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"EMPOWERING VOCATIONAL EDUCATION AND TRAINING TO ELEVATE NATIONAL ECONOMIC GROWTH"

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Muslikhin
Muh. Izzudin M.
Surono

Layout:
Nur Hasanah
Muslikhin

Cover Designer:
Athika Dwi Wiji Utami

Penerbit:
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E-mail: unypress.yogyakarta@gmail.com

Contents

STUDENTS' ENTERPRENEURIAL BEHAVIOR IN THE IMPLEMENTATION OF PRODUCTIVE ENTREPRENEURSHIP FOR GASTRONOMY VOCATIONAL SCHOOL

BadraningsihLastariwati[1], Pardjono[2], Sukamto[3]
Engineering Faculty Yogyakarta State University
[1]badraningsih@yahoo.co.id; [2]jpardjono@yahoo.com; [3]otmakus2010@yahoo.co.id

Abstract

The objective of this research is to develop students' entrepreneurial behavior by applying entrepreneur process in the production class through the application of productive entrepreneurship learning method in Gastronomy Vocational Schools. Learning method used is active learning and project based learning. Entrepreneur process integrated in the gastronomy production class includes: exploration, business planning, action, and results. This research uses research and development approach procedure. The development procedure refers to Plomp's development model consisting of preliminary investigation, model development (model design, model realization, final model, evaluation, and revision), and followed by implementation phase. This research is analyzed with descriptive statistic. The results of model test to extended groups regarding students entrepreneurial behavior (in the field testing) conducted in SMKN 1 Sewon Bantul Yogyakarta are as follows: the mastery of students entrepreneurial behavior through entrepreneur process integrated in the continental food preparation class consisting of exploration, business planning, facilitation, execution, and results. In the early phase of classical execution, the distinctive behaviors are responsibility, innovation, honesty, independence, creativity, leadership, discipline, cooperation, willingness to take a risk, and communication. There is a significant improvement through continuous repetition on every observed entrepreneurial behavior and the average of students entrepreneurial behavior belong in the category of 'good'.

Keywords: behavior, productive entrepreneurial learning.

1. Introduction

One of education challenges in Indonesia's Education is the development of quantity and quality of vocational education to meet local and national needs and the capability to compete globally. On the other hand, there's an expectation that our education can produce creative human resource to develop creative economy. It makes entrepreneur education is important to be taught to vocational schools because their students are close to working world and therefore entrepreneurship can be one of their career options (1).

Entrepreneurs can reduce the growing unemployment rate and at the same time increase prosperity level and country's income. Their courage to open a new business can reduce unemployment and poverty number (2). It shows that entrepreneurship is the best potential in economy and development.

Creative economy movement is expected to make entrepreneurial culture part of work ethos of Indonesian people. It will bear reliable, tough, and independent new entrepreneurs. It is important since entrepreneurship activity does not only lie in the level of micro-economy but also in macro-economy (3).

The vocational education programs do not merely provide skill lessons to some individuals in order to get a better living. Vocational education makes education relevant to society's needs. There are two functions of vocational schools in preparing the working force needed. The first covers quantitative dimension. It has to do with the function of vocational school in providing educated and skillful working force according to the working demand. The second is qualitative dimension, i.e. to produce educated, trained, and skillful working force that will be the source of local

economic development motors (4). Vocational education is associated with working methods. It tries to improve people's technique and position in their environment through technology mastery. It is also strongly related to the job demand. Therefore it is considered giving strong contribution in the economy.

Creative economy development (Creative Economy Development or PEK 2010-2014) is characterized by the development of economic activities based on people's creativity, skills and talent to produce creative power with economic value which will affect prosperity of Indonesian people (4). Education in Indonesia is implemented with the orientation to cultivation, empowerment, and the formation of good characters, honesty, attitude, personality, or excellent characters and other various life skills. This paradigm treats, facilitate, and drives students to be responsible, creative, innovative, sportive, and to become entrepreneurial independent learners (Ministry of Education and Culture, 2013:6; Ministry of Education and Culture, 2013:2).

Indonesian entrepreneurship is relatively behind other countries that have stepped into information and knowledge century. According to the estimation of Ciputra Foundation, the number of entrepreneurs in Indonesia is around four hundred thousand (around 0,18%) (6). This number is lower than it is of world agreement number. According to Ciputra (6) and Moerdiyanto (7), a country is considered developed when the number of the entrepreneurs is higher than 2% of its population. In order to improve this condition, we need some serious efforts. One of them is grabbing demographic dividend.

