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ENTREPRENEURSHIP DEVELOPMENT INTEGRATED CURRICULUM AND LEARNING IN VOCATIONAL HIGH SCHOOL (SMK) PGRI 1 JOMBANG

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Abstract

The identification results show some things that become obstacles in the implementation of entrepreneurial learning in vocational, among others, the lack of effective entrepreneurial learning as curriculum (SK-KD) or the contents of the study material still overlap with the content of subject matter expertise in each department well in majors the same or in different departments. Methodologically, research development using design-based approach reseach. with a 4-phase operational steps namely (1) Analysis of the problem, (2) Preparation of a conceptual product, (3) test the design of products, (4) and evaluation of the overall product. The type of data in the form of primary data in the form of a response (response / impression) through product trials. Instrument using documents, questionnaires, Indep onterviw, and FGD. Research shows that the results of the validation test expert instructional design overall is very good, for economic education expert validation test (the contents of entrepreneurship) overall results are very decent, while the overall assessment entrepreneurial practitioners showed a very decent category. The feasibility of the use of product development can also be seen from the current indications for measuring the effectiveness of the learning curriculum by measuring pre and post test against sciences and entrepreneurial attitudes of students. For the development of advanced products can be added to other models such as; blended, modeling, on the job training, and others.

Keywords: curriculum development, learning, integrated Enterprise.

INTRODUCTION

Secondary vocational education goals of improving intelligence, knowledge, personality, character, and skills to live independently so that learning activities should be able to support the growth of private learners who have the entrepreneurial and life skills to equip students to enter the workforce. However, in practice entrepreneurial learning in SMK PGRI 1 Jombang was still not much contribution to support the achievement of these goals. Special Employment Exchange (BKK) targeting SMK graduates can be absorbed as workers in the business / industry and job creators themselves (self-employment), reaching 100% except that went on to College. Has not been achieved with good, it

is evident from the results of the search conducted by the alumni of Special Employment Exchange (BKK) Vocational High School PGRI I Jombang, for the year 2011 were absorbed in the world of business and industry 39.42% (162 people) of 411 participants students who graduated, who went on to College of 5.84% (24 people), the remaining 54.74% (225 people) are unemployed. As for the year 2012 as much as 45.48% (206 people) are unemployed. (BKK, 2012). Some things that become obstacles in its implementation for this, among others, the lack of effective entrepreneurial learning contents and learning materials for entrepreneurship still overlap with the content of subject matter expertise in each department both in the same direction or in different departments. With these problems it is essential to quickly make improvements in the process of entrepreneurial learning in vocational, through innovative learning curriculum and integrated entrepreneurial learning.

With the existence of such problems would need to have an idea a temporary solution that truth must be proved empirically, namely, (1) the organization of the curriculum (SK-KD) with structuring SK-KD or study materials that overlap through pengintergrasian curriculum well. (2) necessary to create an entrepreneurial learning through the curriculum and integrated learning and sustainable, ie learning activities organized in a more structured departed on a particular topic or a specific subject as its center point (center core / center of interest) Cohen and Manion (1992), Brand(1991).

METHODS

In curriculum development and entrepreneurial learning integrated design approach based reseach because of this development approach has good flexibility properties for this development research model. Operational steps in the design and implementation of research-based researchers adapted from a 4-phase models developed by (Reeves, 2006, Heerington, 2007).

RESEARCH RESULT

This analysis is done of the results found for identification of some of the problems that done by looking at the document on kebikajakan applied in

entrepreneurial learning and entrepreneurial pembalajaran execution that took place during this by observation, as well as doing interviuw to determine the wishes of teachers and students in learning entrepreneurship. Here are excerpts of some of the results of exploratory study.

