

Learning Model of Entrepreneurship Project Based on Local Wisdom as Student Character Improvement

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Abstract

The project-based learning model is one of the exciting learning models to be researched. The project-based learning model has not been implemented optimally. This study aims to find factual models of entrepreneurial project learning implemented at the research site and their impact. Looking for a needs analysis of the learning model of entrepreneurship projects carried out in 3 high schools of Grobogan Regency Indonesia. This research is mixed method research. The instruments used in this study were interviews, observations, documentation, and questionnaires. The data analysis method in this research uses descriptive statistical analysis, data reduction, data presentation, and verification. Implementing the entrepreneurial project learning model still has several obstacles, especially in planning, implementing, and evaluating entrepreneurial project learning. Entrepreneurial project learning needs to include elements of local wisdom as the primary learning resource for students. This research has contributed to the development of an entrepreneurship learning model that is appropriate and follows local wisdom in each school

Keywords: Learning Model, Project-Based Learning, Entrepreneurship, Local Wisdom, Student Character

INTRODUCTION

The value of local wisdom is an important part that must be integrated into the subject matter (Sugiantoro et al., 2022). The value of local wisdom can be integrated into students' learning resources. Local wisdom refers to a set of knowledge and skills to overcome problems or difficulties in a good and correct way. It is understood as something that has been believed for generations.

The selection of learning material sources associated with local wisdom will help students implement their knowledge. Local wisdom has been used to maintain the harmony of human and environmental relations (Ningrum et al., 2018). Local wisdom helps students to shape their character (Syamsi & Tahar, 2021). Local wisdom plays a vital role in shaping student character through character education. Local wisdom is the foundation for shaping the character of students. Local wisdom requires the involvement of all parties, including principals, teachers, families, and communities, to realize students with character (Nurasiah et al., 2022).

However, there are still teachers who do not understand the learning model to be used. Based on the study's results, it can be seen that some teachers still have difficulty understanding the application of effective learning models. Teachers still have shortcomings in mastering paedagogic science (Urdanivia Alarcon et al., 2023).

Teachers do not understand the implementation of entrepreneurship project learning well. Teachers still have difficulty in preparing learning tools and learning resources that are relevant to learning entrepreneurship projects. Teachers can still not develop learning resources that suit students' learning needs. Teachers must prepare learning resources based on local wisdom. Learning resources based on local wisdom can improve students' literacy abilities (Setiawan et al., 2017).

The impact of the shortage of teachers in implementing the entrepreneurial project learning model is that students' independent character and cooperation in learning have not been optimally achieved. This study is significant

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because the implementation of project learning continues to face many obstacles. Teachers are unable to implement entrepreneurship project learning properly. This study uses an entrepreneurial project learning model based on local wisdom as a relevant learning resource for students. This study aims to identify factual models of entrepreneurial project learning implemented at the research site and their impact. Further, it aims to conduct a needs analysis of the learning model for an entrepreneurship project

METHODS

This research is a mixed method research using quantitative and qualitative approaches. A quantitative approach is used to obtain data related to analyzing the learning implementation needs of entrepreneurial projects. A qualitative approach was used to find data related to the implementation of entrepreneurship project learning in three high schools that the government has selected to implement the new curriculum in Indonesia. The implementation of the entrepreneurship project learning model refers to the 2022 Pancasila Student Profile Project Guide Curriculum Merdeka published by the Indonesian Education Standard, Curriculum and Assessment Agency. The project learning model based on the provisions of the Pancasila Student Profile project guide is a learning model that must be carried out in the Merdeka curriculum. The implementation of the project is carried out based on the integration of various scientific disciplines. The study population is three high schools in the Grobogan region of Indonesia implementing entrepreneurial project learning. The high schools used in this study were Grobogan High School, Pulokulon High School, and Karangrayung Indonesia High School.

Research samples in the study were taken from principals, teachers, students, and project teams in each school. The total number of informants studied amounted to 100 informants. The instruments in this study used documentation, interviews, observations, and questionnaires. Documentation extracts data from written sources, field notes, and other research-supporting data (Syamsi & Tahar, 2021). Interview data is used to extract in-depth information from research informants (Liu & Sullivan, 2021). The observation data can be seen directly from observations (Wolor et al., 2021). Through the results of these observations, they can complete various data obtained from documentation sources and interviews conducted (Haerudin et al., 2023). Documentation, interviews, and observations were used to determine data on implementing learning entrepreneurship projects in 3 public high schools in the Grobogan region of Indonesia. The questionnaire is used to determine the needs analysis of the implementation of entrepreneurial project learning that has been carried out. Data Analysis in this study is divided into two analyses. Qualitative data analysis uses data reduction, data presentation, and data verification. As stated by Miles and Huberman, qualitative data analysis begins with data reduction, data presentation, and data verification (Turmuzi et al., 2023). Data reduction is a step to get rid of unnecessary data. Data presentation is an activity to make research reports obtained from data reduction. Data verification is an activity to ensure the data obtained is correct and accurate (Campbell et al., 2011).

