questionnaires, observations and documentation. The analysis techniques used are validity tests using the product moment correlation formula, reliability tests with alpha-cronbach formulas, and hypothesis testing through t tests.

### 3. Discussion

Learning Creative Entrepreneurship Products (PKK) with a duration of 14 hours can be used by students to practice business directly and students more easily understand entrepreneurial learning. So that when students graduate from SMK can realize one of the competency standards for SMK graduates according to Government Regulation Number 19 of 2005 and Regulation of the Minister of National Education of the Republic of Indonesia Number 23 of 2006, namely producing graduates who are ready for entrepreneurship. Entrepreneurial learning that uses a regular system is considered unable to help SMK students understand entrepreneurship because entrepreneurial learning is more dominant with the delivery of theory so that student orientation is only limited to getting grades. This is also the provision for graduates that entrepreneurship not only produces products, but how to run their business clearly and programmatically, so that they can understand the weaknesses and advantages of their products and make products acceptable in society according to their target market.

According to ([3]:76), there are two ways to instill an entrepreneurial mentality in students in schools. First, integrate entrepreneurship education into the curriculum. In the curriculum, the scientific character of entrepreneurship should be designed to know (to know), do (to do), and become (to be) entrepreneur. The educational objectives of to know and to do are integrated in the learning curriculum, distributed in various scientific subjects. The school provides entrepreneurship subjects through the PKK aimed at providing motivation and forming an entrepreneurial mental attitude. For the purpose of being an entrepreneur, it is given in practical business skills training. Second, students' extracurricular activities need to be systemically packaged and directed towards building motivation and entrepreneurial mental attitudes. The coaching of learners in various activities of interest and talent, science, welfare or organization should also be directed to provide entrepreneurial skills.

Through PKK learning, teachers direct all efforts, energy and thoughts to increase student entrepreneurship creativity. Teachers are professional educators with the main task, educating, guiding, teaching, training, assessing and evaluating students in vocational education in shaping the character of an entrepreneur. This is reviewed from 3 (three) indicators, namely Teaching entrepreneurial skills, Teaching entrepreneurial characteristics, and providing opportunities to create and innovate. This is supported by teachers who provide material on entrepreneurial skills in the learning process in the subject of creative products of entrepreneurship.

Seeing the condition of entrepreneurship in Indonesia, there are several things that need to be considered so that the learning process at SMK is able to produce graduates who have entrepreneurial character and behavior. One of them is by learning creative products of entrepreneurship in developing curriculum. PKK learning in the educational process is very decisive to realize quality education. Through PKK learning with theory and direct practice in the field, teachers must be more optimal in carrying out their roles and duties as educators by developing creative ideas in entrepreneurial learning so that students are able to improve their quality, independence, knowledge, and insight as well as motivational encouragement and facilitate students to be able to develop themselves. This is in line with research conducted at SMK N 1 Adiwerna Tegal, where there is an influence of learning creative products of entrepreneurship on the development of students' entrepreneurial competencies.

The results of this study show the influence of PKK learning on the entrepreneurial competence of students at SMK N 1 Adiwerna Tegal. The positive result is that there are children who practice directly for entrepreneurship both inside and outside of school. And they

have been able to make business plans in carrying out their business, this can prove an increase in entrepreneurial competence in students. The influence of learning outcomes of Creative Products and Entrepreneurship subjects in increasing the entrepreneurial competence of students at SMK N 1 Adiwerna was analyzed using a simple regression analysis. The results showed that the F-count of 86.71 was greater F-table by 3.89 and the significance of F by 0.000 was smaller than the  $\sigma$  of 0.05, so the results of the study could be concluded that the variables of the subject of Creative Products and Entrepreneurship had a significant effect on the variables of student entrepreneurship competence. The results showed an R value of 0.81 meaning that the relationship between creative products and entrepreneurship lessons in increasing the entrepreneurial competence of students at SMK Negeri 1 Adiwerna was very good. This can be seen from the correlation value of 0.81 including the coefficient value between 0.800-1.000 which states a good level of relationship. The value of the coefficient of determination was 71.9% while the remaining 29.1% was influenced by other free variables that were not studied in this study.

#### **4. Conclusion**

Based on the results of the research above, the learning of creative products of student entrepreneurship affects the improvement of student entrepreneurial competencies at SMK N 1 Adiwerna Tegal. Evidenced by the calculated F-value of 86.71 greater F-table by 3.89 and the significance of F by 0.000 is smaller than  $\sigma$  of 0.05. The value of the coefficient of determination of 71.9% means that the percentage of Creative Products and Entrepreneurship lessons in increasing student entrepreneurial competence is 71.9% while the remaining 29.1% is influenced by other variables outside the variables of this study.

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