

Instructional Design to Improve Students' Entrepreneurial Affective

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Abstract:

Technological developments require the world of education to do work effectively and efficiently. Vocational High School is one source that will meet the needs of the industrial world in the future, for that it must be prepared with expertise and knowledge. This study aims to (1) determine the learning design that can improve students' entrepreneurial attitudes and (2) determine students' entrepreneurial affective. The research method is a qualitative case study with data collection techniques through observation, interviews and documents and using a purposive sampling technique. The data were analyzed by the model from Miles and Huberman includes data reduction, data display and conclusions. The results revealed that (1) the instructional design for improving the students' entrepreneurial affective at SMK N 1 Sawit is through PKK (Creative Products and Entrepreneurship) subjects and development in this study through Digital Marketing training guidance (2) Knowing entrepreneurial attitudes students from the influence of the applied learning design is good, namely (a) student interest in entrepreneurship through PKK is half-assed while through design guidance and digital marketing training increases; (b) Teachers foster students' creative and innovative attitudes through projects or assignments that contain ideas and create a product, while through digital marketing training guidance through content creation, product design, accounts, etc.; (c) The teacher gives positive advice when students experience failure by providing motivation and guidance; (d) Teachers increase their risk-taking attitude by determining projects or tasks that have a high risk and through the courage to build a shop in the marketplace.

Keywords: Entrepreneurship, Instructional Design, Entrepreneurial affective, Covid-19.

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Introduction

Vocational High School is an educational institution that have responsibility for improving and creating graduates or skilled human resources as provisions in the working field (Edi et al., 2017). The learning strategies to encourage students in improving their entrepreneurial skills to match with the industry 4.0 are Dual Education (Sulistiyowati, 2017) and Creative Products and Entrepreneurship subjects (Cabrera Marino, 2017). Those learning strategies cannot be implemented optimally at SMK N 1 Sawit due to the Covid-19 pandemic. The Dual Education is not implemented and the Creative Products and Entrepreneurship subjects are conducted online. These conditions have an impact on schools, especially several students who are less interested in entrepreneurship and they do not have a job idea related to their skills after graduation. For these reasons, the Covid-19 pandemic is a significant challenge in the educational institution in developing and innovating entrepreneurial competencies through the digital revolution as a strategy to generate students who are ready to be entrepreneurs (Secundo et al., 2021).

Entrepreneurship course is considered as one of the important ways to influence the country or industrial competitiveness, thereby providing an opportunity to develop into a more competitive educational environment during the Covid-19 pandemic (Liguori & Winkler, 2020). It should be done because the vocational education results compared to the working field demands still have gaps. It is evidenced by the knowledge level and mastery of students' skills that have not conform to the needs of the working field (Atmawati et al., 2017). The Indonesian Central Statistics Agency (BPS) informed that the number of unemployed in Indonesia since February 2020 is 6.88 million. From this data, the SMK graduates are the highest at 8.49% (BPS, 2020). This number is relatively large considering the resources or SMK graduates potential to work or become entrepreneurs is very high because of their skill gained at school.

Entrepreneurship has an important role in economic prosperity, economic stability and the most innovative power to influence the health of a competitive economy. Entrepreneurship is recognized as a source of economic growth and the main factor affecting on socio-economic welfare of the community (Ahmed et al., 2020). It is relevant to the Vocational High Schools (SMK) goals namely organizing students as graduates who are ready to work and have special skills related to their fields, involve entrepreneurial affective in order to create an independent, innovative and creative attitude in arraying provision to work (Zulaidah & Widodo, 2020). Entrepreneurship course becomes responsibility of families, schools, communities, and the government which is conducted in the family, community, and school environment for a lifetime as mentioned in the education involves informal (family), formal (school) and non-formal (community) education (Inang et al, 2019). There are some authentic qualities of entrepreneurs; however, the personality characteristics do not explain entrepreneur's activity and success. Thus, other factors can contribute to entrepreneur's activity and increase the success. For example, a person does not understand how to write a business plan or identify opportunities since was born. These skills are taught and improved through education (Peschl et al., 2020).

