



Development of Integrated Economic Learning Materials Entrepreneurship Values for High School

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Abstract

This research objective is to develop integrated economic teaching in entrepreneurial values and find out eligibility for high school X-IPS1 students. They were using research and development (R&D) methods. The stages of the research include the initial research and information collecting, planning, develop preliminary form a product, preliminary field testing, leading product, operational product revision, and final product revision. The research Subjects used in this study include two validators, namely learning media experts, 37 class X-IPS1 students, and one economics teacher. The result achieved in the development of integrated economic teaching materials are entrepreneurial values, namely creative value, independence values, leadership values, risk-bearing values, and action-oriented values that were developed were categorized as useful from the aspects of content worthiness, language presentation was more than 75%. So the result of these studies can be entrepreneurial values are appropriate for use in learning in High School Class.

Abstrak

Tujuan penelitian ini adalah untuk mengembangkan bahan ajar ekonomi terintegrasi nilai-nilai kewirausahaan dan mengetahui kelayakan untuk siswa kelas X-IPS1 SMA. Menggunakan Metode Peneleitian dan Pengembangan (R & D). ahapan penelitian meliputi awal penelitian dan pengumpulan informasi, perencanaan, pengembangan bentuk premiliminary suatu produk, pengujian lapangan pendahuluan, produk utama, revisi produk operasional, dan revisi produk akhir. Subjek penelitian yang digunakan dalam penelitian ini meliputi dua validator yaitu ahli media pembelajaran, 37 siswa kelas X-IPS1 dan satu guru ekonomi. Hasil yang dicapai dalam pengembangan bahan ajar ekonomi terintegrasi adalah nilai-nilai wirausaha yaitu nilai kreatif, nilai kemandirian, nilai kepemimpinan, nilai-nilai bantalan risiko, dan nilai-nilai berorientasi tindakan yang dikembangkan dikategorikan sebgasus dari aspek kelayakan konten, penyajian bahasa adalah lebih dari 75%. Jadi hasil penelitian tersebut dapat disimpulkan bahwa bahan ajar ekonomi terintegrasi nilai-nilai kewirausahaan layak digunakan dalam pembelajaran di Sekolah Menengah Atas Kelas X.

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INTRODUCTION

Today, the orientation of our students and even our students after graduation are competing to become employees even as entrepreneurs. Culturally, the status of any employee in his position tends to get more community recognition. Not surprisingly, every time there is acceptance CPNS as it is now always greeted by our enthusiastic scholars. While job seekers are willing to urge and queue to buy tickets at the Labor Exchange, just looking for information on job vacancies offered at private companies. Our education only oriented towards job seekers, not job creators. Many people are scrambling to register CPNS rather than establishing a business or becoming an entrepreneur.

Whereas businesses supported by the spirit of entrepreneurship are strong enough to support the country's economy from collapse during the monetary crisis. Considering its strategic function for national economic resilience, efforts to cultivate the spirit of entrepreneurship from an early age are significant to create a robust independent generation (Putri Nur Fahmi, 2013). Unfortunately, the culture of education in Indonesia does not support the development of an entrepreneurial spirit that prevents students from developing their creativity. According to BPS, the February 2015 Open Unemployment Rate (TPT) was 5.81 percent, while the PTPT in August 2014 (5.94 percent), and increased compared to the February 2014 Open Unemployment Rate (TPT) (5.70 percent) (<https://www.bps.go.id>.2016).

It is in this context that the development of teaching materials on economic subjects relating to entrepreneurship to foster the entrepreneurial spirit in high school students needs to be applied. The integrated economic material of entrepreneurial values is expected to be able to change the paradigm of educated people who tend to be workers so that they have the motivation to open new jobs or entrepreneurship.

Entrepreneurial soul education in schools is not always synonymous with business, but more emphasis can form attitudes such as an independent person, have life skills and train students' leadership in the future, be independent, students utilize their potential, and creativity to "produce" at least it fulfills its own needs. Students are also capable of managing finances related to productive matters, including "smart" consumers who are not easily persuaded to seduce advertisements. One more thing to print someone entrepreneur, not just the owner and director (business leader) (Maryani Hadiriyanto, 2012).