Table 1. Snapshot Analysis Results Exploration Study Learning Entrepreneurship

CURRICULUM (SK-KD)	POLICY, IMPLEMENTATION, AND DESIRE (FGD, documents, observation, Interviuw And Questionnaire)
Learning Material	1. Policy: The contents of all teachers are actually the same material and prepared in the RPP. 2. Implementation: Taking accordance with teaching handbook and inequality occurs in accordance with the development of individual teachers. Given the same material for all departments so as to support the skills in the department there are good but there is less (as TKJ), so just a lot to motivate entrepreneurs. 3. Desire: Developed towards the material that has been synchronized with the same material with other subjects in both the majors (competency skills) alone or in the majors (another skill competency. Pensinkronisasian (alignment) material content should not only between subjects in group Adaptive alone but also in the group normative and productive / vocational.
Similarity KD /material inother Mapel in the competence of expertise.	1. Policy: For all the similarity of material 2. Implementation: Many similarities KD/ indicators in the majors example (Science in marketing sales, cost of goods sold in accounting, communication in AP) but never combined in entrepreneurial learning. Teachers take their own initiative to mensikapi material overlap by using assisment to students in advance, but not all teachers. 3. Desire: In order to be a meeting between Master entrepreneurship with other teachers to discuss the similarities KD or material, so that each knows where the material that has been given in each department and there is no overlap in the provision of material. There is synchronization between materials with one another by combining KD / material in the competence of expertise.
Other maple maple supporting entrepreneurship in the competence of other skills	1. Policy: Mutual support among the majors, in program marketing expertise, expertise in program TKJ, and others. 2. Implementation: Neither in program marketing expertise, as well as expertise TKJ program is not the same and have not been integrated. 3. Desire: Other subjects that support entrepreneurship in the competence of maple other skills also need to be integrated with each other so they can figure out which KD / material on entrepreneurship to be given, where the material can be passed.
KWU integrated learning model.	1. Policy: No, combining KD / subject matter with each other subjects, both in his own department and other departments.

	2. Implementation: Already there is alignment between the subject matter with each other both in the majors alone or with other dijurusan maple. But it is only by chance when learning takes place. Has ever done is maple entrepreneurship with IPS. Science, Arts & Culture, and sales. 3. Desire: There is a clear alignment in both the content of the syllabus, lesson plans, as well as teaching materials. So that implementation was not invented by asking them first to the students, the material which has been given of maple normative and adaptive even in vocational skills (productive).

Source: Primary Data Processing, 2014

Preparation Phase In Conceptual Product Development At this stage, researchers began constructing the initial draft of the prototype curriculum and learning entrepreneurship based on the study of exploration and identification of some of the existing problems of learners and their characteristics.

1. Construction Prototype Integrated Curriculum and Learning Entrepreneurship in Vocational High School. Construction prototype integrated curricula and entrepreneurial learning in vocational made, an initial draft of the curriculum and learning are arranged in the form of a set of products which consists of (1) Results Competency Mapping of 4 (four) majors / competency skills, from a range of subjects and various levels / semester potential for integrated entrepreneurship, (2) elaboration of Competence to the indicator with the theme "Entrepreneurial Permanent School", (3) Syllabus, (4) Learning Implementation Plan (RPP) of each sub-theme in accordance with the existing The syllabus, (4) Integrated Enterprise Learning Instructional Materials, and (5) the Integrated Guidelines for Entrepreneurship Education. After going through step by step in the preparation of some of the components of the conceptual design of integrated curricula and entrepreneurial learning this, finally produced a draft conceptual curriculum and learning according to the demands of integrated entrepreneurial learning in school SMK PGRI 1 Jombang.