The qualitative approach also uses data triangulation to find the validity of the data obtained (Maisyaroh et al., 2023). Triangulation in this study uses triangulation techniques by comparing the results of interviews, observations, and documentation (Novais et al., 2023). Data triangulation will be able to provide an in-depth picture of data sources obtained from interviews, observations, and documentation (De Leon Saura & Mamaoag, 2023). Interviews were conducted with the principal, teachers, project team, and students. Observation is used to observe the implementation of entrepreneurial projects carried out. Documentation is used to see student learning outcomes in learning entrepreneurial projects. Quantitative data analysis uses descriptive statistics to look at the results of project learning and look for a needs analysis to improve the implementation of enterprise project learning. Before conducting the study, researchers sent research permit application letters to three high schools in the Grobogan district, Indonesia. After obtaining the research permit, researchers interviewed principals, teachers, project teams, and students in three high schools in the Grobogan region of Indonesia. Research data obtained from interviews, observations, and documentation are reduced, organized, presented, and given data conclusions. The descriptive statistical analysis examines the need for entrepreneurial project learning. Finally, the results of data analysis are presented and made in the form of text, tables, diagrams, and direct quotes from interviews.

RESULTS

Teachers' understanding of implementing entrepreneurial project learning still has several obstacles, especially in

planning, implementing, and evaluating entrepreneurial project learning. Implementation can be seen from interviews with three principals in three high schools. Principal A replied:

‘So far, one of the difficulties of teachers involved in project learning is in choosing learning resources that suit the learning needs of students. Learning resources based on local wisdom have not been optimally developed by teachers in project learning for several reasons, especially in providing learning resources students need. The learning resources used are generally still limited to books that do not necessarily follow the local context of students at Karangrayung High School.’

This statement was also conveyed by Principal B, who stated that:

‘Our learning projects have developed local wisdom in the community. However, our ability to develop interesting learning for students is still limited, but it can also greatly impact society. Our school area is close to the tourist attraction Ki Ageng Selo, which is indeed an attraction for the community. Other potentials such as agricultural products and several others that become local wisdom in our school area still need to be developed again in project learning’.

Meanwhile, school teacher C stated from the implementation of entrepreneurship project learning that has been carried out it is known that:

‘The project learning that we do still needs much improvement, especially in providing students with an understanding of the project theme. In providing project understanding to students, they can use a choice of learning resources following the students' environmental context. One of our weaknesses is providing the learning resources needed for project learning. Teachers have not been able to develop learning resources based on local wisdom independently’.

Implementing entrepreneurial project learning is still based on textual sources less relevant to student needs. This condition can be corroborated by the interview results of the principal at School A, who stated:

‘One that has not been maximally explored in the implementation of project learning is the development of local potential around the Karangrayung area. Many things related to the culture and local wisdom of the community are still not much explored. We hope to develop learning projects that are useful for preserving local culture and becoming a learning resource for students. This implementation is because learning that utilizes local wisdom will be more useful for students because it can be used in everyday life’.

Based on the implementation of administrative learning, it can be seen that the implementation of learning as a whole has not been able to develop learning tools relevant to needs. Learning resources that are relevant to local wisdom in each school cannot be compiled by teachers. A good learning resource is a learning resource under local wisdom in the environment around students. This implementation project learning can also be seen from the observations made to see the achievement of entrepreneurial project learning.

Based on the analysis of the implementation of project learning carried out in three driving schools, it can be seen that the project flow used in learning is the flow of contextualization, action, and reflection. At the contextualization stage in the three schools, they have not maximally explored local potential as relevant learning materials. As for the project learning activities carried out, the clarity of teachers and students in each activity is appropriate. However, the role of partners involved in project learning is still limited. This implementation is due to the community's lack of involvement in project learning activities. For example, project learning conducted at Grobogan High School shows community involvement as partners is still lacking. If the learning of this project aims to have more impact on the community, then the role of the community in project learning needs to be improved. The implementation of project learning can also be seen on the project learning implementation table in the following three schools.

Table 1: Implementation of Entrepreneurship Project Learning

Research Location	Condition	Information
Karangrayung High School	The grouping of students in project learning is adjusted to the learning needs of students. Its grouping is determined based on the specific topics chosen by students. Student involvement in project learning is good; partner and community involvement is still lacking. The products produced in project learning have many variations even though the project's sustainability has not been maximized.	The drawback of the implementation aspect is the involvement of the community and partners. Learning has not optimized cooperation with the community and surrounding partners so that the benefits of project learning are still within the scope of the school.