Based on the explanation, the researcher was moved to develop teaching materials for economic subject matter that integrated entrepreneurial values. The purpose of this study can provide the latest development of teaching materials on integrated economic entrepreneurial values to foster the spirit of entrepreneurship in the younger generation, especially in high school students. Prastowo (2011) states understanding teaching materials as everything materials (both information, tools, and texts) that are arranged systematically, which displays a complete figure of the competencies that are mastered by students and are used in the learning process with the aim of planning and studying learning implementation.

The collapse of a country is not only caused by natural resources that are starting to run low, the monetary crisis, and low average per capita income. However, even more, critical is caused by weak human resources in counteracting and anticipating the crisis (Santoso, 2014). Entrepreneurs are the answer to the problem of unemployment and poverty. The answer to overcoming poverty and unemployment is once again emphasized by Ciputra (2009) is building entrepreneurship in a population that is sufficient so that it reaches a critical mass condition, and then encouraged to achieve the moment of internal inertia, which makes economic growth and the creation of prosperity independent or autonomous, not moved or pulled from the outside, organically goes in harmony from within. Thus, for poverty and unemployment reduction, especially poverty as a result of globalization, entrepreneurs need to be made into new buildings in the flow of economic theory (Christian, 2013).

Furthermore, the results of Ulwiyah's research (2010) reveal that the integration of entrepreneurial values into classroom learning is essential because it is in line with character education. So, by integrating the values of entrepreneurship into learning in the classroom means that two "benefits" can be achieved at once; the experience of entrepreneurship education and character education have been owned by students, and subsequently, the character of an

entrepreneurial entrepreneur was born.

In line with what was expressed, Anton (2012) said that the integration of the values of character education helps change the behavior of students who were previously unhealthy to be healthy and unfortunate not to be wrong or useful even though large or small changes and developments. Furthermore, Winarno (2009) said that someone who has an entrepreneurial spirit is those who have internalized their entrepreneurial values, namely personalities who have creative actions as values, are fond of trying, are strict in various challenges, are confident, have self-determination or locus of control.

Economics as character education is a system of instilling good and right values in students in schools, which includes components of knowledge, awareness or willingness, and actions to carry out these values. Economics is the right tool to internalize the values of entrepreneurship. Economics has a value education, so Economics must pay attention to the development of values, morals, and behavioral attitudes of students (Komalasari, 2011). A critical element in character education is to teach values so that students know fundamental values as a reference in behavior.

This understanding should be part of the understanding of character education; it is because students learn more from understanding and understanding of values understood by adults or teachers (Koesoema, 2007). Furthermore, one of the essential tasks of education is to build the character of students. Character is an internal standard that is implemented in various forms of self quality so that self-character is based on values and ways of thinking based on these values can be manifested in behavior (Budimansyah, 2010).

If the value of character education as the basis of civic education is carried out continuously through formal, informal, and non-formal education, it will be able to foster the entrepreneurial spirit. In line with Siswandi (2011) that entrepreneurial values in the subject matter of Economics are as stated in the curriculum and subject matter/material. Entrepreneurship values that exist in students are generally fundamental, more portions obtain informally, both obtained from the family or community, while at school only limited to the explanation of teachers and simple practices in school cooperatives that are elementary outside lesson hours and have not been implemented optimally.

Success in forming the character of learners will be very instrumental in the formation of an entrepreneurial spirit. To develop a value / character-based economy basically, in line with the development of an entrepreneurial spirit or spirit. Through integrated character education, which integrates and optimizes informal family environment education activities with formal education in schools. According to Susanti (2011) revealed that building character education in schools through local wisdom contains values that are relevant and useful for education. Therefore, character education based on local wisdom can be done by revitalizing local culture. To realize character education in schools based on local wisdom requires understanding, understanding, awareness, cooperation, and participation of all elements of learning citizens.