Phase Test Products Curriculum Development And entrepreneurial Learning Integrated

To test the curriculum design expert and an integrated model of entrepreneurial learning, the researchers propose to 2 (two) experts to conduct a

validation test of the design (design) of products, namely; (1) validator expert in the field of technology pembelejaran of Faculty of Education, University of Malang (2) validator content expert in the field of economic studies (entrepreneurship) of the Faculty of Education, University of Malang as and (3) of entrepreneurial practitioners. The test results of curriculum design and integrated entrepreneurial learning can be described as follows:

1) Test Learning Expert, Expert Content Entrepreneurship and Entrepreneurial Practitioners

In the test phase of these experts there is some test experts, namely; test learning technologists, expert feasibility test the contents of economic education / entrepreneurship, as well as of entrepreneurial practitioners. Suggestions, criticisms and comments from experts and practitioners analyzed for revisions to product development. Exposure to this revision will be presented in the form of a summary revision of product development and entrepreneurial learning integrated curriculum to be used as a basis for consideration in making improvements before the product is used limited testing and pitch. For more details can be seen in the following table:

Table 2 Summary of Product Revision Curriculum Development and Entrepreneurship Integrated learning After Test Expert

No.	Assessed Component Description	Page	Item Revision	Explained
1	Mapping SK-KD, KD descriptions to indicators, and theme / sub-theme.	The Attachment Handbook (21 - 45)	There is no problem, just typing needs improvement in several sub-themes	Already done typing improvement in several sub-themes
2	Sylabus	The Attachment Handbook (47 - 61)	No problem, just fixes typing	Already corrected typing of words per word
3	Lesson plan tools (RPP)	The Attachment Handbook (63 -170)	No problem, just fixes typing	Already corrected typing of words per word
4	Entrepreneurship Learning Instructional Materials	9 - 287	a. The pictures there are less obvious and need to be presented proportionately b. Name label source image needs to be there. c. Color / texture image	1. Add some pictures with clear and put proportionally (in all images) 2. Add a label and source image (in total).

			needs to be adjusted to the real situation.	3. Provide the colors of the image corresponding reality on the ground
5	Guidebook of Learning	Guide books (01 - 20)	No problem, just fixes typing	Typing has been repaired
6	Cover	Cover	Perlu diberikan gambar siswa yang sedang praktik berwirausaha	Tampilan cover sudah diberi gambar siswa sedang praktek kewirausahaan
7	Preface	i	Tidak ada masalah	--
8	Content list	ii	Tidak ada masalah, hanya perbaikan pengetikan	Sudah diperbaiki pengetikan dari kata per kata
9	Introduction	5-6	Perlu diperjelas kelompok sasaran dan penerima manfaat dari bahan ajar ini.	Sudah ditambahkan untuk kelompok sasaran dan penerima manfaat.
10	Standart of content	All materials	Need additional content that leads to practice	Has been added to the content of the materials that are practical
11	Presentation	9-280	Keep in giving practical examples more interested for students.	Some practical examples have been added
12	Evaluate	End materials (9 sub tema)	Evaluation form so that there is practically in every sub-themes that fit with its integration.	Evaluation form that is already added in each practice competency test in sub "Application Capabilities Concept"

Source: Data processed Researcher, 2014

After going through several stages, from the preparation of the blue print (draft) is conceptually with a group of collaborators that suit the needs of teachers and students, followed by the preparation of the construction product development and entrepreneurial learning integrated curriculum and through some testing experts, and several stages of evaluation for the revision of teachers, students, and some experts and practitioners, finally produced a product development and learning curriculum in accordance with the demands of entrepreneurial learning in school SMK PGRI 1 Jombang.

2) Trials Small Group

The process of implementation of the small group trial, the respondents were used as much as eight (8) people. Representations of 4 (four) majors. The following test results for small groups and some inputs that are used to repair the product of this development.

Table 3 Results of Testing Small Group Integrated Curriculum and Teaching Entrepreneurship (N: 3 + 12)

