

The Analysis of Need For Developing A Project Learning Model Based on Strengthening the Entrepreneurial Mindsets Of Tourism Vocational High School Students

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Abstract. The analysis of need was carried out with the aim of identifying the need for developing a project learning model based on developing an entrepreneurial mindset for tourism vocational high school students, in terms of the readiness of educators and students and policy support. The problems discussed in this research include: 1) what are the basic requirements needed to develop a project learning model based on the development of an entrepreneurial mindset; 2) how prepared educators and students are in developing a project learning model based on strengthening an entrepreneurial mindset; 3) how policy support for developing project learning models based on strengthening an entrepreneurial mindset; The data collection method was carried out by interview with the principal and teachers and questionnaires were distributed to students in class X and XI randomly. The results of the analysis of need show that the learning activities carried out have implemented project model learning, but have not included the content of developing an entrepreneurial mindset in it. Educators and students are ready to accept new things developed in the project learning model based on the development of an entrepreneurial mindset. For policy support, the Principal supports the implementation of the development of this model in accordance with government policy to increase the number of young entrepreneurs. The development of an innovative project learning model based on strengthening the mindset is a modification of the project-based learning model with the addition of entrepreneurial mindset strengthening syntax before entering the syntax stage of the previous project model.

Keywords: Analysis of Need, Project Learning, Mindset Development.

1 Introduction

The development of tourism in various regions currently has an influence on many sectors of life, including the education sector. The education sector is a forum for educating and training human resources who will be involved in the tourism business, both as middle-class experts as technical implementers and at higher levels. Preparing an educated and skilled workforce is one of the requirements for further improving services in the tourism industry. To meet the availability of middle-class technical implementers, the Indonesian Government has launched a pattern of interconnected education between the industrial sector and the learning objectives carried out in schools. Vocational High Schools (SMK) of Tourism as producers of

middle-class technical implementers in the tourism industry, have prepared industrial classes as a form of readiness for school institutions to respond to very rapid changes in the tourism industry sector. Apart from being technical personnel, vocational high school graduates are also prepared to become entrepreneurs who must be ready to open their own business. This effort is being made by the government to reduce the amount of unemployment, especially for vocational high school graduates. Central Statistics Data (BPS) shows that the unemployment rate for vocational high school graduates is always increasing [4], in the last five years there has been an increase in the open unemployment rate for vocational high school graduates as shown in the following table:

Table 1. Number of Unemployed Vocational High School Graduates in 5 Years (2016-2020)

Year	TPT SMK/MAK Graduates	Total TPT	% TPT SMK/MAK
2018	1.598.790	7.018.421	22.77%
2019	1.568.453	7.001.610	22.40%
2020	1.885.060	8.346.620	22.58%
2021	2.111.338	8.746.008	24.14%
2022	1.876.661	8.402.153	22.33%

Data source: BPS processed

The government is making efforts to overcome the increase in the number of unemployed at the SMK/MAK graduate level, by developing human resources to become entrepreneurs. The government focuses on policies developing human resources with creativity and innovation through formal education in schools and through job training centers. It is hoped that the entrepreneurs who are born will play a role as agents of change in development by becoming creative people who create jobs for themselves and for others people. The government has designed many efforts and policy to produce entrepreneurs who are able to utilize local potential and the development of information technology into economic resources[1]. The government is also trying to develop interest in entrepreneurship among vocational high school students by including it as a specific goal for vocational high schools to produce skilled workers who have productive abilities in accordance with their skills and are entrepreneurial. The message of becoming an entrepreneur is supported by placing craft and entrepreneurship subjects as productive subjects with a large number of hours of 8 hours per week. It is hoped that the high number of productive hours at school will foster interest, explore students' creative abilities and the courage to try to produce products in accordance with students' analysis of needs of the surrounding market[2].

The high level of activity in the tourism sector with significant connections with other sectors provides great opportunities for economic development. Tourism has become a big business in the world, including Indonesia. From Biro Pusat Statistik data for the last five years there has been increase in percentage of tourism sector workforce to total workers, start from 11.17% in 2018; 11.83% in 2019; 13.55% in 2020; 11.13% in 2021 to 9.42% in 2022 [4]. The tourism activity is also able to create 2.4 million new jobs and contribute 6,2 percent to Indonesia's gross domestic product . The government sees this phenomenon as the potential to reduce the number of unemployed, by paying attention to it through the policy of opening Tourism Vocational Schools. Until now, Tourism Vocational School have become popular Vocational Schools with an increased in the number of student accepted every year[2][8].

