

Entrepreneurial Character-AIP Proceeding with Bu Any

by Luthfiah Nurlaela

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1 Entrepreneurial Character Development Model: Responsible and Discipline Integrated in Business Plan Based Learning Project

Any Sutiadiningsih^{1,a)}, Ahmad Sonhadji², Eddy Sutadji², and Luthfiah Nurlaela¹

¹Universitas Negeri Surabaya (Unesa)

²Mechanical Engineering Department, Universitas Negeri Malang, East Java, Indonesia

⁵
a) corresponding author: anysutiadiningsih@yahoo.co.id

ABSTRACT. This study aims to produce models unyielding character building and discipline in learning Business Plan to implement 'The Six' Project Based Learning (PBL) and character building '3M'. This study uses R & D approach from Borg and Gall [1], and held on Entrepreneurial class SMKN 3 Malang. Data collection techniques by observation, interview, the question sheet, and brainstorming. Analysis techniques, to students' character by percentage, character building models with brainstorming, mastery with mastery percentage. The brainstorming academics results in education, teacher Management Business, 5 entrepreneurs and practitioners to the character building model integrated learning Management Business (business plan) shows all or 100% said 'accept'. The test results demonstrate the feasibility of teaching shows the properness material content is average of 4.5 or 89.1 (Very Decent/ VD), the feasibility of presenting is average of 4.1 and 81.3 (Worth/ W). Eligibility Test Results LKS average about 44 or 88.7 (VD). The trial results showed character building models: (a) the results process of character building integrated learning business plan (BP) by teacher is about 79.22 (Good / G). Students' attitude to be able to responsible with four descriptors indicate average of 4.3 or 85.97 (VG), with details of 17 students or 48.57% (VG) and 18 students or 51.43% (G). Students' discipline attitude with four descriptors showed average of 4.47 or 89.31 (VG), with details of all students or 21 students or 59 % (VG) and 12 students or 33% (G), and 3 students or 9% (GE).

INTRODUCTION

The problem is in East Java, there are three vocational schools that 3.6% in 2010 and 6.4% in 2011 graduates of entrepreneurial class work as an entrepreneur. Exercise entrepreneurship in vocational subjects is done through Business Management Catering (PUB) or Management of Foodservice Business/ MOFB), and one sub critical material is business plan. Good teaching is expected to proceed in an interactive so it enable to activate cognitive domain, affective, and psychomotor as a follow to learn in order to form the student's individual as a whole [2], including the formation of attitudes or behaviors of responsibility and discipline. One of the strategies that can help the realization of creative thinking, problem solving, and interaction of students in solving the real problems are project-based learning/ PBL [3, 4, 5, 6]. PBL is also one learning model recommended in curriculum implementation in 2013. In order to instill the entrepreneurship values in PBL needs to be integrated to character building. "Character education is the deliberate effort to help people understand, care about, and act upon core ethical values [7].

This research is intended to result in: (a) fostering entrepreneurial character models integrated with PBL on subjects MOFB (for the Business Plan); (b) the students' achievement business plan learning through characteristic development/character building model integrated to PBL; (c) the number of students who were able to responsible and disciplined in business plan learning with character building integrated PBL; (d) the students' response to the characteristic development model integrated PBL business plan.

Business plan is one of the sub matters of subjects Management of Food Business (MOFB) in a vocational curriculum implemented in class XII. The decision of the Director General of Secondary Education No.

1464/D3.3/KEP/KP/2014, dated June 16, 2014, subject MOFB have basic competencies: (1) *capable of behaving include*: professional religious and social attitudes involve; (2) *understand the knowledge* related to business plan; (3) *skilled arrange a business plan*, business management practices according to plan, and the making of financial statements.

Gaspersz [8] explains that in the create of business plan learns lots including: (1) describing the business developed, (2) develop the organizational structure of the business, (3) analyzing the potential of the business, (4) perform the analysis Break Even Point/BEP), (5) design a realistic target consumers, (6) analyzing the ability to compete, (7) designed a prospective buyer based product sales; methods of customer contact; customer contact plan; set the cost of sales; and projected sales, (8) develop a plan of production (calculating costs, calculate the value of shrinkage property; and analyze competitive), (9) arrange financial plan; and (10) determine Break Event Point correctly.

