

Learning Model of Strengthening Vocational Life Skills With Entrepreneurship Knowledge to Improve Student Learning Outcomes

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Abstract-The aims of this research are developing learning model: and implementing learning model. This learning model is able to contribute to the development of quality education at UNIMED. This research uses research and development approach (research and development). Research and development to develop and validate educational products, including procedures and processes, such as learning methods or methods of learning management. To know the effectiveness of learning model that was developed was done experimental research approach with quasi experiment with control group design posttest only. The results showed that the use of vocational life skills model of entrepreneurial skill proved "very effective" In improving learning out comes, as well as increasing the competence and knowledge of students in entrepreneurship courses and already adhere to the categories very well and feasible and effective use in learning.

Keywords-model development, learning strengthening vocational lifeskills, entrepreneurship

I. INTRODUCTION

Entrepreneurship education in Indonesia still lacks sufficient attention, both by education and society. Many educators are less concerned with the growth of attitudes and entrepreneurial behavior of educated targets, both in high school and high-level schools, as well as in professional education

According to data from the Directorate General of Youth and Official Education of the Ministry of National Education of 75.3 million Indonesian youth, 6.6 percent graduated. Of these 82% work in both government and private agencies, while only 18% are self employed or entrepreneurs. Recognizing the lack of natural resources, the government and the business world depend on the ability to create and innovate in producing quality products and services.

High educated open budgeting is 740,206 persons or 7.02 percent and annually there are 2 million to 3 million new job seekers graduating from high school including high graduate. Various ways have been done by the government to reduce unemployment, among others with the recruitment of about 200 thousand candidates civil service every year until the year 2009, the creation of new businesses or industries. In providing employment for graduates of high lecturer is relatively difficult. In general, graduates of university more prepared to become job seeker instead of becoming job

creator. While the interest of university graduates for entrepreneurship is still very low.

The phenomenon of unemployment of high graduates who continuously increase every year is inseparable from the following conditions: The problem of link and match between high graduate of bachelor degree and work world until now has not been completed properly. This means that graduates of higher lecturers are still considered less appropriate to the needs of the world of work, especially by the dudi. According to the view of the graduates, the graduate of higher lecturers is less ready to use, long enough to adapt to their work environment (when they are accepted as employees) and more act as job seekers than job vacancies for other people. (he condition as mentioned above, sebanarnya as a result of the dominant high curriculum curriculum orientation in the GPA and completion of the study period, while other competencies such as life skills or entrepreneurship have not been developed. Whereas after graduating students generally they are first encountered is the world of work that as long as they are on campus less attention.

Director of higher education can adapt the concept of Entrepreneurship Hidden Curriculum (EHC). Furthermore, Director of higher education empowered the higher lecturers to develop and implement the outline of lesson plans (GBRP) adapted to the opportunities, the condition of the high-ranking local community, and the ability of the high lecturer.

Entrepreneurship course is a competence of work attitude insight, which is expected, students able to use science methodology in Entrepreneurship field to verify and establish understanding and gain practical expertise in entrepreneurship; able to present themselves as professional lecturer in Entrepreneurship learning, able to develop the competence of work according to interest, ability and skill to reach the minimum requirement of acceptance and entry in economic system and have academic base to enter higher education level; able to develop competence to applied in economy or entrepreneurship- entrepreneurial economic function.

The entrepreneurship is "An entrepreneur is one who creates a new business in the face of risk and uncertainty for the achievement of profit and growth by identifying opportunities and assembling the necessary resources to capitalize on those oportunitis " [1].

The definition emphasizes that entrepreneurs are people who see opportunities and then create an organization to take advantage of these opportunities. Entrepreneurship is a process of innovation and creation. Entrepreneurs are called entrepreneurs. Entrepreneurs are innovators and creators. Entrepreneur is an innovator [3].

The states that entrepreneur ius the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychological, and social risk and receiving the resulting rewards of monetary and personal satisfaction [4]. With simple language it can be said that entrepreneur or entrepreneur is a process of creating something different by devoting all the time and energy accompanied by the financial, psychological, social, and receiving financial services in the form of money and personal satisfaction.

The educational institution should not only give birth to the number of graduates, but much more important is how much the graduation can help itself in facing the challenge in the community or in other words the school must improve the life skills of its graduates [5].

Education is a process by which a culture is formally transmitted to the learner, which functions as knowledge transfer, expansion of young human beings, social mobility, the formation of identity and the creation of knowledge. More detailed, there are 7 (seven) social functions of education that are skill teachers, transmitting culture, encouraging environmental adaptation, establishing discipline, encouraging group work, improving ethical behavior, and selecting talents and achieving achievement members [6].