No.	Components Assessed	Score Total(Item Score X)	percent (%)	Identification
1	Mapping SK-KD, KD descriptions to indicators, and theme / sub-theme.	132	88	As a clear indicator that reflects that theme KD.Sub adapted to the learning objectives in each learning activity
2	Sylabus	66	88	No problem, just fixes typing
3	Lesson plan tools (RPP)	145	87,9	No revision
4	Entrepreneurship Learning Instructional Materials	185	82,2	a. The pictures there are less obvious and need to be presented proportionately. b. Name label activity and source images need to exist. c. Color / texture image needs to be adjusted to the real situation.
5	Guidebook of Learning	117	86,7	Overall fit for use, but it needs to be repaired pengetikannya and or writing.
6	Cover	102	85	So given the original image of the student participants entrepreneurial learning
7	Preface	147	81,7	No problem, just fixes typing
8	Content list	155	86,1	No problem, just fixes typing
9	Introduction	672	86,2	Need to be clarified on the instructions for use of teaching materials for students.
10	Standart of content	505	84,2	a. There is a simplification of the concepts so quickly understood, without any explanation from the teacher length b. The material is also still there are too theoretical, not practical
11	Presentation	307	85,3	To be more interesting, the picture so that more and funny.
12	Evaluate	447	82,8	Some exercises, especially relating to the theory that the more clarified so as not to confuse
For All		**2.963**	**84,39**	So given the original image of the student participants entrepreneurial learning

Source: Data processed Researcher, 2014

From the above data shows that respondents stated curriculum development and instructional products used for entrepreneurial learning is very good (84.39%). This means that some respondents who use curriculum and instructional shows interest, easy to understand, and has a very good interest to learn entrepreneurship.

So the product development of curriculum and learning can already be declared eligible as entrepreneurial learning in small groups.

3) Field Trial

Expected from this trial is to obtain empirical design that is the end result of this research, and to determine the extent to which the effectiveness and quality of the products of this development. Therefore trials instructional design here is the test used, the form of test data in the form of pre-test answer sheets data post test.

a. Pre and Post Test Results Students Knowledge About Entrepreneurship
   Pre test is used to determine the level of knowledge about entrepreneurship students before the test was given treatment in the form of product design development. While the post-test was used to determine the level of students' entrepreneurial knowledge of the results of the intervention by using an integrated model of entrepreneurial learning, and the results are as follows;

Table 4. Tabulation Results of Pre and Post Test Students Knowledge About Entrepreneurship

No	interval	clssification	Pre Test		Post Test		Up/Down	
			f	%	f	%	f	%
1	48 - 54	Good	7	21	18	53	11	32
2	41 - 47	Enough	16	47	12	35	-04	-12
3	34 - 40	Worst	11	32	04	12	-07	-20
Total			**34**	**100**	**34**	**100**	**16**	**64**

Source: Data processed Researcher, 2014

From table 04, the frequency distribution of entrepreneurial knowledge students (pre-test) note that of the 34 students who were respondents, as many as seven (7) students (21%) are well qualified, 16 students (47%) included enough, and as many as 11 students (32%) expressed with less qualification. While the level of entrepreneurial knowledge of students after getting treatment by using a model jointly developed (post test) note that of the 34 students who responded to a total of 18 students (53%) are well qualified, 12 students (35%) included enough, and as many as 4 (four) students (12%) expressed with less qualification.

b. Pre and Post Test results trend Entrepreneurship Students
   Data about the tendency of entrepreneurship students before and after there was intervention by using an integrated model of entrepreneurial learning acquired through pre and post tests, can be seen in the following table;

Table 5. Tabulation Results of Pre and Post Test tendency Entrepreneurial Students.

No	interval	clssification	Pre Test		Post Test		Up/Down	
			f	%	f	%	f	%
1	35 - 43	Good	03	09	07	20	04	11
2	27 - 34	Enough	16	47	21	62	05	15
3	19 - 26	Worst	15	44	06	18	-09	-26
Total			**34**	**100**	**34**	**100**	**18**	**52**

Source: Data processed Researcher, 2014

According to Table 05 above, before learning the results of the development of the model can be seen that the tendency of entrepreneurship students from 34 respondents predominantly in the classification enough that 16 students (47%), while the entry is not much good classification only 3 (three) students (09%), and which includes the qualification was relatively still much less 15 students (44%). After being given a treatment with a unified model of entrepreneurial learning showed increased entrepreneurship attitude or inclination, to which both increased by 11%, and which has a considerable tendency also rose 15%, while the students who initially have an entrepreneurial attitude that less than 44% reduced to 18% which is down 26%.