To realize government policies at a more practical level, schools take an important role through the learning activities they carry out. The school seeks to produce young entrepreneurs by stimulating students' thinking abilities through teaching and learning activities that familiarize students with critical thinking, reasoning, creativity and creation. Many learning scenarios are directed at project based learning models, so that students are accustomed to producing creative products. The school realizes that becoming someone who will be involved in the business sector is not easy, because apart from having creativity, students must also have the courage to try. That is why entrepreneurship learning is seen as learning that is carried out as a process of internalizing values, that is why learning should not only be theoretical, but also practical to become an entrepreneur [3] [1]. Apart from project learning scenarios, strengthening an entrepreneurial mindset is very necessary, because a person's mindset will lead to a person's understanding and steps for the continuation of their life in the future. It is difficult to expect a student to become an entrepreneur if in his mind entrepreneurship is not a respected and promising activity for the future. Innovation in entrepreneurship learning activities by adding the cultivation and strengthening of students' entrepreneurial mindset, so that students have the courage to be creative and oriented as business actors who create jobs and not as job seekers [3][1][6]. Strengthening the mindset is carried out by making new habits for students to produce something positive because they believe that their intelligence and talents can continue to develop over time through hard work, dedication and the courage to try. For this reason, PPK subjects should always be designed to provide opportunities to simulate reality so that students are used to innovating and gaining real experience. Entrepreneurship is learning a process of internalizing values which students need to be carried out, because the learning should not only be theories, but the practice of becoming an entrepreneur[3] [1].

To cover implementation of learning scenarios in the classroom, learning model that accustoms student to practice producing products based on their needs to answer questions and problems around them is necessary. Development of a project learning model based on strengthening an entrepreneurial mindset could be an alternative learning model so that students focus on strengthening the entrepreneurial mindset and practices. The analysis of need is necessary in relation to the development of project learning models based on mindset development that are developed so that the models that will be developed truly suit the needs of implementing learning in schools, especially in Tourism Vocational High Schools.

2 Research Methods

The research methods is using the Borg and Gall Research and Development Model. The analysis of need as a stage in initial data collection. This research is limited to the analysis of need which originates from interviews with school principals and teachers as well as distributing questionnaires to students. Interview with the Principal in order to collect data regarding graduate employment trends, the efforts that the school has made to explore entrepreneurial potential, the obstacles faced by the school in fostering interest in entrepreneurship, and his response regarding a project learning model an entrepreneurial mindset to improve students' entrepreneurial competence that will be carried out. Interviews with teachers to explore data related to the initial conditions of implementing craft and entrepreneurship learning, models that teachers usually use in implementing learning,

obstacles faced in class and teacher expectations for students after completing craft and entrepreneurship learning, how students respond to their desire to become entrepreneurs, and how they respond if a project learning model is developed based on developing students' entrepreneurial mindset. Apart from interviews, data collection was also carried out by questionnaires to 30 students at random in classes X and XI of the Travel Management Department to dig up information about what they think regarding the learning models that teachers usually use in learning activities, whether they like these learning activities and what job they want after graduating from vocational high school, do they know that entrepreneurship can open up job opportunities for other people, and what are their views regarding the development of project learning models based on strengthening the entrepreneurial mindset.

3 Result and Discussion

Results of needs analysis through interviews conducted with school principals, teachers and distribution of questionnaires to students, the following research results were obtained:

A. Basic Requirements for Developing a Project Learning Model Based on Entrepreneurship Mindset Development.

From the teacher's side, the teacher's understanding of project-based learning is the basis for developing this model. Teachers must understand thoroughly the project learning model, starting from the basic idea, the requirements and the six syntax/steps of the model. At each stage of project learning implementation, explore students' high-level thinking abilities, reasoning and creative thinking abilities and the courage to try are always instilled in students. Teachers' mastery of the six model syntaxes starts from 1) determining basic questions; 2) designing project plans; 3) preparation of schedules; 4) monitoring project progress; 5) testing the results and 6) evaluating the experience of working on the project, is a must. Apart from that, the teacher's ability to integrate technological advances in the implementation of learning (technological pedagogical content knowledge (TPACK) by utilizing technological advances to facilitate implementation of learning projects in class, the division of student work groups must also receive important attention from the teacher. Group division must take into account the average ability of students in the team, group division is also in an effort to instill the strength of working in a team, synergy, the ability to accept other people's opinions. The division of groups must also take into account the average abilities of existing students so that no group is a superior group and on the other hand a subordinate group. Students are divided evenly based on diversity of thinking abilities as well as diversity of ethnicity, religion and social status.

