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DEVELOPMENT OF LIFE SKILLS-BASED LEARNING MODEL TO ENHANCE ENTREPRENEURSHIP COMPETENCE OF BLK TRAINING PARTICIPANTS

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Abstract - This study aims to find out a learning-model and entrepreneurial materials to improve the trainees' competence of entrepreneurship of Training Center (BLK). In addition, this study also aims to find learning strategies that can improve the competence of entrepreneurship and found a relationship between entrepreneurial knowledge, achievement motivation, and personal independence, with an attitude of entrepreneurship. The population was all trainees of BLK in North Sumatra. Purposive sampling technique was used. The samples were the participants and trainers of BLK Medan, Lubuk Pakam, Stabat, and Binjai. Descriptive and ex-post facto were applied to achieve the goal. The data were obtained by using research instruments. The data were analyzed by descriptive technique and multiple regression analysis. The results showed that the entrepreneurship competence can intervene through life skills-based learning. The learning strategy applied was competency-based learning modules. The results also found that entrepreneurial competencies that need to be given to BLK among others: competence of entrepreneurial behavior, applying working behavior achievement, identifying the attitudes and behaviors of entrepreneurs, building commitment for entrepreneurs, decision-making, planning a small business micro, manage the business, and etc. The study found that there is a relationship between entrepreneurial knowledge, achievement motivation and personal independence with entrepreneurship attitude.

Keywords: entrepreneurship, learning model, life-skills, entrepreneurship competence

1. INTRODUCTION

According to Labour Minister Dhakiri (2015) said that preparations facing the Asean Economic Community (AEC) by 2015 the government will hold job training for 1 million people. To reach the number of trainees the training requirements of BLK was made easy so that everyone from elementary school to junior high education level may join vocational training. BLK need to train the workforce graduated from elementary and junior high because of the level of education that unemployment reached 7.24 million people. If BLK required senior high school education, the workforce of elementary and secondary schools will be difficult recruited in the world of work, whereas in the implementation of MEAs many industries need workers, so that workers must be prepared especially elementary and junior high school graduates are usually still productive age. Ministry of Labor (Kemenaker) recorded that there are as many as 276 BLK in Indonesia, of which there are 14 owned by Kemenaker and the rest belongs to the provincial and district/city government. The training format at the government BLK emphasized in training according to labor needs in each region such as automotive, welding, wood and stone building, electronics, computers, crafts, agriculture and plantations. Thus, the training sector in BLK need attention in order to fill these jobs.

Much effort has been made by the government to improve the quality of the exercises which include cooperating with industry, improve the ability of the instructor, providing training equipment, and others, but the acquired skills of participants has not been adequate and still found the gaps among the workforce generated training centers with business or industry. Labor quality Indonesia is still low in terms of both education and in terms of skills, whereas the world of work and people demand better quality (CBS, 1997). The processed data is the Labor Department on Employment Exchanges find a comparison between the number of applicants as job seekers, job opportunities, and that can be filled in accordance with the skills possessed, is 10:2:1. This means that out of ten job seekers, and two vacancies are available, only one was acceptable because it has in accordance with desired skills. Sibuea research results and Dirgayasa (2003) found that in the framework of the implementation of the PSG in North Sumatra turned out at 25.19% the industry to be an industry partner in implementing the practice of industrial look and assume that the ability of vocational students is still low and

inconclusive. Blazely et. al (1997) suggested that learning in school tend to be very theoretical and not related to the environment in which children are, as a result the child is not able to apply lessons learned in school to solve life problems faced everyday and as if education deprive learners of environment so feel foreign in their own community. To that should be given training to synergize various training materials into a life skill that is required of individuals wherever they are, working or not working. With the provision of life skills expected of graduates BLK can solve problems faced life including finding or creating work for themselves but also for others. For that would need to be developed based learning life skills with competency-based.

