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IMPLEMENTATION OF AN ENTREPRENEURSHIP LEARNING MODEL IN THE CREATIVE PRODUCT AND ENTREPRENEURSHIP COURSE FOR VOCATIONAL HIGH SCHOOLS

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Abstract

The learning model is one of the main factors that need to be considered in the learning process. This study aims to reveal the effect of applying the "EkRenFaTiHa" entrepreneurship learning model in vocational high schools. The research design is quasi-experimental. Determination of the sample using the purposive sampling technique. Data collection techniques using observation, documentation, and tests the prerequisite tests carried out are validity tests, reliability tests, normality tests, and hypothesis tests. The research location was in class XI at one of the state vocational schools in the Province of DIY. It was agreed with the school that it was not permissible to mention the name of the school, so the research location was named X's vocational high schools. The results of the hypothesis testing showed that the cognitive value in the experimental class was significant, which was 0.001, where the value was < 0.05. This means that the "EkRenFaTiHa" entrepreneurship learning model can have a significant influence on student learning outcomes in the subject of creative products and entrepreneurship. While the value of product results in the experimental class is still higher than in the control class. The experimental class got an average product value of 75.455, while the control class average product value was 74.773.

Keywords: Learning Model, EkRenFaTiHa, Entrepreneurship

Introduction

Education is a fundamental thing in a nation (Kurniawati, 2022). Education is one of the determining factors in improving a nation's human resources (Sanga & Wangdra, 2023). Education is an effort made by a nation to change the behavior of the younger generation to be better, develop intelligent knowledge, and be able to face and solve life's problems (Herdiansyah, Dewi, & Furnamasari, 2021). Education is a very important need for humans (Parawangsa, Dewi., & Furnamasari, 2021). Education is an effort to shape the personality of students (Arifin, 2020). Formal education refers to the organized schooling system found in institutions like schools (Syaadah et al., 2022). It constitutes a hierarchical and systematic educational progression comprising primary, secondary, and tertiary levels (Depdiknas, 2003). Each tier of formal education embodies distinct educational content and objectives. For instance, primary education serves as the foundational stage essential for subsequent secondary education. Ideally, primary education is delivered through Primary Schools or equivalent establishments alongside Junior High Schools or their equivalents. Secondary education, in turn, represents an advanced educational phase, encompassing institutions such as Senior High Schools, Vocational High Schools (VHS), or their counterparts, building upon the foundational knowledge during primary schooling. Tertiary education, or higher education institutions, encompasses a spectrum of academic programs, including diplomas, undergraduate degrees, postgraduate studies, specialised certifications, and doctoral degrees.

Vocational High Schools (VHS) represent a distinct secondary education level focusing on practical experience over theoretical knowledge of specific vocational competencies. The emphasis is on preparing graduates for the workforce, aligning their skills with industry demands. The primary goal of Vocational High Schools (VHS) is to cultivate skilled, job-ready, and competitive workers (Mukhlason et al., 2020). However, contemporary Vocational High Schools (VHS) graduates are not just prepared for employment but also entrepreneurship. In other words, it aims to enhance students' knowledge and skills to become competent, educated, and professional mid-level workers, and to instill entrepreneurial spirit (Fitria et al., 2022). In Indonesia, the government has initiated a serious entrepreneurial movement, particularly targeting Vocational High Schools (VHS) students (Marsono et al., 2020), aiming to elevate the country's entrepreneurship level. Indonesia's entrepreneurship rate lags that of other Asia-Pacific countries. The data indicates a ratio of entrepreneurs to the population of 1:83 in Indonesia, compared to 1:66 in the Philippines, 1:25 in Japan, and less than 1:20 in South Korea, despite the ideal ratio being 1:20 (Rapii, 2019).