B. Readiness of Educators and Students in Developing a Project Learning Model Based on Strengthening the Entrepreneurial Mindset

From the results of interviews conducted with several teachers in creative product and entrepreneurship subjects in the city of Medan, it was found that teachers realize how important it is to instill an entrepreneurial mindset for students to make it easier and more encouraging for students in learning activities. Teachers realize that strengthening the mindset of being an entrepreneur is a positive thing that is fostered in students with the belief that becoming an entrepreneur is the door to great opportunities for success. The teacher believes

that students can become more motivated and enthusiastic in creating entrepreneurial projects requested by the teacher, exploring critical and creative thinking skills will be easier to do. The teacher expressed readiness if this learning model could later be developed. The teachers also said that they had mastered the essence of the basic model of the model that would be developed, namely the project based learning model with all the model steps. The addition of entrepreneurial mindset instilling that will be carried out, in the form of providing motivational words, presenting biographies of successful entrepreneurs, showing videos of areas or tourist attractions that are ready to be developed, as well as business opportunities that are waiting to be developed, is considered to be able to give students an idea that being an entrepreneur is a good job. and is as prestigious as any other job, and even the opportunity to achieve economic success is felt to be easier because of the opportunity to take advantage of opportunities independently and as a team with creativity, work flexibility and enthusiasm to try[9][10][11].

The same thing was also received from 30 students by filling in a questionnaire with the following description:

Table 2. Results of Student Needs Analysis Questionnaire

Question	Yes		No	
	Num	%	Num	%
Does the teacher teach using the project learning model in class?	25	73,33	5	26,66
Do you like the project learning model?	25	83,33	5	16,67
Do you want to become an entrepreneur after graduating from vocational high school?	20	60,00	10	40,00
Did you know that working as an entrepreneur can open up jobs for yourself and others?	20	53,33	10	46,67
Do you need to develop a PKK learning model that can grow your interest in becoming an entrepreneur?	30	100	0	0
Total	120		330	
Average/Percentage	0.80		80%	

From the data in the table, it can be seen that students will respond well to the addition of developing an entrepreneurial mindset to the project model syntax which is usually carried out in the implementation of learning so far.

C. Policy Support for Development of Project Learning Model Based on Strengthening Entrepreneurial Mindset

The results of the interview with the Principal regarding the employment trends of graduates, revealed that there are still many students who prefer to work in offices, even as sales assistants in supermarkets which are now mushrooming in the city of Medan, but very few are still entrepreneurs. Students assume that if they are called working, it is if they are working with another party. The school has carried out several activities in an effort to change

students' wrong viewpoints by holding entrepreneurship seminars. However, the results have not significantly changed students' perceptions about entrepreneurship. To explore students' entrepreneurial potential, the school has also directed learning activities towards the habit of producing products to be sold at the school bazaar. Students have produced products with enthusiasm, but sales are still limited to limited groups at the school bazaar which is attended by internal school parties and parents, no sales efforts have been made to the market or the public. The school principal also said that there were several obstacles faced by the school in fostering interest in entrepreneurship among students, namely limited study time and receiving information from the community, so that when students graduated from school they had to look for work, not create jobs or work independently. The school principal responded very positively to efforts to grow and develop interest in becoming an entrepreneur by developing an entrepreneurial mindset, which will be realized in future learning activities through development of a project learning model based on the development of an entrepreneurial mindset to increase students' entrepreneurial competency. With this learning model, it is hoped that students will obtain the right information intensively, and be able to see opportunities that can be utilized to develop themselves into entrepreneurs, because the project learning model based on the development of an entrepreneurial mindset is a learning model that combines the development of an entrepreneurial mindset before students carry out project work, so that students have an orientation that the resulting product should be able to meet market standards.