Demographic dividend will occur in 2020-2035 (8). To be able to win it, in2010-2035 Indonesia has to plant big investment in human resource development. One of the ways is universal secondary education (PMU). PMU Entrepreneurship strategy is one of components in PMU education system (8). As mandated by Law No. 20/ 2003 regarding National Education System (9), National Medium Term Development Planning of Ministry of National Education 2010-2014 (10) emphasis on the efforts to upgrade the quality of human resource including: the proficiency in science and technology as well as strengthening of economic competitiveness. Therefore, through the entrepreneurship lesson we can try to achieve the target of the number of entrepreneurs in Indonesia.

Entrepreneurship based education is education applying principles and methodology to internalize some values to the students through a curriculum integrated with development occurring both within the school and society as well as the usage of learning methods and strategies relevant to the objectives of the learning itself (11). Entrepreneurship learning can result in entrepreneurial behavior and leadership spirit strongly correlated to the ways of managing business in order to prepare students so that they can work independently(12). Entrepreneurship program in the vocational schools is basically one of learning programs which aims to instill entrepreneurship values through habit training, attitude instilment and entrepreneurship behavioral maintenance. Moreover, according to European Commission (2006), the mind set and entrepreneur skills can be promoted by learning by doing (experiencing entrepreneurship through some projects and practical activities) (13). Therefore it is expected that entrepreneurship would become attitude of life and characters of Indonesian people (6). Further, entrepreneurship education is one of the best ways to support and create job opportunity. This thought goes along with the most recent research in Europe in which 78% of entrepreneurship vocational school graduates can immediately work after they finish their education (14).

Nowadays entrepreneurship learning in vocational schools is one of supporting subject for theoretical training. The implementation of entrepreneurship in vocational schools is only around 1.93% out of total learning hours in those schools for six semesters. It hasn't been able to form independence and to fully instill entrepreneurship spirit among vocational school graduates. Therefore, the design of entrepreneurship subject in vocational

schools has to be re-studied, starting form curriculum, learning strategy, methods, media, and the way teachers teach entrepreneurship subject (15). To effectively instill entrepreneurship spirit, we need some improvement efforts, one of can go through productive entrepreneurship learning in gastronomy vocational schools.

This research focuses on the entrepreneurship education in gastronomy department of vocational schools. The learning development is conducted as a way to better entrepreneurship learning in gastronomy department of vocational schools which is expected to produce high quality human resource with entrepreneurial behavior. The integration of entrepreneurship steps into gastronomy production training uses nested approach and project based learning as well as active learning method. Therefore, students can really apply their entrepreneurial skills in their respective field and can learn some production skills at the same time. It is expected that entrepreneurship value, behavior and attitude can be instilled more deeply to the students of vocational school in the gastronomy department. The objective of this research is to develop students' entrepreneurial behavior in production subject through the application of productive entrepreneurship learning model for gastronomy vocational schools.

2. Entrepreneurship Behavior

Entrepreneur attitude, character, spirit and value can rise in form of entrepreneurial behavior (16). Behavior is a function of direct interaction between individual and his/her environment. This interaction defines someone's behavior (17). Behavior is purpose oriented. Therefore behavior is motivated by the will to achieve particular purpose (18). According to Bird & Schjoedt (19), behavior is an action. Therefore Bird describes behavior as individual's activities. (the entrepreneur).

On the other hand, entrepreneurial behavior is reflected in the personality, capability to connect with other people, management, marketing, and financial skills (20). According to Lumpkin, et *al* (21) and Winklund& Shepherd (22), entrepreneurial behavior is not companies' behavior. Instead, entrepreneurial behavior is proximate result of cognition and emotion of an entrepreneur. Entrepreneurial behavior is also proximate cause of individual's self-esteem on seeing results of his/her efforts. Knowledge on entrepreneurial behavior is important for teachers, students, media, and creative workers. And entrepreneurial behavior is usually resulted from the creation of innovation (19). Entrepreneurial behavior can also be defined as a study of human behavior involved in identifying and utilizing opportunity by creating and developing new business (19; 23) as well as exploring and creating opportunity within the process emerging organization (24). Entrepreneurial behavior is getting more acknowledgment as social change support and as facilitator of innovation in established organizations (25).Therefore it can be inferred that entrepreneurial behavior is function of direct interaction between an individual with his/her environment. It's someone's behavior reflected in his/her personality in achieving particular objective.