Entrepreneurship is defined as creating something new or innovative that adds value (Rahim & Basir, 2019). It involves creating, transforming, and developing projects to discover novel combinations in implementing related activities (Khamimah, 2021). Entrepreneurship, initially referred to as entrepreneurship, is a profession that emerges from the interaction between knowledge acquired through formal education and the art obtained from practical experience (Ruswati, 2018). It means entrepreneurship embodies individuals' spirit, attitude, behaviour, and capability to manage activities to seek, create, and implement new work methods, technologies, and products to enhance efficiency, deliver better services, and/or achieve greater profits (Mopangga, 2014). Furthermore, entrepreneurship is a key element for a country striving to be competitive in the global market (Boldureanu et al., 2020).

Entrepreneurship development is pursued by nurturing quality entrepreneurs, encompassing knowledge, skills, and mindset to foster self-reliance in business activities (Diandra, 2019). It can cultivate entrepreneurial interest (Darmawan, 2021) as a strategic step government can take to address several social issues (Akhmad, 2021). This development aims to shape individuals holistically, fostering character, understanding, and skills as entrepreneurs (Sari et al., 2021). There are 17 entrepreneurial values, including autonomy, creativity, risk-taking with consideration, action orientation, leadership, hard work, honesty, discipline, innovation, responsibility, cooperation, perseverance, commitment, realism, curiosity, communicativeness, and strong motivation for success (Presidential Instruction, 2010). Entrepreneurship education implemented in schools

enables the younger generation to unleash their creativity and improve their economic status (Amin et al., 2020). In recent years, various entrepreneurship training activities have been gradually organised to instil strong desires or goals for individuals to become entrepreneurs and enhance their ability to inspire creativity, control, and pursue opportunities by participating in entrepreneurship training (Wu & Tai, 2016). Implicitly, entrepreneurship education in Vocational High Schools (VHS) aims to produce entrepreneurs (Prihadi et al., 2021). Entrepreneurship education begins with attitude formation and entrepreneurial mindset development, followed by structuring and shaping creative and innovative behaviours for students to innovate (Wardhani & Nastiti, 2023). Entrepreneurship education is a learning process aimed at transforming the attitudes and mindsets of learners towards entrepreneurial careers (Wahyuningsih, 2020). Entrepreneurship education aims to shape individuals holistically, fostering character, understanding, and skills as entrepreneurs (Sari et al., 2021).

The key to the success of entrepreneurship education lies in finding the most effective way to manage the skills possessed and identify students' needs (Lee et al., 2006). The success of a learning objective depends on how an educator selects and applies suitable teaching methods for their students (Afifah, 2020). At the Vocational High Schools (VHS) level, entrepreneurship education is packaged within the subject of Creative Product and Entrepreneurship. This also applies to the competency expertise in building construction, sanitation, and maintenance. Entrepreneurship education in this area of expertise should be designed to create complete products according to the field. Entrepreneurship education should be designed to simulate real-life situations so students can find practical ways to learn innovation and gain real-life entrepreneurial experience (Dewi et al., 2018). However, field data indicates that the implementation of entrepreneurship education in Vocational High Schools (VHS) accounts for only 1.93% of the total class hours in Vocational High Schools (VHS) over six semesters (Lastariwati, 2013). Therefore, there is a need for innovation in entrepreneurship education implementation. One approach that can be implemented is the application of entrepreneurship learning models in the subject of Creative Products and Entrepreneurship to foster entrepreneurial character and skills. A learning model is a process of facilitating learning for individuals (Azhar, 2011). A learning model is one of the methods teachers use to deliver material to students to achieve agreed-upon learning objectives (Riswani & Widayati, 2012). A learning model is a particular pattern or learning steps implemented and conducted to ensure that the intended learning objectives or competencies are achieved quickly, effectively, and efficiently (Kaban et al., 2021). A learning model is a conceptual framework that outlines systematic procedures in organising learning experiences to achieve specific learning objectives (Harefa et al., 2022). A learning model or approach is needed in entrepreneurship education to provide a learning experience (Harnani et al., 2020).

Based on the explanation above, this research will review the "EkRenFaTiHa" entrepreneurship learning model applied to the subject of Creative Product and Entrepreneurship in the Vocational High Schools (VHS) with the Competency Expertise of Building Construction, Sanitation, and Maintenance. "EkRenFaTiHa" is an entrepreneurship learning model that stands for Exploration, Business Plan, Facilities, Action, and Results. The stages or syntax of the "EkRenFaTiHa" entrepreneurship learning model are presented in Table 1.