Grobogan High School	Student involvement in project learning has been outstanding. Partners and communities have also been involved in learning projects but are still within the scope of the school. The resulting products have been able to produce products that are beneficial to students and the community, but in terms of quantity and quality, they still need to be improved.	The disadvantage of the implementation aspect is the development of project themes that can raise local wisdom. The untapped and implemented local potential is still very much.
Pulokulon High School	Student involvement in project learning is good, as is grouping students based on student profiles. Student involvement in project learning is also very active. Community and partner involvement still needs to be redeveloped because it is still limited. The products produced in quantitative learning are good and have a high selling point.	The disadvantage of the implementation aspect is that it can still not cooperate with partners and communities in an enormous scope. Project learning is still limited to the local scope around the school.

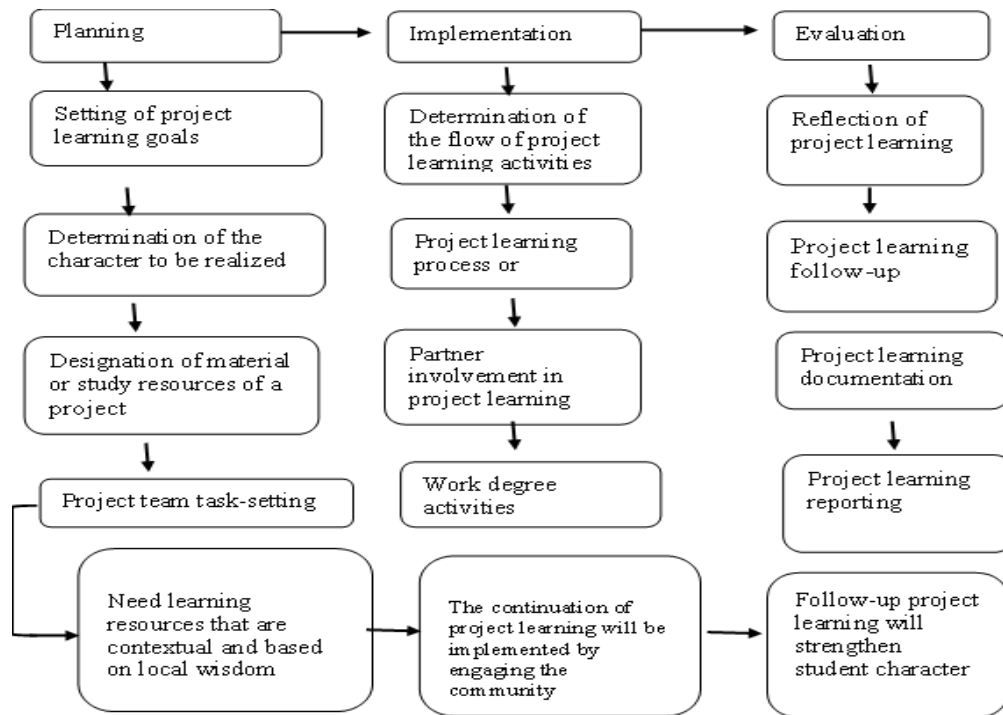
Teachers and project teams can prepare learning tools, although they have not been optimally prepared. This condition is clear from the explanation of the teacher at School A, who stated:

"I cannot yet create a suitable learning tool owing to my limited understanding. So far, the most important aspect is that learning tools are prepared first, although the quality is not optimal."

The interview results were corroborated by observations made at three high schools. From observations made at Karangrayung High School, it was identified that local wisdom is not being used as a learning resource optimally. Teachers have not explored the local potential required by students; therefore, the learning resources used have not been developed based on the local potential that suits student needs. This condition is also observed at Pulokulon High School, which has tourism potential. The selection of learning resources relevant to local tourism potential cannot be explored optimally. Teachers have not been able to develop learning resources based on the potential of tourism as local wisdom in the region. In Karangrayung High School, the local potential in the Karangrayung area has not been developed as a source of student learning. The local agricultural potential in the Karangrayung area cannot be maximized. The agricultural potential in senior high school areas has not been raised as a solution to increase economic activities in the surrounding area. Moreover, at Grobogan High School, the local potential for natural tourism needs to be developed. Teachers have been unable to create learning resources relevant to the conditions of Grobogan High School.

Teachers cannot create learning resources based on local wisdom. They use textbooks and learning devices that are not modified to include local wisdom according to students' learning environments. However, the evaluation results of project learning strengthen student character through project learning. This implementation can be observed in the image of the project-learning model from the subsequent planning, implementation, and evaluation.