Table 1. Behavior and Description of Value of Entrepreneurship Education.

Entrepreneurial behavior	Description
Independence	Attitude and behavior of not easily relaying on other people in doing their job.
Creativity	Thinking and doing something to create different ways or to get results from what they already have.
Willingness to take a risk	Someone's capability to enjoy challenging job, willingness and capability to take a risk.
Orientation to action	Someone's attitude and eagerness to transform some ideas into real action.
Leadership	Someone's attitude and behavior of being open to

Entrepreneurial behavior	Description
	input and recommendations, easy to socialize, work together and direct other people.
Honesty	Behavior which is based on some efforts to make him/herself as a trustworthy person concerning his/her words, actions, and works.
Discipline	Behavior showing discipline and obedience to rules and regulations.
Hard Working	Behavior showing serious efforts in accomplishing a job and resolving obstacles.
Cooperation	Behavior based on some efforts to make someone's self able to build relationship with others in accomplishing their job.
Innovation	Ability to apply creativity in order to solve problems and to seize opportunity to enhance and to enrich life.
Responsibility	Someone's attitude and behavior of willingness and capability to do their job and duties.
Perseverance	Someone's attitude and behavior of not giving up easily achieving particular goal using various alternatives.
Communication	Action showing willingness to talk to others, socialize and work together.

The last pillar would be innovation. In a long run, life standard can be enhanced only by innovation (26). Innovation is important for economy (27; 28; 29; 26). Dyer, et al. (30) explains that innovative entrepreneur tends to actively inquire, to observe, to experiment, and to build network with various people. Entrepreneurs who apply entrepreneurial behavior would have four distinct behavioral patterns compared to their counterpart. Entrepreneurs would put forward challenging questions. Entrepreneurs would spend their time intensively to observe the world around them just to find some new ideas. Entrepreneurs would be intent in testing their ideas to different market background and perspectives.

The assumption of development of productive entrepreneurship learning model for Gastronomy Vocational Schools is that the formation of entrepreneurial behavior requires learning condition enabling students to carry out some exploration, to comprehend and to independently implement entrepreneurial value and attitude within working situation. This situation functions as integration media between hard skill and entrepreneur skill. The entrepreneurial behavior mastery should be followed by feedback and support. Positive habit training would shape positive habit and behavior as well.

3. Method of the Research

This research uses procedure of R&D (research and development) approach. The main element of this model is the implementation of entrepreneurship learning integrated with productive learning applied with project based learning and active learning. The development of productive entrepreneurship learning model for Gastronomy Vocational Schools uses Plomp's approach (1997)(31). Common model of problem solving in education is mentioned above consists of preliminary investigation phase, design phase, realization or construction phase, test, evaluation, and revision phase, and implementation phase. This research is conducted in SMK Negeri 1 Sewon Yogyakarta and the subject is students grade XI of gastronomy department, in the continental food preparation class. This research is analyzed using descriptive statistic.

4. Result and Analysis

4.1 Peer Evaluation on Behavior

In this part, students' mastery on entrepreneurial behavior is observed by their peers during learning process. Peer evaluation is an objective evaluation which comes from the students' partners from the same group. This evaluation is conducted after productive entrepreneurship class is accomplished.

Peer evaluation on entrepreneurial behavior is conducted in five iterations during continental food preparation class in SMKN 1 Sewon. The changes of entrepreneurial behavior appear in every meeting. Following is general data on the application of productive entrepreneurship learning method in gastronomy vocational school.

Table 2. Evaluation of students' entrepreneurial behavior in continental food preparation class.