In managing the training can be done BLK effort to improve skills so that it meets the needs of business or industry that is by conducting a survey of the needs of industry, further from the needs of industry training materials prepared. To be effective subject matter can be mastered by students need to develop learning modules are suitable for both theory and practical lessons. Then from observations, it turns out the skills acquired trainee is not enough to be used in solving the engineering problems that exist around the environment, then it would be required for a life skill that is able to accumulate the ability to resolve any issues found around his life. Based on the above facts it can be concluded that the skills students need to be upgraded and require a serious order BLK graduates can produce graduates employability and able to solve problems encountered in the environment. One alternative that is seen to improve the skills of the BLK is through the implementation of learning model of effective and efficient, finding subject matter in accordance with employment, provide skills that can equip the life skills, and the use of appropriate training and has an appeal that competence owned graduates is competence in accordance with the demands of employment.

Many experts argue that the experience of training or learning acquired trainee can not be applied to solve the problems of everyday life despite the problems that are relevant to the learning experience at school. Few problems were shifted or different from the learning experience gained in the classroom, the students are difficult to solve. In other words, little context different problems faced by students with learning experiences that students can no longer be difficult to even finish. The experts think of the right model to be able to solve problems and interact with the environment, by developing a model of life skill education. According to Blanchard (2001) development of life skills is one of the educational innovations. Contextual approach (contextual teaching and learning) and integrated learning, including approaches based on life skills. Brolin (1989) defines life skills as a continuum of knowledge and skills required by a person to function independently in life. Furthermore, life skill is defined as the skills that a person has to be willing and brave to face the problems of life and living naturally without feeling pressured, then proactively and creatively search for and find a solution so that eventually able to overcome Ministry of Education (2002).

The concept of life skill education can also apply the principles of contextual learning, one of them with the kind of trainees in solving problems with the reason that capability is indispensable in real life. Contextual learning is a concept of learning that helps teachers and trainers link between what is taught with real-world situations trainees and encourage them to make links between knowledge possessed by its application in their daily lives.

Life skills can be divided into four types: (1) personal skills includes the skills of self-awareness and rational thinking skills, (2) social skills, (3) academic skills, and (4) vocational skills. Personal and social skills is referred to as general life skills required individuals either employed, unemployed, and was educated, while their academic and vocational referred to as the specific life skills necessary to deal with the job or certain specific tasks. Skills of self-awareness is the appreciation of ourselves as creatures of God, members of the public and citizens, as well as realize the advantages and disadvantages as well make it as capital to improve themselves as individuals that benefit themselves and their environment. Rational skills are skills which include skills to dig and find the information, skills to process information and make decisions, and problem-solving skills. Social skills include communication skills with empathy and ability to cooperate. Academic skills are developed scientific thinking skills of rational thinking, rational thinking is still common then academic skills has been more directed to activities that are academic or scholarly. Academic skills include the skills to identify variables and explain its relationship to a particular phenomenon, formulating a hypothesis to a series of events, and to design and carry out research to prove an idea. Vocational skills are skills relating to certain occupations that are in the community (MONE, 2002). According to Slamet (1997), life skills can be categorized according to their physical qualities, mind, heart, and spiritual: (1) physical prowess can be measured by the degree of skills, (2) proficiency sense can be measured from the

intelligence and power variations fikirnya (deductive, inductive, scientific, reasonable, rational, critical, creative, lateral, discovery, exploratory, and systems), (3) prowess heart can be measured from power was great and the power emotions (compassion, courtesy, tolerance, honesty, self-discipline, commitment, and integrity), and (4) the spiritual prowess demonstrated by the degree of faith and devotion to God Almighty.

In the BLK graduates job descriptions to the training material or topics can be analyzed using a model Blank (1980), and each topic can be created based exercises to develop the life skills identification patterns as shown in Table 1.

Table 1. Identification of Life Skill Relevant to Training Materials

Training topics	Aspects of Life Skills															
	Awareness of self-existence	Awareness of self-potential	Searching information skills	Process information skills	Decision-making skills	Problem solving skills	Oral communication skills	Written communication skills	Teamwork skills	Identifying variables skills	Relating variables skills	Formulating hypothesis skills	Carrying out researc skills	Relevant with the type of work 'a'	Relevant with the type of work 'b'	Relevant with the type of work 'c'
	Self-awareness		Rational thinking skills				Social skills			Academic skills			Vocational skills			
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																

Source: Depdiknas, Tim BBE. (2003). *Pola pelaksanaan pendidikan kecakapan hidup*. Surabaya: Surabaya Intellectual Club (SIC)