Entrepreneurship course is an instrument to increase entrepreneur activities (Ahmed et al., 2020). For this reason, teachers need an instructional design contained entrepreneurship course or entrepreneurial activities in growing the entrepreneurship interest and affective in terms of the practice effect in order to achieve the goals. The instructional design that can improve entrepreneurial affective is a current requirement. This is intended in order the students gain competence before they get into the working field or creating jobs. The various viewpoints related to instructional design to improve students' entrepreneur affective include entrepreneurship course, digital technology-based learning, technopreneurship-based learning, training-based learning, practicum-based learning, project-based learning, teaching factory learning and or cooperative learning. The entrepreneurship encourages various benefits, such as increased working opportunities, reduced dependence on one industry, increased capital flows that improve the business environment, increased prospective businesses, outsourcing utilization to provide effective operation and development of new ideas and innovations (Zanabazar & Jigjiddorj, 2020).

The investment in entrepreneurial affective is very important to increase entrepreneurs and reduce unemployment. Besides providing skills, the investment in entrepreneurial affective is also a tool to embed entrepreneurship values (Hermanto, 2016). Based on the previous description, the researcher conducted a study related to instructional design that can improve the entrepreneurial affective of the case study of SMK N 1 Sawit students related to the phenomena and needs of instructional designs.

Research Method

This research used qualitative research with case study design. The purpose of case study research is to provide descriptions, examine theories and generate theories (Prihatsanti et al., 2018). In this research, researchers examined instructional designs to improve students' entrepreneurial affective, a case study at SMK N 1 Sawit by purposive sampling technique. The data collection technique is observation, interviews and documents with credibility or internal validity tests. The credibility or internal validity tests are conducted with extended observations, increased persistence, triangulation, FGD, negative case analysis, and using reference materials (Sugiyono, 2018:269). In addition, the data analysis used Miles and Huberman as follows:

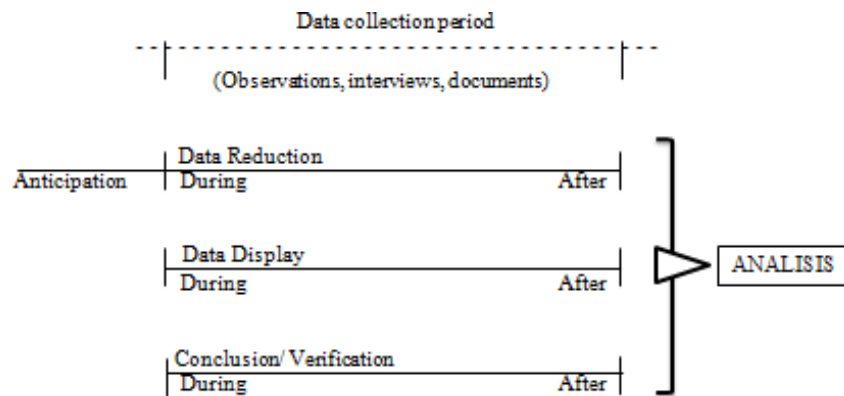


Figure 1. Data Analysis Component

Result and Analysis

The researcher explored data sources through primary data involve observations and interviews and secondary data involves reviewing journal, documents, and books. The data and analysis results was following:

The observation results are used to support respondent data during interviews related to instructional designs that can improve students' entrepreneurial affective. Data analysis technique on observation was descriptive analysis technique. The report contained an explanation of what was seen, heard and felt during the observation. It was conducted to gain a real and detailed picture of the case study at SMK N 1 Sawit. The researcher observed how SMK N 1 Sawit applied instructional designs to improve students' entrepreneurial affective through unstructured observations.

The online instructional design for PKK (Creative Products and Entrepreneurship) subjects at SMK N 1 Sawit is the covid impact on entrepreneurship course. As a result, UP and PKL are not implemented with the assignment evaluation system and product manufacture. Students' interest in entrepreneurship course is due to collecting entrepreneurship assignments, but they not creating ideas to create products.

This interview results are used as the main data by exploring information on respondents related to instructional designs that can improve students' entrepreneurial affective at SMK N 1 Sawit. The researcher conducted the data reduction process, by selecting or focusing on the main and important things by summarizing and displaying several indicators of the interview results.