Entrepreneuri-al steps	Behavior	Median	Mean	Stdev
Exploration	Creativity	2.74	2.69	0.11
	Innovation	2.8	2.77	0.09
	Independence	2.77	2.79	0.07
	Responsibility	3.03	3.04	0.05
	Honesty	2.79	2.82	0.11
Business plan	Leadership	2.79	2.79	0.05
Facilitation	Perseverance	2.68	2.84	0.08
	Honesty	2.86	2.87	0.05
	Responsibility	3.02	3	0.12
	Discipline	2.95	2.93	0.08
	Cooperation	3	3.03	0.07
Execution	Orientation to action	2.73	2.71	0.06
	Discipline	2.89	2.88	0.09
	Cooperation	2.97	2.98	0.04
	Innovation	2.77	2.83	0.1
	Honesty	2.98	2.94	0.09
	Hard work	2.68	2.72	0.09
	Responsible	2.91	2.91	0.03
	Communication	3.03	3.01	0.12
	Willingness to take a risk	2.77	2.79	0.09
	Independence	2.81	2.84	0.08
Result	Evaluation	1.41	1.49	0.16
	Reflection	1.34	1.44	0.24

The changes in the students' entrepreneurial behavior happen because there are some changes in the projects they have to conduct in each meeting (customized to basic competence as the target of competence mastery). It depends on the difficulty level of the projects they have to accomplish. Entrepreneurial behavior changes in SMKN 1 Sewon students show positive trend (table 1). Students are involved to assess behavior mastery occurring to their partners.

Behavior mastery based on the peer evaluation in the phase of exploration implemented in the exploration phase during continental food preparation class can be seen in picture 1. In the exploration phase the behaviors emerging are: responsibly, honesty, independence, innovation and creativity. It can be seen that responsibility get the highest score with mean of 3.04 whereas creativity mastery's mean is2.69.

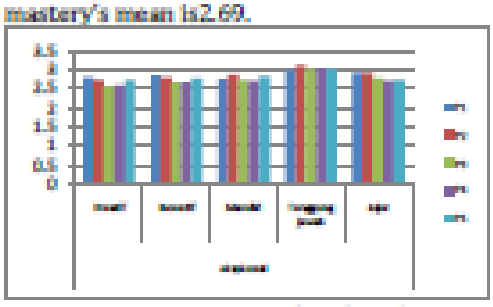

Figure 1. Mastery of students' entrepreneurial behavior in the exploration phase.

If we take a look at the five behaviors observed, it can be seen that the development of entrepreneurial behavior mastered by the students in this exploration phase experiences some fluctuation. Based on that picture, it can be concluded that entrepreneurial behavior emerges differently in each phase. In the exploration phase, it is responsibility that they master

best, followed by honesty, independence, innovation, and creativity respectively.

Peer evaluation on students' behavior shows that leadership is a dominant aspect appearing in business planning phase. Leadership is self-directed process to give instruction or to influence others in a group in accomplishing some duties.

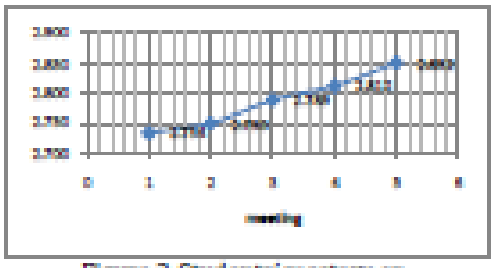

Figure 2. Students' mastery on entrepreneurial behavior in the phase of business planning.

Further, in each phase students shows the tendency toward positive direction.

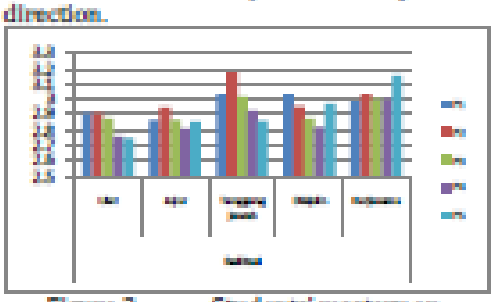

Figure 3. Students' mastery on entrepreneurial behavior in the facilitation phase.

Figure 3 shows the profile of students' entrepreneurial behavior changes. Eventhough there is some fluctuation in the behavior changes in the facilitation phase, in general students' entrepreneurial behavior in the facilitation phase of entrepreneur process grows toward positive direction.

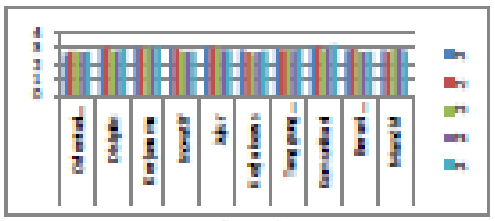

Figure 4. Students' mastery on entrepreneurial behavior in the execution phase.