In the field of vocational training learning or learning models need to be considered in accordance with characteristics suitable training. There are many learning model developed by experts, each model has different characteristics and assumptions are different, yet all have the objective to improve the learning outcomes of the exercise, because, according to Joyce and Weil (1980) learning model is a plan or pattern can be used for curriculum (the subject matter long term), designing learning materials, and to guide learning in and outside the class room learning. Thus essentially learning model is a pattern of steps that include analysis, development and manufacture of materials, and evaluation of learning outcomes in order to provide convenience to the students to achieve the learning outcomes. In this study, life skills (life skills) are more focused on vocational skills (vocational) which are considered more dominant in determining the participants to be able to have the competence of entrepreneurship.

There are various understanding of entrepreneurship. This term evolves and some other economists discussing the meaning entrepreneurs. According to Quesnay (1684-1774) and Rugot (1727-1781) followed by Adam Smith (1723-1790) quoted by Makaliwe (1987), is seen as a self-employed business operation of production that also risked their money, while Jean Baptiste Say (1767- 1832) distinguish two main functions, namely the function purveyor of capital (capitalists) and a driver's function of business is done. According to Schumpeter (in Pandojo, 1992) entrepreneur is someone who is looking for new combinations which is a relation of five things, namely the

introduction of new goods, new production methods, new markets, sources of supply of raw materials, and the main The new organization. Understanding given by Schumpeter above broader because it has been covering fighting spirit and ability is not solely erorientasi to money. While Sumahamijaja focuses on business growth and mental attitude. Further stated that an entrepreneur is a risk-taking by increasing efficiency and productivity through the ability to move themselves to contribute to improved and life, by providing a wide range of goods and services subject to the rule of law as well as the environment. Another opinion is given by Irawan and Suparmoko (in Makaliwe, 1987) who argued that the entrepreneur is a person or group of people who act to implement combinations of production for productive activities. This understanding is more firmly towards achieving business production.

Entrepreneurial knowledge is defined as something that is known about entrepreneurship. Entrepreneurial knowledge is not only acquired through learning, observation and previous experience, but demanded active in exploiting new sources of knowledge about the business world and the world of work through books, magazines, newspapers, radio, television, films, exhibitions, visit to companies and through direct observation of people who perform entrepreneurial activity. In connection with radio beneficiaries, Hamalik (1992) suggested that radio broadcasts attract people because of the problems presented can be delivered in a fun and can be heard anywhere in any circumstances.

Cahyono's research (1983) argued that the progress of the business world is often reported through mass media such as newspapers, radio, and television will generate entrepreneurial behavior. It also supports the idea Hamalik (1982) which suggests that the event that was broadcast through the mass media of radio, television, films, and exhibitions to encourage activity. Noegroho (1982) argued that knowledge of an object will cause a positive or negative feeling which also have a tendency to behave so as to form an attitude. Ancok (1986) argues that knowledge of the benefits of something that will cause people to have a positive attitude towards it. Furthermore Andrews (Andrews, 1985) states the importance of media in developing countries, where the media can direct people's attention on the problems of development, little by little interest directed at customs and a new attitude. Sibuea research results (1987) found that the positive effect of knowledge entrepreneurship directly and indirectly through entrepreneurial motivation towards entrepreneurial attitudes, in this case the indirect influence greater than their direct influence.

Achievement motive is termed by McClelland as n-Ach abbreviation of need for achievement is defined as an attempt to achieve success with the goal to succeed in competence based on a measure of excellence. The size of these advantages could be the achievements of others, but also their own previous achievements. A person who has high achievement motivation has a positive attitude toward the achievement situation (McClelland, 1967). Heckhausen (1977) defines the achievement motive as an attempt to improve or maintain personal capacity as high as possible in all activities with the use of a specific advantage as a comparative measure. He distinguishes three size advantages, namely: (1) the advantages associated with the task, the judge based on the perfection of the results, (2) the advantage of being in touch with one-self, comparing with the results or achievements of previous self, and (3) the advantages associated with others, comparing with the results of others. Based on his research with Potipan, Weiner (1982) expressed his opinion that: (1) individuals who have motives high achievers attributed the success in business, and attribute the failure to the lack of business, (2) an individual who has a motive low achievers do not see business as something that determine the results, (3) individuals who have motives high achievers considers the cause of success is high capability, while having a motif underachievers considers the cause of the failure is due to incapacity, and (4) individuals who have motives high achievers have relatively high ability.