The learning strategies are the specifications for selecting and mendosentkan processes and activities in a lesson [7]. According to Dick & Carey, learning strategies usually explain the common components of a set of learning materials and procedures that will be used with other materials to produce certain student learning outcomes [8]. Furthermore, there are five components of learning strategies: pre-instructional activities, presentation of information, student participation, tests, and not advanced. The purpose of developing a strategy prior to the development of learning materials is to underscore how the learning activities will be related to the achievement of the learning objectives.

The learning strategies as a comprehensive approach to learning in the form of general guidelines and frameworks of activities outlined from the philosophical or theoretical view of learning under certain conditions and which are set to achieve the general objectives [9]. Learning strategy referred to in this research is systematic and integrated planning that includes the sequence of learning activities, methods, media and time allocation set before learning to achieve learning objectives.

This strategy specifies that the student is the party who process the whole learning activities, and the position of instructor / entrepreneurship lecturer as a way of facilitating the occurrence of learning activities. The learning techniques used consist of information delivery, demonstration, and mastery.

The purpose of life skills education according to the Ministry of National Education, is to increase the knowledge, skills and attitudes needed to enter the work world either work independently or work in a production service company, according to the talent and interest to bring a decent income to meet the needs of his life [10]. Learners should be able to have personal skills, skills, social skills, academic skills, and vocational skills, vocational life skills are vocational skills related to a particular field of work.

The learning process requires three stages are preparation phase; development stage; and improvement phase/ improvement phase. The preparatory phase is planned to provide assurance that the information and practices that are important to a particular

learning experiences to achieve learning objectives [13]. So the learning model tends to be prescriptive, which is relatively difficult to distinguish from the learning strategy. An instructional strategy is a method for delivering the instruction that is intended to help students achieve a learning objective.

In addition to observing the theoretical rationale, objectives, and results to be achieved, the learning model has five basic elements, namely: syntax, ie operational learning steps; social system, is the prevailing atmosphere and norm in learning; principles of reaction, describes how lecturers should look, treat, and respond to students; isupport system, any means, materials, tools, or learning environments that support learning; and instructional and nurturant effects of learning results obtained directly by instructional effects and nurturant effects.

II. METHODS

This research uses research and development approach (research and development). A process used to develop and validate educational products, including procedures and processes, such as learning methods or methods of learning management. Educational research and development includes several job are really included in the learning [11]. Anstages in which a product is developed, dure that leads tested, and revised in accordance with field results.

The research was conducted at the Department of Mechanical Engineering Faculty of Engineering, State University of Medan. Research subjects are students and lecturers. In the development phase of learning model of vocational life skills with insight of entrepreneurship, the determination of targets in this case are lecturers, learning experts, study experts, and students who assess the learning model that has been developed based on the following criteria.

Data collection in research and development is grouped into three, namely preliminary study, development, and validation test. In the preliminary study, questionnaire/questionnaire, observation, and documentation were selected, in addition to literature review.

Questionnaire/questionnaire, mainly used to reveal are preliminary study on the implementation of

entrepreneurship learning that has been done, assessment of entrepreneurship learning module, to reveal the learning model model, and development of vocational life skills learning model with entrepreneurship concept in effort of character formation and application of related model in learning process.

Data analysis in this research and development using quantitative descriptive analysis. All the data collected were analyzed by descriptive statistic techniques that were quantitatively segregated by category to sharpen judgments in drawing CONCLUSIONS.

III. CONCLUSION

Vocational life skills learning model with entrepreneurial skill in its implementation conceptually need to base to bebrapa approach of learning, directly related to competency-based learning and berrientasi production. Learning strategy is very important to help lecturers and students in creating, organizing, and organizing learning so as to enable learning events to occur in order to achieve learning objectives. Vocational life skills learning model of entrepreneurship skill that can be applied in the field of study should be packed coherent with the essence of education field of study. The learning model of vocational life skills with entrepreneurial insight can accommodate these goals based on constructivist paradigm as an alternative pradigm based on a constructivist paradigm that is compatible with the essence of populist humanist learning.

Life skills learning model with entrepreneurship perspective through giving a series of knowledge and entrepreneurship training have a positive effect on the increasing of entrepreneurship spirit and the increase of skill / skill done in the framework of effort, strengthened by support and coaching related parties, business networks, in particular to market the results of operations effectively.

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