During execution phase, entrepreneurial behavior mastered by the students are: orientation to action (mean 2.71); discipline (mean 2.88); cooperation (mean 2.98); innovation (mean 2.83); honesty (mean 2,97); hard work (mean 2,72); responsibility (mean 2.91); communication (mean 3.01); willingness to take a risk (mean 2.79); and independence (mean2.84). If we take a look at behavior mastery in this phase, it can be seen that there are various behaviors with a very fluctuating change. .

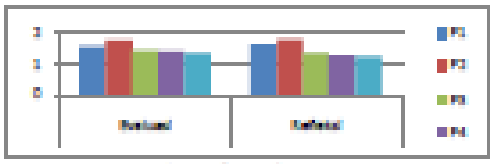

Figure 5. Students' mastery on entrepreneurial behavior in the result phase.

In the 'result' phase of entrepreneur process, we can see evaluation and reflection behaviors. Description of reflection and evaluation behaviors is the least frequent among studentsregarding entrepreneurial behavior. However after UKD is accomplished, the target of students' learning and projects have been totally accomplished. This phase is strengthened with final assessment from the teachers.

In short, students' mastery on entrepreneurial behaviors obtained from peer evaluation in SMKN 1SewonBantulcan be grouped as what presented in table (3).

Table 3. Classification of students' mastery on entrepreneurial behaviors in SMKN 1 Sewon.

No	Classification of students' mastery on entrepreneurial behaviors in SMKN 1 Sewon.	f	f %
1	Poor	2	1.3
2	Fair	22	13.8
3	Good	117	73.1
4	Very good	19	11.9
Total		160	100.0

The formation of entrepreneurial behaviors requires particular condition which enables students to explore, understand as well as independently utilize their entrepreneurial value and attitude in working situation. The situation functions as integration media between hard skill and entrepreneurial skills. Mastery on entrepreneurial behaviors should be followed by feedback and support. Positive habit training would shape positive habit and behaviors as well.

In the extended test upon productive entrepreneurship learning model in gastronomy vocational school, some entrepreneurial behaviors can be observed and inter-assessed among the students. Those behaviors have a great variety and consist of creativity, innovation, independence, responsibility, and honesty. Subsequently, entrepreneurial behaviors emerging during business planning phase is leadership. During facilitation phase perseverance, honesty, responsibility, discipline, and cooperation are observed. During execution phase the observed ones are orientation to action, discipline, cooperation, innovation, honesty, hard work, responsibility, communication, willingness to take a risk, and independence. Result phase is related to evaluation and reflection.

Responsibility gets the highest rank during UKD. The second is honesty. Honesty is an important element that has to be instilled during learning process. It is because honesty is an important aspect that every student has to possess. The third is cooperation. It is a behavior underlined by an effort to make someone's self enable to build relation with others in the action and work. Cooperation can also become motivation in doing some given tasks in good and proper way. Discipline is a behavior showing order and obedience to rules and regulations. In the extended class test (UKD) students carry out some projects that have previously been agreed by the students and teachers.

Independence is behavior of not easily depending on others in doing their job. Innovation is behavior showing ability to apply creativity in order to solve problems and to seize opportunity to improve and enrich life. Creativity is a picture of behavior to create something new by adding some value admitted by the consumers of their product. The emergence of creativity communally increases in every phase whereas reflection and evaluation are least frequent behaviors among students' entrepreneurial behaviors. However, when UKD is done, students' learning and project targets have all been an accomplished. The 'result' phase of entrepreneurs is strengthened by final assessment from the teachers. Entrepreneurial behavior changes can also be observed in each phase of entrepreneur process.

5. Conclusion

There are three results of model test upon extended group (UKD) regarding students entrepreneurial behaviors (in the field testing) conducted in SMKN 1 Sewon Bantul Yogyakarta. (1) Behaviors observed in the implementation of entrepreneur process integrated in gastronomy production class (in the continental food preparation class) include: exploration, business planning, facilitation, execution, and result. (2) In early phase, classically, the behaviors appearing most obviously are responsibility, innovation, honesty, independence, creativity, leadership, perseverance, discipline, cooperation, willingness to take a risk, independence, and communication (3) There is significant improvement resulting from continuous repetition in each behavior observed and the average of students entrepreneurial behavior can be classified in good category.

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