Heckhausen (1977) also noted properties of the individual who has the motif high achievement, namely: (1) to have more confidence in facing the task associated with achievement, (2) have an attitude that is more oriented to the future, and may suspend the gratification of the present to be able to achieve an award or reward (reward) more diwaktu then, (3) has the task of distress being, and (4) do not like to waste time, (5) in choosing friends work more like people who have the ability than people who sympathetic, and (6) more resilient in doing a task. Kock research results in 1965 and also WAINER along with Rubin in 1967 (in Muhadjir, 1983) which suggests there is a relationship between achievement motive with entrepreneurial behavior and effort to develop the company. The present invention also supports research of McClelland and Winter in 1969 (in Suardiman, 1985) that the employer will increase achievement motivation can improve the performance of entrepreneurship.

Furthermore, the results of research Sibuea (1987) concluded that the entrepreneurial motivations direct positive effect on entrepreneurial attitudes.

The term self-reliance that is used here is the English translation of a word, namely independence. Self-reliance is often associated with the ability to self-reliance and a sense of autonomy. Independent people feel relatively free of control, supervision, and the influence of others. On that basis, Thulus Hidayat (1985) agrees with Gilmore stating that those who behave independently have the ability to decide for themselves what to do, decide to choose the possibilities of the results of his actions and solve their own problems encountered without expecting help from others.

Linzey and Aranson (1975) found independence was marked by several characteristics, namely: relatively rarely sought the protection of others, show initiative and tried to pursue the achievements, show confidence, and have a sense of want to stand out. Not much different with it, as quoted by Thulus Hidayat (1985), Gilmore listed traits of independence, namely: their sense of responsibility, their ability to consider and assess the problems faced before taking any decision or action, feelings safe to have different opinions with others, and their creative properties. While Beller (in Johnson and Medinus, 1974) found signs of independent behavior is: has the initiative, trying to overcome the obstacles in the environment, trying to steer the behavior of the perfection, derive satisfaction from work and tried to do their own duties. From the above it can be stated that independence is the ability and behavior based on self-reliance, which is driven by the urge from within oneself, and relatively independent of the help and guidance of others or influence from outside himself. The aspects that stands out on self-reliance is an aspect of personal responsibility, self-confidence, active / initiative, and a sense of security to be different from others.

Results of research Mussen, Conger and Kagan (1979) that people who are high mandiri attitude is not dependent on other people, creative and high intellectual abilities so sensitive to the urge to perform an activity well. The present invention also supported research Sibuea (1987) who conducted a study of entrepreneurial attitudes of vocational students in the municipal field and it was found that the self-sufficiency direct positive effect on entrepreneurial attitudes. Further Suardiman (1985) argues that people who have high self-reliance that can shape attitudes in choosing jobs and perform their jobs well. The hypothesis to be tested in this study there is a relationship between knowledge entrepreneurship, achievement motivation, and personal independence with entrepreneurship attitude.

2. METHOD

This study was conducted in North Sumatra BLK. The subjects were trainees and instructors BLK Medan, Lubukpakam, Stabat, and Binjai. This research applies survey method, for which the data were collected by using observation, questionnaires, registration documents, and interviews. The study population was the whole BLK in North Sumatra with a target population of trainees and instructors BLK. Data were collected from instructors and trainees BLK alone without involving the industry as a research subject, it is based on the assumption that the instructors have a lot of understanding of entrepreneurship as often interact with the industry or work mate in training while the trainees are already many that have been or previously worked. The sampling technique used purposive sampling. In this study, sampling aims will pay attention to cities and counties, as well as pay attention to the geographical location of the city and the waterfront. Samples were participants and instructors BLK Medan, Lubukpakam, Stabat, and Binjai. The number of samples were as many as 108 trainees and instructors as many as 32 people. Data were analyzed by using descriptive and inferential techniques.