Table 1. Syntax of "EkRenFaTiHa" Entreprenurship Learning Model

Stage	Learning activities/ aspects
Opening	1. The teacher physically and mentally prepares the students for the lesson by starting with a prayer, greeting, addressing the class, and checking attendance. 2. The teacher motivates students to learn by contextualising the relevance and application of the lesson material in everyday life. 3. The teacher provides information about the lesson's competencies, content, and objectives. 4. The teacher conducts an introductory activity (appreception) to encourage students to think entrepreneurially.
Exploration	5. The teacher provides an understanding of entrepreneurship concepts by screening animated videos. 6. The teacher confirms the meaning of entrepreneurship with the students. 7. The teacher asks students to identify business opportunities related to the Competency of Building Construction, Sanitation, and Maintenance. 8. The teacher randomly selects or takes turns with students to write down business opportunities on the board and then confirms the mentioned business opportunities. 9. The teacher guides students in analysing business opportunities by linking them to the digital era. 10. The teacher determines the type of business that students will undertake.
Business Plan	11. The teacher guides students to apply for the position of production leader (director). 12. The teacher guides students to form the necessary business divisions (design, implementation, Budget Estimate Plan, marketing). 13. The teacher divides students based on the predetermined divisions. 14. The teacher asks students to research and understand the tasks and responsibilities according to their assigned divisions. 15. The teacher guides students in conducting a large-scale meeting simulation to determine the type and business plan to be implemented. 16. The teacher distributes Student Worksheets according to division tasks.
Facilities	17. The teacher guides students to maximise the available resources according to their respective division tasks. 18. The teacher guides students to conduct a large-scale meeting simulation in which each division presents the results of its discussions.
Actions	19. The teacher guides students to simulate business opening and customer reception. 20. The teacher guides students to execute their division tasks according to customer requests.
Results	21. The teacher conducts a final product check. 22. The teacher guides students to hold a large meeting to evaluate the produced products.
Closing	23. The teacher inquires if any aspects were not understood or clarified during the learning process. 24. The teacher asks for conclusions drawn from today's lesson. 25. The teacher concludes the learning activity with a prayer and closing.

Research Methodology

The design of this study is quasi-experimental to investigate the effect of a particular treatment on other variables in controlled conditions (Sugiyono, 2007). There are experimental and control groups wehere both groups will be given a pretest before the treatment and a posttest after the treatment. The pretest is administered before the treatment is given to both groups. The

experimental group will receive the "EkRenFaTiHa" Learning Model treatment, while the control group will be taught using conventional methods. The population and sample in this study use purposive sampling, where the entire population is used as the sample for data collection.
The data collection techniques used in this study include:

1. Observation: The researcher conducts observations during the classroom teaching process to obtain an overview of the classroom atmosphere, student and teacher behaviour, collaboration, and communication among students and teachers.
2. Documentation: Used to obtain physical evidence for students and teachers during the teaching process.
3. Tests: The researcher will use two types of tests: pretest and posttest. The pretest measures the extent to which students can relate to the topics to be learned. This test is conducted at the beginning of the teaching process in both the control and experimental groups. Meanwhile, the posttest measures the understanding of the material presented in the control and experimental groups.

Data analysis regarding student learning outcomes from the pretest and posttest is analysed quantitatively.

Q1	X	Q2
Q3		Q4

Figure 1. Quasi-experimental research design

Explanation:
Q1 : Experimental group before the treatment
Q2 : Experimental group after having the treatment
X : Treatment (using the "EkRenFaTiHa" learning model)
Q3 : Control group before the treatment
Q4 : Control group without the treatment

Research Results and Discussion

The study was conducted at one of the state vocational high schools in the Special Region of Yogyakarta province. Due to an agreement with the school authorities not to disclose the school's name, the research location is referred to as X's vocational high schools. The research took place in Class XI at X's vocational high schools during May - June 2023, involving Class A as the experimental group and Class B as the control group. The Class A, the experimental group, received treatment using the "EkRenFaTiHa" entrepreneurship learning model. "EkRenFaTiHa" is an entrepreneurship learning model that stands for Exploration, Business Plan, Facilities, Action, and Results.