Project Business Plan (PBL)

Munanar [9] said, learning activities should be focused on developing the creativity of learners in order to meet the needs of personal, community, and country. One of the strategies that can help students have creative thinking, problem solving, and interaction as well as helped solving real problems is project-based learning/PBL [3, 4, 5, 6].

Entrepreneurship Character Development: Responsibilities and Discipline

Fostering entrepreneurial character associated with 'value investment' entrepreneurship, implementation measures, and to the next can be a habituation in every action and in entrepreneurship particularly. Berkowitz [10] explains that substantively to apply either or virtue (good character) relates to a process of psychological or mental processes and performance behavior, consists of three stages that interrelated, they are: (1) moral knowing (knowing the good); (2) moral feeling (desiring the good), and (3) moral behavior (doing the good-habit of the mind, habits of the heart, and habits of action). Dimensions including moral knowing provide reinforcement of cognitive domains, *moral awareness, knowing moral values, perspective taking, moral reasoning, decision making, and self knowledge*. Moral feeling is strengthening the emotional aspects of learners to be human character to the attitudes that should be felt, which are *conscience, self esteem, empathy, loving the good, self control, humility*. Moral action is a moral act that as an outcome of the two components of the other characters. In order to understand the things that encourages students in good deeds (act morally) it must be seen three other aspects of the character that is *competence, will, and habit*.

Discipline character is defined as the ability to perform actions that demonstrate orderly behavior and comply with various provisions. Indicators of success disciplinary capabilities are: (1) the level of attendance in learning/work, (2) coming to and from work/ study time, (3) complete the work on time, and (4) no disciplinary offenses.

RESEARCH METHODS

This research is the Research and Development (R & D) from [1] with research steps: (1) identification of problems; (2) assess information about entrepreneurship character building on entrepreneurs; (3) confirm the reference or the relevant theory; (4) designing a model of entrepreneurial character building; (5) do design validation entrepreneurial character building model; (6) revising the model of an entrepreneurial character building; and (7) test the model.

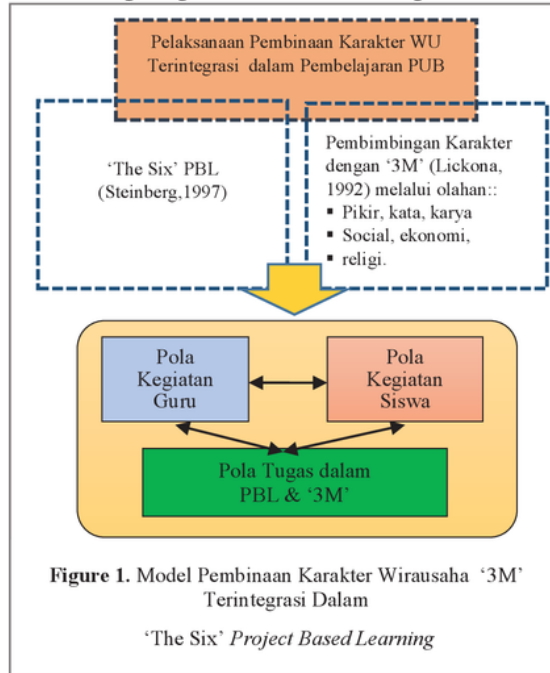
The method of collecting data by: (1) initial data questionnaire for student characteristics and the characteristics of the ideal entrepreneur (version practitioner); (2) brainstorming and review coaching model character with a scale of 1-5; (3) observing implementation models with a scale of 1-5; and (4) scale students' acceptance to scale model 1-5.

The data analysis: (1) calculating the average number of characters per student and average number of students know and have any kind of character; (2) the data by selecting the ideal entrepreneurial characteristics similar characteristics and confirming the version practitioners with theories; (3) review data models by calculating the average score with the standard admission >3 and with regard to the qualitative data; (4) the observed data model implementation, and (5) the data admission to the model, both by calculating the average score observer converted into a scale of 0-100, and further classified based on the categories of excellent, good, fairly good, poor, and not good.

RESULTS AND DISCUSSION

Character Entrepreneurial Development Model Integrated in PBL

Model entrepreneurial character building integrated PBL brainstorming results like the following.