3. RESULTS AND DISCUSSION

Based on the data obtained from the instructor regarding their ideas of proper training models used to improve the competence of entrepreneurship BLK participants stated that competency-based training model is a model of proper training to use. This is quite reasonable because the model of competency-based training participants is expected to demonstrate competencies that must be mastered. According to Finch & Crunkilton (1979) in essence there are several assumptions that underlie learning based on competencies, namely: (1) competence, (2) criteria, (3) assessment of competence, (4) the progress of students, and (5) the purpose of learning. Another feature of learning based on competencies are at the learning goals. Interest in learning contexts, by Blank (1982) called

destination in an ability (terminal performance objective), which is a description of statements that describe exactly what should be done in an exercise program (learning) to master a task (task) after completing learning activities. This objective consists of three components, namely: the component conditions, capabilities, and criteria. Components conditions with regard to circumstances required trainees to perform tasks in order to master the task. Components capability is the core of the objectives and tasks based on the assertion. In some cases, component of this capability is precisely the description of the task itself in other ways. Components criteria explain how good (good) participants must perform a task that can be stated that the trainees have mastered the task.

Furthermore, from the research found that respondents would file a more suitable entrepreneurship training materials packaged in modules based on competencies. At the bottom of all the modules compiled based on competence but the emphasis competency in the module that different from one another, which is reflected in its teaching component. According to Goldschmidt, and Goldschmidt was quoted as saying by Finch and Crunkilton (1979) that the module is a self-contained package that includes a planned series of learning experiences designed to help students master the objectives that have been set. Hall and Jones (1976) define as a set of self-contained learning experience that is intended to facilitate the achievement of students on a set of objectives that have been set. From the second opinion is easily understood that the use of modules aimed to facilitate the attainment of the objectives of teaching.

There are several characteristics of the modules that are used in the teaching process, among others: (1) The module is self-contained, (2) modules can be used individually, (3) module is a complete package, (4) modules include learning objectives and learning experiences and (5) module includes an assessment of how far the objectives have been achieved student module (Finch and Crunkilton, 1976). Called the module is complete because through utilization module students do not need to ask the teacher about the ingredients that should be used because the modules have been described information and instructions. In each module also described briefed on what to do, how to do the program or metri practices and materials being used. In addition it is also called module is a complete package, this means that the module describes the systematic and logical sequence of the modules in the beginning and ending lessons appropriately. The widespread use of teaching with this module because of several reasons, namely (1) through the use of modules can be served students with backgrounds diverse, (2) through the use of the module, the utilization of human resources more effectively, (3) based on some research ditemukan that the quality of teaching will improve when using modules and, (4) through penggunaan modules can be taught in the form of skills, demonstrations and so forth (Hall and Jones, 1979).

Each module has a format different from each other. In general, according to Hall and Jones a module consists of five parts: namely: rational, statement of purpose, a preliminary assessment (preassessment), learning activities, and the final assessment (postassessment). This format is similar to that proposed by Finch and Crunkilton (1979), which consists of an introduction, objectives, initial assessment, learning experiences, resources (tools) study, and the final assessment.

Based on the data obtained from participants it was found that the training exercises conducted in BLK can improve the competence of entrepreneurship. Respondents also noted that to improve the competence of entrepreneurship needs to be held a seminar on entrepreneurship, presenting people who are already successful in entrepreneurship, internship in the field of entrepreneurship, mentoring and conducting entrepreneurial activity. Effort equally is important to bring people who have been successful in entrepreneurship so that trainees obtain direct information so motivated to entrepreneurship.

Further efforts need to be carried out by the industry and BLK so that trainees have the competence of entrepreneurship, that the need to encourage cooperation between the BLK with industry / business that the knowledge and skills BLK prepared in accordance with the requirements. This can also be done through cooperation in the form of coordination between counselors with the industry and in the form of apprenticeship.

Trainees filed materials needed to enable them to acquire competence training materials for entrepreneurship should start from the identification of needs, foster entrepreneurial behavior, planning, and implementation of entrepreneurship. Furthermore identifies attitudes and behaviors of entrepreneurs, adopted a work behavior prestatif, formulate solutions to problems, develop entrepreneurial spirit, to build commitment for himself and others, take risks, applying leadership, planning and management of micro / small enterprises, set up and determine the type of product, and

others. To improve the competence of entrepreneurship should not only cognitive given region but also psychomotor aspects. The data were also obtained information that the participants want to encourage entrepreneurship, the need presented by people who succeed in business or self-employment, holding seminars, available training modules, available magazines, and others.