The role of entrepreneurship in the advancement of an economy in the nation has been investigated by Gwartney et al. (2013), who concluded that entrepreneurship education as an essential strategy to build the nation's future. According to Retno and Trisnadi (2012), several motives are believed to be a motivating factor for someone to pursue the entrepreneurial profession such as freedom in acting and making decisions, higher income, self-actualization, and independence. These motives motivate students to pursue their profession as entrepreneurs in the future come.

Before researching the Development of integrated Economic Teaching Materials, the values of Entrepreneurship for High School Class X, relevant research was researched the development of economic teaching materials based on sharia economics (Arfalah, Khairuna (2015), Integration of Citizenship Education Values as an effort to shape the citizens' economy (Rube' i, Anwar (2014), Internalization of Values of Entrepreneurship Education in Curriculum at Vocational School (Nurhamida, (2018), Developing Entrepreneurship-Based Indonesian Language Teaching Materials for Growing Entrepreneurial Souls in the Young Generation (Ahsin, Noor & Rizka Nurul (2017) and various other media uses (Ayache & Quenot, 2007; Milan, 2011).

Based on the results of the pre-observation interview conducted in Ternate City High School 2 on May 25, 2019, the entrepreneurial values in Ternate City High School 2 that apply to students,

in general, were quite good, because there was already an investment in entrepreneurial values both in outside the classroom or inside the classroom.

However, in the process of implementing learning in schools, there are many obstacles faced by students, especially the uneven creativity of students and the lack of teaching materials used by teachers and students in economic subjects, so students find it difficult to implement what they can class into practice. Not only that, but schools also have not cooperated in a way that is tied to a company like SMK, so there is a lack of networks to work together. Of course, this affects the process of integrating entrepreneurial values in SMA Negeri 2 Ternate City. Moreover, in this case, it positively needs many strategies that must be developed by schools or educators in the teaching and learning process to integrate these entrepreneurial values.

METHOD

The approach used in this study uses a research and development (R & D) method approach. According to Sugiyono (2011), research and development methods are research methods used to produce specific products and test the effectiveness of these products. Their effects on the learning outcomes of class X IPS-1 High School student in economic learning. The research and development model of this teaching material uses the Borg and Gall idea with stages including initial research and information collecting, planning, develop preliminary from a product, preliminary field testing, primary product revision, operational product revision, and final product revision..

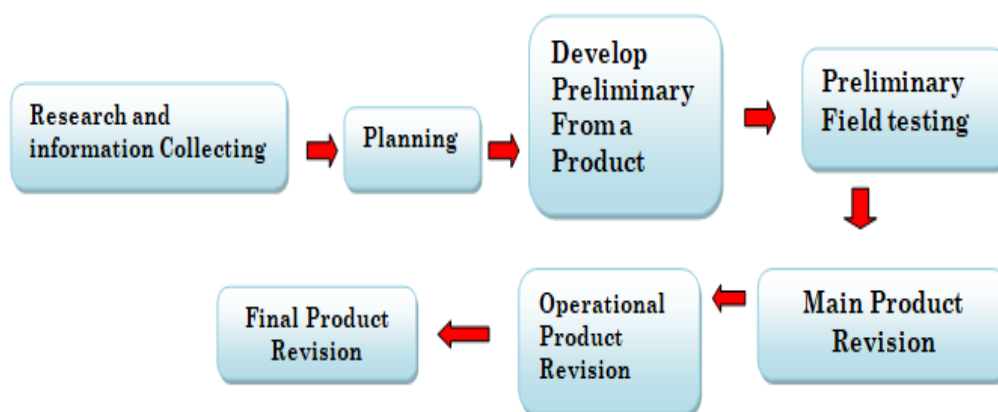


Figure 1. Steps in Development Research according to Borg and Gall (1983)

The quality of integrated economic teaching materials in entrepreneurship values developed was obtained from the assessment by material and language experts, teachers, and students. In this paper, criteria for calculating data using a Likert scale.