The feasibility test results of character building models has done in stages: (1) identify students' interests and entrepreneurial character include: identification of interest in entrepreneurship, entrepreneurial character identification of awareness that owned by the students, the identification of students' knowledge of entrepreneurial character; (2) the establishment of entrepreneurial character version practitioners (entrepreneurs); (3) sets of indicators into learning, include: establishing performance concept (knowledge) and the completion of projects/tasks, assign performance indicator entrepreneurial character; (4) provides lesson plans, teaching materials, and assessment for PBL integrated with character building, include: relevance RPP with performance indicators, the relevance of material and assessment tools with performance indicators of learning; (5) implementing the learning activities, including: the relevance of the implementation of learning and assessment with the RPP; (6) pictures of models, covering the steps and grooves, otherwise entirely acceptable to all members of brainstorming: two academics, one entrepreneurial practitioners, two teachers

The Six PBL with '3M' characteristic development Mix Pattern		
1	Authenticity	
a	Moral knowing : 1) <i>moral awareness</i> 2) <i>knowing moral values</i> 3) <i>perspective taking</i> 4) <i>moral reasoning</i> 5) <i>decision making</i> 6) <i>self knowledge</i>	Drive and guide students to understand the meaning of learn/task/work that they do, to understand the important of self-motivate in work.
b	Moral feeling : 1) <i>conscience</i> 2) <i>self esteem</i> 3) <i>empathy</i> 4) <i>loving the good</i> 5) <i>self control and humility</i>	Drawn task that appropriate with student's capability some time to work on it, so it can growth the happiness and motivate to learn
c	Moral action: 1) <i>competence</i> 2) <i>will</i> 3) <i>habit</i>	Drive and guide students to get an output from their work/task.
2	Academic rigor	
a	Moral knowing: <i>moral awareness, knowing moral values, perspective taking, moral reasoning, decision making, and self knowledge</i>	Drive and guide students to be able applying knowledge in finishing their job.
b	Moral feeling: <i>conscience, self esteem, empathy, loving the good, and self control, humility.</i>	Drawn and develop tasks that will challenge students to use any methods for solving problems.
c	Moral action: <i>competence, will, and habit</i>	Drive and guide students to make them think higher in solving problems.
3	Applied learning	
a	Moral knowing: <i>moral awareness, knowing moral values, perspective taking, moral reasoning, decision making, and self knowledge</i>	Drive and guide students to make them be able working on the real issues/problems.
b	Moral feeling: <i>conscience, self esteem, empathy, loving the good, and self control, humility.</i>	Drive and drift students to make them be able working on a high technology organization
c	Moral Action: <i>competence, will, and habit</i>	Drive and drift students to make them be able managing their own skills.
4	Active exploration	
a	Moral knowing: <i>moral awareness, knowing moral values, perspective taking, moral reasoning, decision making, and self knowledge</i>	Drive and drift students to finish their work due to schedule.
b	Moral feeling: <i>conscience, self esteem, empathy, loving the good, and self control, humility.</i>	Drive and drift students to observe with any methods, media, and sources.
c	Moral action: <i>competence, will, and habit</i>	Drive and drift students to communicate with other people by presenting or doing other activities.
5	Adult relationship	
a	Moral knowing: <i>moral awareness, knowing moral values, perspective taking, moral reasoning, decision making, and self knowledge</i>	Drive and drift students so they can learn from another that have more relate insight.
b	Moral feeling: <i>conscience, self esteem, empathy, loving the good, and self control, humility.</i>	Drive and drift students to work/discuss each other to solve problems.
c	Moral action: <i>competence, will, and habit</i>	Drive and drift students to ask/engage another party to assess their work.
6	Teaching goodness	
a	Moral knowing: <i>moral awareness, knowing moral values, perspective taking, moral reasoning, decision making, and self knowledge</i>	Drive and drift students be able to evaluate their own work in every task they do.
b	Moral feeling: <i>conscience, self esteem, empathy, loving the good, and self control, humility.</i>	Drive and drift students to invite another party to involve in developing standard operating that relate to their job
c	Moral action: <i>competence, will, and habit</i>	Drive and drift students to assess their work.
	Closing Activity	

Observations Implementation of 'The Six' PBL integrated with '3M' Character Development

Learning the material Business Plan (BP) by teachers performed three stages. The results of the analysis is 87.0 (SB); 88.6 (SB); and 90.7 (SB), with a total average of 88.76 (SB) - there is an increase in results at each stage of learning. The success is affected by scores like this below:

1. **Authenticity** with five activities: (a) moral knowing - Teachers prepare students psychologically and physically to enroll the learning, started with a greeting and pray, (b) moral feeling - appersepsi, explains KD, indicators, and outline learning, (c) moral behavior - Teachers give students opportunity to record and ask about solving problems, task/project, the average score = 4.45 / 89.06 / Very Good
2. **Academic rigor** with three activities include: moral knowing - Teachers give students the opportunity to recall the things that have ever seen, read, or experienced related to BP, moral feeling - Teachers give students the opportunity to read and core mark off essence of teaching material, moral behavior - Teachers directing and guiding students identify habits that arise when given and do the work in the study, the score = 4.28 / 85.56 / VG
3. **Applied learning** with three activities include: moral knowing - Teachers lead students to identify the characteristics that want grown by written, moral feeling - Teachers taking action concluding on the responses of students, moral behavior - Teacher motivates students to record information described the teacher, but instead dictated, the average score = 4.37 / 87.33 / VG.
4. **Active exploration** with three activities, including: (a) moral knowing - Teacher explains the important material systemically (according KD), (b) moral feeling - Teacher motivates students to actively provide information/ inquire about the preparation of BP, moral behavior - Teacher encourages and guides students in developing BP, refers to communicate or discuss, the average score = 4.44 / 86.67 (VG).
5. **Adult Relationships** with: (a) moral knowing - Teacher uses media in teaching, teacher leads students to make an interact with others who are able to answer the problems ', (b) moral feeling - the teacher encourages and directs students to make observations with a variety methods, media, and sources, average score of 3.86 / 77.1 (G); and (c) moral behavior - Teacher directing and guiding students to practice or perform tasks / projects and teacher motivates and strives to impose entrepreneurial spirit to students, the average score = 4.44 / 88.89 / VG.
6. **Assessment** with three activities include: (a) moral knowing - the teacher encourages and directs students to be able to evaluate their own performance; (b) moral feeling - the teacher encourages and directs students to ask outside parties to be involved in the development of sops task/ job; and (c) moral behavior - the teacher encourages and directs students to assess their work, the average score of 44.0 / 88.0 (vg).

Overall, the average total score is 4.39/87.87/Very Good, the good attitude and behavior are very likely to occur because before being implemented learning process, teachers and researchers do the perception of the learning activities and importance things that tension should be given, in addition, the learning device has been prepared in a way that is relevant to the expected outcomes.

Response Students Against Characters Entrepreneurial Development Model Integrated in PBL

The results of data analysis students' response to 'The Six' PBL integrated with character building '3M' indicates 14 students (40%) stated really like (RL), and 21 (60%) like (L), with total fondness rate 4.1 / 81.81 / Good. In detail the response is done in the following:

1. Response to the learning facilities management arrangement with two indicators of learning facilities in the classroom and the learning device setup is preferred by 23 students (66%), favored by 8 students (23%), and is favored by 4 students (11%). The average total score of students towards learning facilities management is 4.24/84.86 (Very Good)
2. The response to implementation of learning activities with six indicators, (a) clarity learning objectives submitted by teachers; (b) clarity initial briefing submitted by teachers; (c) the clarity of final delivery of learning outcomes that must be met; (d) ways to motivate students understanding the material in order to do the exercise and oral communication; (e) ways to proceed guiding thought in solving problems; and (f) ways to motivate other relevant material, average is preferred by 14 (40%), favored by 20 students (50%), and is

avored by one student (2.9%). The average total score of preference for the implementation of learning activities is 4.1/81.62/Good