BLK training is not a training as those who had engaged in entrepreneurship, but the form of coaching and training in the form of models of self-employment and pre-entrepreneurs. In the concept of pre-entrepreneurs, participants are trained to fully develop their entrepreneurial potential. This means that the pre-entrepreneur does not mean everyone is trained to be entrepreneurs, but was given a lesson or mental training on entrepreneurship, attitude, understanding, knowledge, and resources are sufficient.

This entrepreneurial activity can be intervened with integration model managed BLK three activities: (1) entrepreneurship training, (2) Production Unit, and (3) technical or apprenticeship, meaning the activities which can provide entrepreneurial learning as well as implemented in three activities. Utilization of production units in providing knowledge, skills, and fostering entrepreneurship competence is reasonable because of the activities of production units can be managed by the BLK, but not many BLK which already owns and operates the production units well. To obtain maximum results, in the management of production units need to be formulated that one purpose production unit provides the knowledge and experience of opening their own business.

Thus the unit of production does not solely provide the experience acquired skills, but also encourage and prepare you so that participants have the competence to entrepreneurship. The participation of trainees in the management unit of the product is expected to provide competence for entrepreneurship. By optimizing the function of the production unit, participants can be empowered as labor so as to obtain a variety of skills and at the same time be able to earn. In addition the unit can be used as a production intern for participants who wish to gain skills to produce various types of materials and at the same time to arrive at marketing. Through the activities of production units would be increased entrepreneurship competence and provided supplies to entrepreneurship (Sibuea, 2011). This is consistent with the results of research Sutopo (2012) who found that the effectiveness of entrepreneurship education in the production unit will be called effective if activities such as habituation in the plan, the production process, and the implementation of marketing involve a lot of students. However, not all the activities of production units engage students, for example in the planning and marketing of production carried out by the management unit of production.

The study found that entrepreneurial competencies need to be given in BLK include competency materials entrepreneurial behavior consists of sub-competencies include: identify attitudes and behaviors *wisahawan*, assign work behavior *prestatif* attitude, formulate solutions, and make decisions. Then apply the behavioral attitude *prestatif* work which includes among others: knowledge *prestatif* work behavior, how to embed *prestatif* work behavior and work behavior *prestatif* importance. Furthermore, the competence to formulate solutions to the problems include: problems of business and sources of business information. Competence given includes *business evaluation*. This is in accordance with the opinion of McMillen and Long (1987) that the main thing in entrepreneurship education is the attitude of entrepreneurship, as entrepreneurship education can not be taught as management education and entrepreneurship education here does not mean training people to be able to plan the business, but it is intended to develop open-minded (open mind) and the development of self-interest (in Sibuea, 2011).

From the analysis of the data found that the coefficient of correlation between entrepreneurial knowledge, personal independence and achievement motive with entrepreneurial attitudes of 0,517 which was significant at $p < 0.01$. This means that increasing entrepreneurial knowledge, personal independence and achievement motive, it will also increase entrepreneurial attitude. From the results of the regression analysis entrepreneurial attitude variables on knowledge entrepreneurship, personal independence and achievement motive found the regression equation is: $Y = 44.768 + 0.421 X_1 + 0.155 X_2 + X_3$ which was significant at $p < 0.01$. Summary results of the regression analyzes are shown in Table 2.