Product Validation Analysis by Master Experts and Learning Experts. Assessment by experts and respondents is done by classifying four intervals. Data obtained from each aspect that has been developed into indicators is then analyzed. The average of the last score obtained is converted into qualitative data to determine the feasibility of each aspect (Sudiati, 2017).

The steps in analyzing product validation by material experts and learning experts are as follows:

- a. Quantitative data from the Likert scale on the expert validation sheet was changed to qualitative data
- b. Summing scores for each item in the assessment aspects of all research subjects.

c. Calculate the average total score of each aspect with the formula

$$\bar{x} = \frac{\sum x}{n}$$

d. Change the average score into a category value based on a four scale conversion guide as follows (Sudiati, 2017).

Table 1. Conversion of Achievement Level with Scale 5

Score Interval	Conversion	Kualifikasi	Remarks
$4.51 \leq \bar{x} \leq 5,00$	90% - 100%	Very Good	No Need Revise
$3.51 \leq \bar{x} \leq 4,0$	75% - 89%	Good	No Need Revise
$2.51 \leq \bar{x} \leq 3,50$	65% - 74%	Enough	Revised
$1.51 \leq \bar{x} \leq 2,50$	55% - 64%	Minus	Revised
$1.00 \leq \bar{x} \leq 1,50$	0% - 54%	Very Less	Revised

Source: *Learning Evaluation (Sudiati, 2017)*

Information:

$$\text{Percentage of ideals of each aspect} = \frac{\sum (\text{Answer} \times \text{Weight of Each Choice})}{N \times \text{Highest Weight}} \times 100\%$$

$$\text{Percentage of overall ideals} = \frac{\sum \text{Average Score Overall}}{\sum \text{Overall Maximum Score}}$$

In the research development of this teaching material, the value of product feasibility is determined by the minimum value of "B" which is the category of "enough". In the research development of this teaching material, the value of product feasibility is determined by the minimum value of "B" which is the category of "enough".

RESULT AND DISCUSSION

The research carried out consisted of several stages of development. Among them are preliminary research and information gathering, planning, preliminary development of a product, preliminary field testing, major product revisions, operational product revisions, and final product revisions.

Research and information gathering through classroom observation and interviews. Based on students' observations and interviews, it was found that economic learning does have an emphasis on entrepreneurial activities. However, the material taught from the book is still incomplete with student entrepreneurship training. Many students are also interested in entrepreneurship but are still confused about real examples of entrepreneurial and professional activities in society. Economic materials related to entrepreneurship are also very few.

First, the initial collection of information or needs analysis is carried out to obtain information about the need for economic teaching materials that are integrated with entrepreneurial values. The data obtained were obtained by interviewing with a grade X teacher of SMA Negeri 2 Ternate City. The interviews showed that the teachers who taught were aware of the importance of entrepreneurship education in the younger generation, especially in high school.

Students also do not understand much about the types of work-related to entrepreneurship.

To eradicate poverty is education and the provision of entrepreneurial knowledge from an early age. Because early age is the most appropriate time to instill knowledge about entrepreneurship. Thus, learning that can accommodate entrepreneurship education in the classroom becomes something that must be considered and given more attention from the teacher.

The teacher said that learning economics integrated entrepreneurial values was indeed not easy. In class X semester I of the 2019/2020 academic year, the material contained concepts of economics, economic problems in the economic system, the role of economic actors in economic activities, and the formation of market prices and market structures. The research carried out consisted of several stages of development. Among them are preliminary research and information gathering, planning, preliminary development of a product, preliminary field testing, major product revisions, operational product revisions, and final product revisions.

Gathering information through classroom observations and interviews. Based on students' observations and interviews, it was found that economic learning does have an emphasis on entrepreneurial activities. But the material taught from the book is still incomplete about student entrepreneurship training. Many students are also interested in entrepreneurship but are still confused about real examples of entrepreneurial and professional activities in society. There is also very little economic material related to entrepreneurship.