Tourism Vocational School is one of the majors in vocational schools which has a large number of interested people, which can be seen from the additional opening of tourism majors in several vocational schools and also increase in the number of students accepted each year [11]. The addition of Tourism Vocational High Schools influenced big opportunities in the tourism market which requires many middle-class workers. It cannot be denied that currently tourism is good business, with millions of people looking for refreshment and entertainment by utilizing their free time by religious, traveling and medical trips [2][11]. The high desire to travel is also influenced by technological developments and high working hours in industrial societies which causes boredom. An industrial society with very strict work specialization will cause quite high levels of boredom, requiring time to refresh by utilizing free time outside of working hours, coupled with technological developments that make the world borderless and create cross-border activities. This is also felt by Indonesia. The large increase in the tourism business in Indonesia is in line with the increase in the number of workers in the tourism sector in the last five years. Data from the Biro Pusat Statistik (Central Statistic Agency) for the last five years shows an increase 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. Tourism sector is also able to create 2.4 million new jobs and contribute 6.2 percent to gross domestic product (GDP) Indonesia [4]. Other supporting data is the significant decline in the percentage of unemployed vocational high school graduates for the last three years out of the total number of unemployed for all levels of education. Data from the latest BPS source, updated on January 11 2023, shows a decline as follows: 10.38% in 2020, decreased to 8.59% in 2021 and decreased again to 6.22% in 2022 [5].

Anticipating the rapid development of the industrial sector, the world of education must produce graduates who are ready to use in the tourism sector. Tourism vocational schools prepare middle-class workers who will be ready to enter the tourism market either as workers or entrepreneurs or business people. For this reason, it is necessary to implement a learning process that is able to create students who have the ability to have critical thinking, creativity and innovatively by familiarizing students with the process of reasoning and creating. The

project learning model is a model that is able to explore students' reasoning abilities with high-level thinking abilities. Students will be stimulated to think with basic questions asked in the first syntax which contains descriptions of things that need solving, followed by giving space to students to think creatively to create products that can be part of the solution to solving problems related to the learning material. For Tourism Vocational High School students majoring in Travel Management, the ability to design travel concepts and packages that can answer the fairly high needs of the tourism market is a challenge that must be answered. Students will be trained how to design attractive travel packages are ready to be launched travel industry. Students become accustomed to being sensitive to the needs of people who need interesting, enjoyable trips at prices that are still affordable for many people.

The need to strengthen the entrepreneurial mindset is deemed very necessary as a reinforcement of students' motivation to be truly ready to become entrepreneurs. Tourism Vocational High School students are expected to have a good mindset to be ready to enter the tourism industry as a businessman, not just as workers. From the data collected which was carried out randomly on 30 students in classes X and XI, there are still many students who still do not want to become entrepreneurs using the project learning model that has been used by teachers. For this reason, it is deemed necessary to develop a model that can strengthen students' entrepreneurial mindset to become entrepreneurs. For this reason, it is deemed necessary to develop a model that can strengthen students' entrepreneurial mindset to become entrepreneurs. The research data from these students was confirmed by the results of interviews conducted with the school principal and teachers. The principal said that most graduates still want to work for other parties, and school alumni data shows that most graduates work for third parties. There are still very few graduates who take the initiative to become entrepreneurs or continue their activities independently by opening a business. For this reason, it is necessary to instill an entrepreneurial mindset in every learning implementation carried out in schools. The project-based learning that has been carried out needs to be supplemented by strengthening students' mindsets to stimulate their thinking and interest in becoming entrepreneurs after graduating, so that graduates do not only hope to become workers, but rather hope to become entrepreneurs with the awareness that there are so many potential resources that can be developed into profitable businesses, and the idea that entrepreneurship is more fun than being a worker for someone else. An entrepreneur is someone who will manage his or her own resources by managing time and place of work more freely by applying his or her creativity more freely.

4 Conclusion

The results of the analysis of needs carried out based on interviews with school principals and teachers as well as distributing questionnaires to students can be concluded that teachers and students need the development of project learning models based on strengthening the student's entrepreneurial mindset of Vocational High School (SMK) of Tourism, which is supported by the school principal as a policy maker in school. To teachers, the results of research related to the analysis of needs for developing a project learning model based on strengthening an entrepreneurial mindset can be used in implementing learning in the classroom and also to researchers as valuable input to place the instilling of an entrepreneurial mindset as something that is very necessary in order to develop a project learning model based on strengthening an entrepreneurial mindset for Tourism Vocational High School students.

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