Table 2. Summary of Variable Regression Analysis Knowledge Entrepreneurship, Personal Autonomy and Achievement Motive with Attitude Entrepreneurship

Source of Variation (SV)	Sum of Squares (SS)	Degree of Freedom (df)	Mean Square (MS)	F	Sig.
Regression	1502.820	3	5000.940	12.671	0.00
Residual	4111.430	104	39.533	-	-
Total	5614.250	107	-	-	-

Results of testing the significance of regression coefficient conclude that the null hypothesis is rejected so that it can be stated that the regression equation significantly. This shows that there is a relationship between the existing knowledge of entrepreneurship, personal independence and achievement motive with entrepreneurship attitude. Implications of these results when a person has knowledge of entrepreneurial high, high achievement motivation, and have a high personal independence, it will have an entrepreneurial attitude is also high. From these results it appears that 26.73 percent of the variation can be explained variables entrepreneurship attitude entrepreneurial knowledge, achievement motivation, and personal kemandian. It seems reasonable, in line with the opinion of Weiner (1981) that the achievement motive is like a virus mentally, because it is a thought that is related to how to do a good job than it has ever done before or faster and more efficiently with better results. If this mental virus in a person already infected, it will cause that person to behave very enterprising.

The results support the research Sibuea (2002) who found that entrepreneurial knowledge has a positive relationship with the entrepreneurial behavior. This means that students have a positive attitude to entrepreneurship need to be equipped with knowledge of entrepreneurship. The present invention also in accordance with the opinion of Ancok who argued that knowledge about the benefits of something that will cause people to have a positive attitude towards it. The progress of the business world is often informed through print and electronic media can improve the behavior of public entrepreneurship. With regard to entrepreneurship, attitude is very necessary, it is in accordance with the opinion of McMillen and Long (1987) that the main thing in entrepreneurship education is the attitude of entrepreneurship, as entrepreneurship education can not be taught as management education (Garnier, Gasse, and Raynal, 1991) and education entrepreneurship here does not mean training people to be able to plan the business, but it is intended to develop an open mind (open mind) and interest in self-development.

Giving entrepreneurship to trainees is not training as befits those who had engaged in entrepreneurship, but the form of coaching and training in the form of models of self-employment and pre-entrepreneurs. In the concept of pre-entrepreneurs, participants are trained to fully develop their entrepreneurial potential. This means that the pre-entrepreneur does not mean everyone is trained to be entrepreneurs, but is given a lesson or mental training on entrepreneurship, attitude, understanding, knowledge, and resources are sufficient.

In this research, entrepreneurship training materials will be packaged in the form of training or learning modules. Thus, the strategy is the implementation of competency-based modules. Utilizing learning modules can provide the opportunity for participants to continually learn about entrepreneurship, it is especially when the participants are doing internships or industry practice which requires trainees remain in place interns in learning activities. Thus trainees can learn on their own, in accordance with the advantages of the use of the modules. This is in accordance with the opinion expressed by Finch and Crunkilton (1979) that the teaching module aims to facilitate the learning process, by providing an opportunity to learn according to the learning speed which is owned by each participant. The purpose and nature of the training module is to facilitate the learning process by providing the best possible assistance to participants, thus efforts to improve the usability of the learning time can be achieved.

4. CONCLUSION

From this research, several conclusions can be stated as follows:

1. The model that will be applied is based competency model life skills by utilizing the training materials are packaged in the form of training modules.
2. The material provided in the form of packaging entrepreneurship teaching materials in the form of packages of learning modules. Thus the strategy of entrepreneurship training organized by

- administration module based on competence, in addition to the application-oriented learning strategy trainees.
3. Provision of entrepreneurship to trainees are not training as befits those who had engaged in entrepreneurship, but the form of coaching and training in the form of models of self-employment and pre-entrepreneurs. In the concept of pre-entrepreneurs, participants are trained to fully develop their entrepreneurial potential. This means that the pre-entrepreneur does not mean everyone is trained to be entrepreneurs, but were given a lesson or mental training on entrepreneurship, attitude, understanding, knowledge, and resources are sufficient.
 4. Entrepreneurial learning training model is a model of integration, meaning activities that can provide entrepreneurial training simultaneously applied. There are three activities that can simultaneously load the material entrepreneurial namely (1) entrepreneurship training, (2) internship in the industry, and (3) Production Unit activities.
 5. The study found that entrepreneurial competencies need to be given in BLK among other competencies entrepreneurial behavior, has adopted a prestatif work behavior, identifies attitudes and behaviors of entrepreneurs, applying attitudes and behavior, to build commitment to the entrepreneurs themselves, make decisions, plan a small business micro manage businesses, and others.
 6. There is a relationship between entrepreneurial knowledge, personal kemadirian, and achievement motive with entrepreneurship attitude.

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