c. Student Entrepreneurship Skills Practice Results Of the learning process that is reflected from each sub-theme in the map learning comes the five (5) the type of production use for practice, namely: (1) Ice candle "Yam's" (2) Browcatel (brownies from cassava), (3) Cakes and Ice Cilonis, (4) Nugget Tewel, and (5) Sales shirt. The fifth type of business is all planned by the students, carried out by the students, the results are sold solely by students, through the report, with bimibngan of teachers and practitioners SMEs. For more details of how the level of skills of students during the learning process of entrepreneurship can be seen from the results of the assessment of teachers and practitioners as well as a mentor observer in table 06 below.

Table 06. Tabulation Student Entrepreneurship Practices

No.	Group	Planning score	Action score	Result score	Selling score	Report score	Score Totals*	Qualifications **
1.	K-1	80,0	70,7	80	80,0	80,0	70,9	good
2.	K-2	70,3	80,3	60,7	80,3	60,0	70,3	good
3.	K-3	70,3	70,3	70,0	80,3	60,0	70,2	good
4.	K-4	70,0	60,7	50,7	70,7	50,7	60,7	enough

5.	K-5	70,3	70,0	70,3	70,0	60,7	70,1	good
	Jumlah	70,4	70,4	60,9	70,9	60,5	**70,2**	good

Keterangan :
* Skor penilaian berada pada interval 1-3
** Criteria : *bp* = 76-100 (Very good); *bp* = 51-75 (good); *bp* = 26-50 (enough; and *bp* = 0-25 (worst), dengan *bp* is teacher accepted dan man who is entrepreneur action..

Source: Data processed Researcher, 2014

Based on the above data tabulation, kamampuan level students in the practice of entrepreneurship as a whole was good (70.2). In detail, for the ability to plan classified as good (70.4), as well as role in its implementation showed a good rate (70.4), to the results of the product indicate the level of ability that is enough (60.9). While also a good selling skills (70.9), and the reporting category enough (60.5).To find out the results of a questionnaire completed by the respondent field trial results, can be seen in Table 04 below:

Table 07 Field Trial Results of Curriculum and Learning kewira-company Integrated (N: 3 + 38)

No.	Components Assessed	Score Total(Item Score X)	percent **(%)**	Identification
1	Mapping SK-KD, KD descriptions to indicators, and theme / sub-theme.	124	82,67	Theme so close to things in the environment of students.
2	Sylabus	62	82,67	There are still typing that needs to be repaired
3	Lesson plan tools (RPP)	136	82,42	Methods, in order to clarify operationally in the implementation.
4	Entrepreneurship Learning Instructional Materials	184	81,78	Subject matter that is taken from sources that vary
5	Guidebook of Learning	114	84,44	Need to be improved typing or writing.
6	Cover	310	81,58	Writing the title, it is located so that the center or in the middle, do not step aside to the left.
7	Preface	473	82,98	There are still typing that needs to be repaired
8	Content list	487	85,44	No problem, just fixes typing
9	Introduction	2.140	86,64	So delivered sub-theme and purpose pebelajaran / competencies to be achieved.
10	Standart of content	1.576	82,29	Giving examples of the material covered releven
11	Presentation	937	82,19	Drawing to be given an explanation kegiantannya, become one with the source

12	Evaluate	1.446	84,56	For a more clear answer key and scoring on an evaluation or assessment.
	For All	**9.490**	**84,18**	Has been good, just need some input and improvements typing.