Second, planning is done by planning activities to make teaching materials based on information obtained at SMA Negeri 2 Ternate City. At this stage also performed pretest. Pretest contains questions about the material concepts of economics, economic problems in the economic system, the role of economic actors in economic activity, and the formation of market prices and market structures. Third, the preliminary development of a product. This stage is carried out with a draft of testing the manuscript material to two validators, namely the expert validator of economic learning material and the design validator.

Fourth, the revision of the leading products Manuscripts of economic teaching materials integrated entrepreneurial values, namely the value of independence, artistic value, leadership value, the value of risk bearer, and value-oriented on actions that have been rated validator revised again, the fifth revised operational product trials to students. Preliminary trials produce several essential points, namely: (1) interviews with class teachers about integrated economic teaching materials for entrepreneurial values that are developed, namely the values of independence, creative values, leadership values, values of risk bearers, and values-oriented towards action (2) observations made by observers about the conditions of learning; and 3) student questionnaire that contains questions relating to teaching material. The initial trial was tested on students of class X.

Fifth, the revision of operational products, namely improving the draft based on the results of the initial trial. Sixth, the revision of the final product conducted by this limited trial produces quantitative data from student learning outcomes, namely student understanding of the types of businesses in the community and public works and economic activities in the community.

Sixth, the revision of the final product in the form of improvements based on the results of limited trials. This is done to produce teaching materials that are suitable for use in class X students of SMA Negeri 2 Ternate City. Based on the criteria in table 2, the integrated economic teaching materials book on entrepreneurship values in class X is said to be good because the percentage is more than 75%. Based on the score description, the quality of integrated economic teaching materials in class X entrepreneurship values is said to be good if the score is more than 75%. The material expert judgment score is 86 %. So that is good.

The stages of planning, when implemented, the results state that the field data in the form of a lack of understanding of students about the types of community businesses and public works and economic activities. Many students do not understand the concept of economics, economic problems in the economic system, the role of economic actors in economic activities, and the formation of market prices in the economy. This underlies the development of integrated economic teaching materials on entrepreneurial values. Pretest results show only ten students who passed the KKM. Usually, 27 students do not pass the KKM.

Table 2. Results of Expert Material Assessment

No	Aspects are	Score
A.	Quality of learning material	
1.	According to students' needs	5
2.	Suitability of material with RPP	4
3.	The relevance of the material to the learning objectives	5
4.	Accuracy of the title of the material with the contents of the material	4
5.	Completeness of material	5
6.	Clarity of material	4
7.	Conformity between pictures and material	4
8.	Conformity between narration and material	4
B.	Use of material	
9.	Textbooks make it easier for students to Understand the material presented	4
10.	Clarity of the example of the exercise given	4
	Total	43
	Average Score	4.3
	Prosentage	86
	Category	Good

After an expert assessment, the book is categorized as useful because the average score is above 76%. To get better results, the teaching materials are revised based on suggestions and comments from expert material expert validators. One of them is the development of entrepreneurial values, namely the value of independence, artistic value, leadership value, risk bearer value, and action-oriented value on all economic material in class X high school semester I.

Integrated Economic Teaching Materials Entrepreneurship Values This research produces teaching materials in the form of textbooks that are integrated entrepreneurial values in Economics subjects with the subject matter of Market Price Requests that are valid, feasible, and effective for use in the learning process according to user needs. The display of teaching materials in the form of textbooks is presented in Figure 2.