Figure 1:



Project Learning Factual Model

DISCUSSIONS

Entrepreneurial learning aims to improve cognitive skills and attitudes. Moreover, project-based learning develops student character (Wardana et al., 2020). Entrepreneurship education can improve students' entrepreneurial abilities and help them develop their character. Project learning involves steps from planning to implementation and evaluation.

The planning stage included formulating project objectives, analyzing student characteristics, formulating learning strategies, creating worksheets, and designing student learning needs. The implementation stage involved designing evaluation tools, preparing the necessary learning resources, explaining project assignments and drawings, grouping students according to assignments, and working on projects that have been identified. At the evaluation stage, the conformity of the results with the implementation and planning was assessed. The implementation of project learning is illustrated in the following figure:

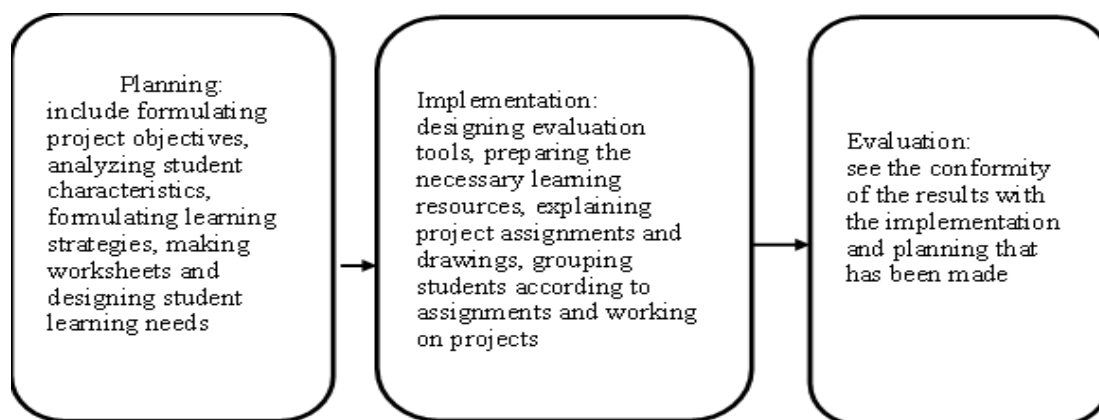


Figure 2: Project-based learning stages

Figure 2 demonstrates that implementing entrepreneurial project-based learning must begin by formulating project objectives, analyzing student characteristics, formulating learning strategies, making worksheets, and

designing student learning needs. The purpose of a project must be adjusted by examining the implemented entrepreneurial projects. The characteristics of the students in each class must also be identifiable so that appropriate learning strategies can be selected. No less critical are formulating worksheets that will be used in the learning process and formulating students learning needs, including the equipment, materials, and media required in the learning process. After everything is prepared in the planning stage, the implementation stage requires the teacher to design evaluation tools, prepare the necessary learning resources, explain project assignments and drawings, group students according to assignments, and work on projects. Project implementation can perform well if a formulated plan is followed. Teachers' evaluation tools must explore project learning abilities. The learning resources used must be adjusted to students learning needs. The tasks to be conducted must also be detailed and informed to the students. In project learning, it is also easier to use group learning; therefore, students must be grouped according to the tasks provided. The last stage is to ensure that the implementation of the project that has been conducted follows the planning that has been prepared previously.

CONCLUSION

The factual model of entrepreneurship project learning implemented in three senior high schools in Grobogan Regency has various obstacles. The implementation of entrepreneurship project learning at Karangrayung High School was completed with complete learning tools. The suitability of the learning theme does not follow local wisdom in the school environment. Learning resources continue to use textual sources. The implementation of the entrepreneurship project learning at Grobogan High School was completed. The learning resources used are complete, however, are not relevant to learning resources based on local wisdom. The implementation of entrepreneurial project learning is better in Pulokulon High School and it is better prepared for planning, implementing, and evaluating project learning, compared with Karangrayung High School and Grobogan High School. These shortcomings include not adding local wisdom as a learning source for students. The learning resources used have not been able to adapt to local wisdom in the school environment. Learning about entrepreneurship projects remains limited to the local scope of schools. The impact of entrepreneurial learning projects cannot be felt optimally, particularly in the surrounding communities. Analysis of the learning needs of entrepreneurial projects can be conducted using local wisdom as a source of learning. Entrepreneurial project learning can be conducted continuously and involves the community as a project learning partner. The contributions of this study can be used to analyze the need for relevant learning resources by incorporating elements of local wisdom in the school environment.

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