The measured aspects in this study include cognitive and psychomotor aspects. The cognitive aspect is measured using pretests and posttests, while the psychomotor aspect is assessed based on the scores of the resulting product, namely a simple house model. The pretest and posttest instruments consist of questions tailored to the learning objectives and competencies. Table 2 displays the results of the instrument trial assessment.

Table 2. Instrument Validity Test Results

Value Acquisition	Frequency
7,5	1
15	1
22,5	1
50	2

Value Acquisition	Frequency
52,5	1
57,5	3
60	1
62,5	2
65	2
72,5	1
80	3
85	2
90	1
95	1

Next, a validity test was carried out based on table 2 data. The validity test of these instruments used Pearson's Correlation Coefficients in the SPSS v.16.0 program. The results of the validity test for the pretest and posttest instruments can be seen in Table 3.

Table 3. Results of Instrument Validity Test

Test item number	Scores of R product Moment	Scores of Pearson Correlation	Explanation
1	0,423	0,550	valid
2		0,547	valid
3		0,633	valid
4		0,616	valid
5		0,770	valid
6		0,792	valid
7		0,925	valid
8		0,944	valid
9		0,890	valid
10		0,640	valid

Based on the validity test results, it can be observed that if the calculated r is bigger than the tabulated r, it means that the statement is considered valid. The pretest instrument was completed by 22 individuals, resulting in a calculated r value of 0.423 with a significance level of 5%. Next, each statement's calculated r value was compared with the tabulated r value. Based on Table 3, it can be seen that all statements are considered valid because the calculated r value is greater than the tabulated r value. This means that all statements can be used for both pretest and posttest. After conducting the validity test of the instruments, the reliability test was performed. Reliable instruments are those used multiple times to measure the same object, yield consistent data (Sugiyono, 2011). The reliability test in this research used the Cronbach's Alpha method with SPSS v.16.0 software. The research instrument is considered reliable if the reliability coefficient is ≥ 0.7 (Lynn, 1986). In this study, the reliability test results are presented in Table 4. The reliability value of the research instrument is 0.894, indicating that it is reliable because its value exceeds the requirement of 0.7.

Table 4. Instrument Reliability

Number of Test Items	Scores of Cronbach's Alpha
10	.894

Another prerequisite test that needs to be conducted is the test of normality. The normality test is to determine whether the research data is normally distributed or not. This step is important to determine the next data analysis technique, whether to use parametric statistical techniques or non-parametric statistical techniques. The normality test of the data in this research is conducted for both the pretest and posttest in the experimental and control groups using the Shapiro-Wilk

test with SPSS v.16.0 software. The Shapiro-Wilk test was chosen for the normality test because the research data was less than 30. In this study, there are only 22 respondent data. The results of the normality test for both the pretest and posttest in the experimental group can be seen in Table 5. It can be concluded that the data for both the pretest and posttest in the experimental group are normally distributed, as the significance value > 0.05.

Table 5. Results of the Normality Test of the Experimental Class

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.173	22	.084	.914	22	.056
posttest	.184	22	.052	.921	22	.080

Similar to the experimental group, the normality test of the data in the control group was also conducted using the Shapiro-Wilk test with SPSS v.16.0 software. Table 6 shows the results of the normality test for both the pretest and posttest in the control group. Based on Table 6, it can be concluded that the data for both the pretest and posttest in the control group are normally distributed, as the significance value is> 0.05.

Table 6. Results of the Normality Test of the Control Class

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.199	22	.023	.921	22	.081
posttest	.198	22	.054	.920	22	.076

After conducting the normality test, an analysis was performed on the pretest and posttest scores for both the experimental and control groups, as presented in Table 7. It shows that in the experimental group, the mean post-test score increased by 36.267%. This value is better than the increase in the mean post-test score in the control group, which only reached 23.434%.