Source: Data processed Researcher, 2014

From the results of field tests above show that for entrepreneurial learning curriculum and models using the results of this development, teachers, practitioners, and students considered that the curriculum and the model used for entrepreneurial learning, already well (84.18%). This means that students and teachers use the curriculum and model of the components, materials and instructional guidelines along with other devices, show interest, easy to understand, and bring up a very good interest to learn entrepreneurship.

d. Phase Evaluation Trial Curriculum and Learning kewira-integrated company. After all range of activities or product development processes integrated curriculum and entrepreneurial learning is going according to the plan stated in the design development of the approach Design-Based Research (DBR), and implemented by systematically preceded by the preparation of the product until field trials, overall evaluation thorough ranging from small group trial, field trial include; knowledge, inclination / entrepreneurial attitude and entrepreneurial skills of students, teachers and practitioners entrepreneurial responses, as well as the responses of students on curriculum and integrated entrepreneurial learning. Overall evaluation of results can be presented in a summary of the evaluation in table 08 below:

Table 08 Summary of Results of Evaluation of Curriculum and Learning-an Integrated Enterprise (N: 34)

No	stages Evaluation for Product	Evaluate result		Explained
		Score/ (%)	Category	
1.	Trials Small Group	84,39	Effective	Analysis of the test results with the small group (N: 12 + 3)
2.	Field Trial	84,18	Effective	Analysis of the test results with the Field trial (N:38 + 3)
	a. knowledge Enterpreneur	64,00	good	Changes, students who are knowledgeable entrepreneurial both rose 32%, which is less well down 20%
	b. tendency Entrepreneurship	52,00	good	Changes, entrepreneurial attitude good students rose by 11%, which is less well down 26%

	c. Entrepreneurship skills	70,20	good	Results of analysis of the observer ratings (N:34)
3.	Responses Against Teachers and Practitioners And Pem-learning curriculum	81,00	Very good	Analysis of the results of the responses of teachers and practitioners through six aspects and (N: 4)
4.	Responses Students Against Curriculum And Learning	79.26	Very good	Analysis of the results of student responses through sixth aspects and (N: 34)

Source: Data processed Researcher, 2014

The final report of this revision, in accordance with the comments and suggestions contained in field test questionnaire, interviews and discussions with respondents and already got a deal with a group of collaborators. Revision mostly against typos and clarify the elements that exist in some components of the curriculum and the model is as a final refinement of product development and entrepreneurial learning curriculum integrated.

CONCLUSIONS AND RECOMMENDATIONS

This developed product designed to contain some components that allows teachers and students in implementing entrepreneurial learning process. The final result of this development is in the form of (1) Results of Basic Competency mapping the entrepreneurial potential, (2) Results Translation of KD into indicators, (3) Syllabus, (4) rencara Learning Implementation (RPP), (5) Integrated Enterprise Learning Instructional Materials and (6) Integrated Enterprise Learning Guide For Teachers. Entrepreneurial learning product development is done in a systematic way in accordance with the implementation of the strategy of integrated model of entrepreneurial learning webbed (Fogarty, 1991).

Strengths and Weaknesses

1) Strength Products

This product was conceived and developed in a collaborative, participatory and reflective by involving teachers and students as well as other subjects and informants, which was conducted from needs analysis to produce the final product. It is based because they know in everyday teaching entrepreneurship material which really overlap and potential to be integrated either between subjects and between departments. In addition, they also take responsibility for the success of the product. This collaboration is also in line with the thinking (Blank & Russel, 2000; Nelson

& Stolterman, 2000; Willis, 2000; Willis & Wright, 2000). In essence, participatory model is a model that is centered on the client (client-centered designed).

2) Product Weakness

Many problems in entrepreneurship education in schools led to a model that is developed can not meet all of them. The problems in question appears in the curriculum (SK-KD) or learning materials, ways of learning, media availability, characteristics of human resources (teachers and students) are diverse, the external environment, and others.

SUGGESTIONS

For the school, this model can be used as one example in developing the curriculum and integrated learning for entrepreneurial learning at different levels or semesters and also to other subjects which have no cohesion and still overlap the material is so much easier in understanding the content of the material.

Advanced product development related to other products can also be developed that media teaching materials plus one line (blended), module, and modeling-based teaching materials, or use the learning method on the job training, the students directly join the entrepreneurial practice similar to the idea of students in order to know directly the problems faced by business.

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