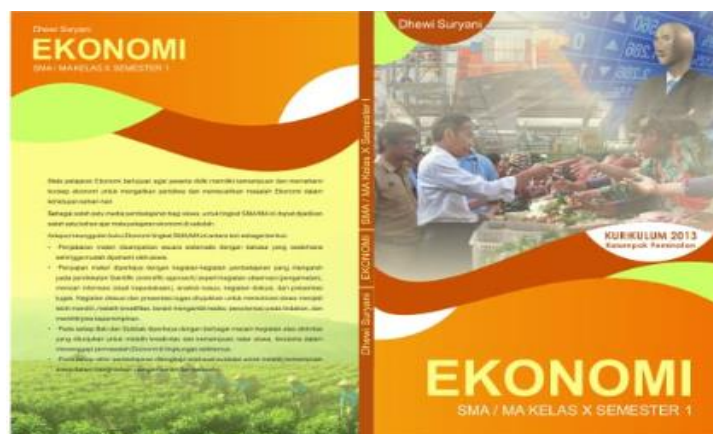


Figure 2. Textbook Display

In the evaluation of interviews, observations and questionnaires have proven that teaching materials that have been made are worth testing. However, because there are some mistakes, such as unclear pictures, typos, less neat, the textbooks were revised again at the stage of field trials at

high school in class X. Based on Likert analysis, it can be concluded that the results of learning in the field of economic studies semester I with material the material contained concepts of economics, economic problems in the economic system, the role of economic actors in economic activities, and the formation of market prices and market structures, the results are suitable according to Likert scale descriptions because the average class value is located at intervals of 77-100.

Based on the results of interviews with economics class X teachers of state senior high school 2 Ternate City, the teaching materials were stated to be good and had positive benefits. Regarding the results of observations also stated good results. Even so, some students still do not understand the material contained concepts of economics, economic problems in the economic system, the role of economic actors in economic activities, and the formation of market prices and market structures. The results of the questionnaire showed that students valued both the integrated economic textbook on entrepreneurial values.

In this study, to determine the level of quality of integrated economic teaching materials for entrepreneurial values developed, a quality test was conducted. The quality test of integrated economic teaching materials on entrepreneurial values to foster the values of entrepreneurship in class X high school students through expert assessment. The experts include an economics learning expert and a design expert, and an economist. Economic teaching materials integrated entrepreneurial values are developed by providing contextual and real examples that are close to children in class X high school.

Table 3. Learning Media Expert Assessment Results

No	Aspek are	Score
A. Eligibility of Graphics		
Use of fonts (font and font sizes)		
1.	The letters used are attractive and easy to read	5
2.	Do not use too many letter combinations	5
3.	Don't use too many letter combinations	5
4.	The combination of font size and type of font used on the cover	4
5.	The combination of size and type of letters used in the content of textbooks	4
Lay Out and Layout		
6.	The suitability of the layout of the titles and subtitles in the textbook	5
7.	The separation between paragraphs clear	4
8.	Illustration and clear picture description	4
Display Design		
9.	Matching color elements and cover textbooks	5
10.	The accuracy of the illustrations used in the cover of the textbook	4
11.	Image quality on the cover of the textbook	4
12.	Appearance of layout elements on the front and back covers of the textbook	4
13.	The color of the title of the textbook contrasts with the background color of the textbook	4
14.	Illustration of textbook cover illustrates the content / teaching material	5
Total		62
Average Score		4,43
Prosentage		88,57
Category		Good

Based on table 3, we can see that the graphic quality of economic teaching materials such as the size of the cover, cover appearance, illustrations, composition, and typography, are of good

quality. This is known from the percentage value of more than 75%. So it can be concluded that the graphic quality of integrated economic teaching materials on entrepreneurial values is feasible to be used as economic teaching materials in class X of SMA.

CONCLUSION AND SUGGESTION

Based on the results of the discussion, we conclude that economic teaching materials integrate with entrepreneurial values, including; (1) the value of creativity, (2) the value of independence, (3) the value of leadership, (4) the value of taking risks. These values have been developed with reasonable criteria and meet the requirements to apply as teaching economic material with the concept of material economics, economic problems in the economic system, the role of economic actors in economic activity, and the formation of market prices and market structures. These eligibility criteria are obtained from the results of expert assessments or reviewers on average, produce a percentage of more than 75%. Thus, we can conclude that language economic teaching materials integrate with entrepreneurial values, namely creative values, values of independence, leadership values, risk values, and risk values that develop appropriately used as materials teaching in high school.

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