Table 7. Scores of Pre-Test and Post-Test

Class	Mean		Escalation
	Pre-Test	Post-Test	
Class A (experimental group)	61,477	83,773	36,267%
Class B (Control group)	61,295	75,659	23,434%

The pretest and posttest data in the experimental group were then analysed to determine whether the "EkRenFaTiHa" entrepreneurship learning model significantly affected learning outcomes. The analysis conducted was a Paired Samples Test using SPSS v.16.0. The test results in Table 8 show that the significance value is 0.001, where this value < 0.05. This means that the "EkRenFaTiHa" entrepreneurship learning model can significantly influence students' learning outcomes in the Creative Products and Entrepreneurship subjects.

Table 8. Results of Hypotesis Test

	Sig. (2-tailed)
Pair 1 pretest - posttest	.001

The results of this study are consistent with previous research indicating that the implementation of the "EkRenFaTiHa" learning model has a positive impact on learning. For example, research titled "Behavioral Changes in Entrepreneurship of Students in the Application

of the "EkRenFaTiHa" Productive Entrepreneurship Learning Model for Vocational High Schools (VHS) in Culinary Arts" showed that the implementation of the "EkRenFaTiHa" learning model contributed to students' entrepreneurial behavior, including responsibility, innovation, honesty, independence, creativity, leadership, diligence, discipline, cooperation, risk-taking, independence, and communication (Lastariwati, 2014). The application of the "EkRenFaTiHa" productive entrepreneurship learning model resulted in a positive improvement in students' entrepreneurial behavior (Lastariwati, 2015). This also indicates a significant improvement during the continuous process of observing each entrepreneurial behavior, and overall, students' entrepreneurial behavior can be considered good (Lastariwati et al., 2016). The results of this study are also in line with (Malik et al., 2024), which states that by implementing the "EkRenFaTiHa" learning model, it can improve entrepreneurial skills in the indicators of independence, discipline, communication, risk-taking aspects, action-oriented, hard work, cooperative, responsible, persistent, committed, and curious.

Ideally, the implementation of the "EkRenFaTiHa" learning model should be carried out in practical subjects. The existence of this model can be one alternative for teachers to organize and implement learning. However, careful planning is needed before implementing this model. Because in the "EkRenFaTiHa" learning model, there are 5 stages/syntaxes of activities that must be passed through, starting from exploration, business planning, facilities, actions, and results. All of these syntaxes must be passed through properly and adjusted to the competencies taught at that time.

Meanwhile, looking at the average psychomotor skills taken from the average product scores in making simple house models listed in Table 9, the average scores in the experimental group are higher than the average scores in the control group. In the process, the scores obtained in the experimental group are the pure scores obtained from students. When implementing entrepreneurship learning using the "EkRenFaTiHa" learning model, students are required to complete tasks at school during class hours. The scores obtained in the control group are from tasks given to students. However, in this case, students can continue completing tasks at home, not necessarily finishing them during school hours. Implementing the "EkRenFaTiHa" entrepreneurship learning model trains students to have a sense of responsibility, discipline, and collaboration. Although the average scores obtained in the experimental group are not significantly higher than the minimum passing grade, one positive aspect is that students can explore their entrepreneurial abilities, especially in the Creative Products and Entrepreneurship subjects.

The results of this study need to be followed up to further introduce and develop the "EkRenFaTiHa" entrepreneurship learning model in Vocational High Schools (VHS). Hopefully, the model can serve as a reference for teachers in choosing a learning model that emphasises both the process and the resulting product.

Table 9. Average of Product Scores

Class	Product Scores
Class A (experimental group)	75,455
Class B (Control group)	74,773

Conclusion

The "EkRenFaTiHa" learning model is one form of implementing process skill learning that consists of stages, such as exploration, business planning, facilities, action, and results. Based on the results and discussions outlined, the "EkRenFaTiHa" entrepreneurship learning model significantly influences the improvement of students' learning outcomes.

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