3. Response to management of classroom interaction with four indicators, (a) clarity of instructions relating to the content of the lesson/assignment; (b) clarity initial briefing submitted by teachers; (c) the urge to solve the problem of task/ job, there are penalties, and given sufficient time to finish; (d) the urge to communicate the results of the task/job, the preferred average by 26 students (74%) and preferred by 9 students (26%). The average total score of preference for the management of classroom interactions is 4.24/85/Very Good.
4. Response to an openness attitude and the a positive attitude development in learning with five indicators, (a) way to motivate to learn, teacher's hospitality and open on understanding of students' difficulties; (b) by giving an opportunity to respond their problems/other groups; (c) giving opportunities to interact; (d) ways to realize self advantages and disadvantages; and (e) ways to guide and foster self-confidence, the average preferred by 11 students (31%), preferably well by 17 students (49%), preferably good enough by 7 students (20%). The average total score of preference for openness and the development of a positive attitude in learning is 4.0/80.0/Good.
5. The response to an admission of characters building model with seven indicators: (a) providing an opportunity to communicate and argue; (b) the encouragement to actively resolve the real problems; (c) the urge to gain knowledge from other sources; (d) the provision of training to the process, think and work according to SOP; (e) the provision of training for managing time at work; (f) the urge to be able completing the task independently, quickly and accurately; and (g) the encouragement to be responsible and ready for the risk work performed, average favored VG by 8 students (23%), preferably well by 20 students (57%), preferably good enough by 7 students (20 %). The average total score of preference for admission development model character integrated in PBL 3.89 or 77.88/Good.

The students' contentment on the 'The Six' PBL activities integrated with '3M' character building is possible because students are given wide opportunity to develop their ideas with direction, guidance and high control constantly according to the model designed.

Arrangement of Business Plan Achievement of Students with Character Development Model '3M' Integrated in 'The Six 'PBL

Based on products BP evaluation of groups work, with 10 (ten) aspects of the assessment: (1) the purpose of business, (2) product description, (3) feasibility analysis, (4) consumers analysis, (5) marketing plan, (6) the facility design, (7) the financial plan, (8) return of investment (ROI) and BEP, (9) the organizational structure; and (10) management system. There are seven groups with average 85.43 with a very good category.

Business plan arrangement three groups categorized as 'good' and four groups categorized as 'Very Good'. This situation is possibly because in some groups of students are less interaction with others/outside, aside from it on items drafting marketing and management system showed average ≤ 7.5 'Good'.

Number of Students Able Responsibility and Discipline on Business Plan Learning With Entrepreneurial Character Development Model Integrated in PBL

The results of data analysis on the students' responsible and disciplined character or behavior like this below:

1. Responsible Character (behavior) reviewed from four individual indicators shows: (a) be responsible; (b) capable in time management; (c) willing to complete task and bear the risk. Total average score is 4.36/85.97/VG, students who are able to be responsible done Very Good by 17 students (49%), and responsible with Good by 18 students (51%). This is possible as through BP project preparation activities students feel a responsibility, so that the growing understanding and sense to complete their tasks according to predetermined time, the students have a target to complete the appropriate goals and look forward to the practice of managing a business with revenues on target, and get good value, especially with the intention of monitoring teacher (interview data supported).
2. Discipline Character (the behavior) reviewed from four indicators, each shows: (a) the level of attendance of students in the learning/work; (b) come on time and return time work/study; (c) capable completing the task/job on time; (d) no disciplinary offenses. The average total score is 4.47/89/31/VG, discipline very well done by 13 students (36%), student discipline with good by 12 students (33%), and good enough by 3 students (8.6 %). It is caused by compiling BP, students find the opportunity to learn how to prepare a

business in detail, so more have confidence in running a business management practices (supported by the interview data)

5 CONCLUSION

Based on the analysis and discussion can be summarized as follow:

1. Development of Model character building is done by integrating good character '3Moral' into the Project Based Learning (PBL) and 100% declared fit for use.
2. Results of testing the model on learning materials Business Plan shows the average scores of learning BP-1, BP-2 and BP-3, is 87.0 (VG); 88.6 (SB); and 90.7 (VG), with a total average score 88.76 (SB).
3. Student responses to the application of the model shows the 14 students (40%) stated quite liked, and 21 (60%) like, with a total average rate of 4.1/81.81/Good,
4. Achievement of students in the preparation of business plans in groups with 10 aspects of the assessment showed the average value of 85.43 (Very Good).
5. The number of students able to act and behave responsibility with total average scores/grades of 4.36/85.97/Very Good, with a breakdown of students are able to be responsible with SB 17 people (49%), and responsible with good 18 people (51%). The number of students able to discipline with an average total score/value 4,47 / 89/31 / SB, with details able to be disciplined with a very well done by 13 people (36%), student discipline with a good 12 people (33%), and a pretty good 3 (8.6%).

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