The interviews results related to instructional design variables to improve entrepreneurial affective consisted of 4 indicators as follows:

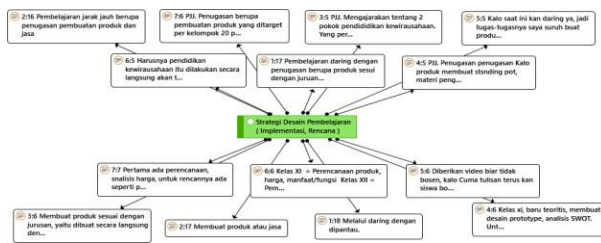


Figure 4. 1 Entrepreneurship course Strategy

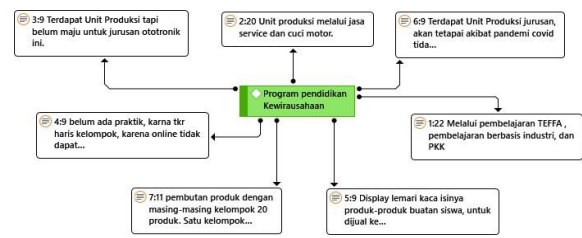


Figure 4. 2 Entrepreneurship course Effect



Figure 4. 3 The Covid-19 Impact on the Instructional Design Implementation

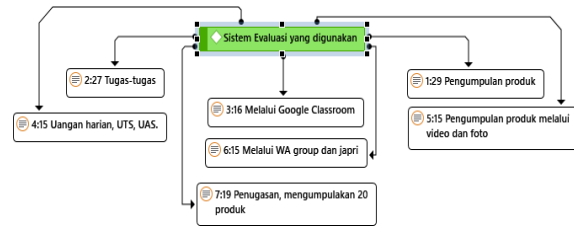


Figure 4. 4 Evaluation System

The interviews results related to the variable of students' entrepreneurial affective consisted of 4 indicators as follows:

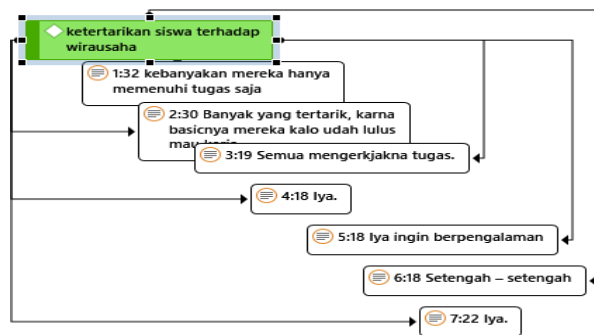


Figure 4. 5 Student Interest in Entrepreneurship

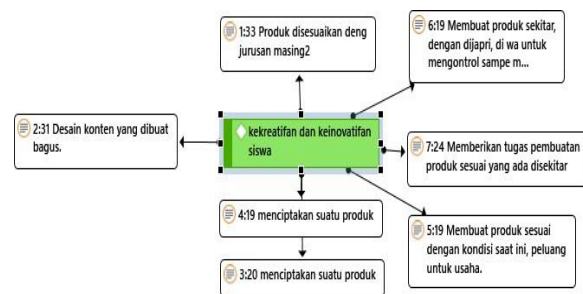


Figure 4. 6 Student Activity and Innovation



Figure 4. 7 Positive Thinking to Failure



Figure 4. 8 Brave to Take Risks

Document analysis were conducted as a complement to the interviews and observations results. The document data collection conducted through journals and syllabus review of PKK (Creative Products and Entrepreneurship) subjects. The data collection journals conducted to determine instructional designs that can improve students' entrepreneurial affective compared to the previous studies. The review of 60 journals results related to instructional design are entrepreneurship course, digital technology-based learning, technopreneurship-based learning, training-based learning, practicum-based learning, project-based learning, and teaching factory learning or cooperative learning. While the study of the syllabus document results were conducted to observe the basic competencies that must be achieved in the Creative Products and Entrepreneurship subjects.

Digital Marketing Guidance and Training Description

Digital marketing guidance and training is held face-to-face in the Computer Laboratory for 3 days with 40 students of SMK N 1 Sawit which is divided into 2 sessions each day. The documentation of its implementation is in the appendix. The following is a schedule for the implementation of digital marketing guidance and training along with details of the material to be delivered at SMK N 1 Sawit:

a. May 4, 2021

Divided into two sessions, namely the first session at 09.00 – 12.00 WIB with 20 students and the second session at 12.30 – 15.30 WIB with 19 students. The material for the first day is multimedia (Logo design, product photos and post content using Canva).

b. May 5, 2021

Divided into two sessions, namely the first session at 09.00 – 12.00 WIB with 19 students and the second session at 12.30 – 15.30 WIB with 21 students. The material for the second day is digital marketing (mindset & marketing strategy, competitor research, social media marketing, and marketplace marketing).

c. May 6, 2021

Divided into two sessions, namely the first session at 09.00 – 12.00 WIB with 21 students and the second session at 12.30 – 15.30 WIB with 19 students. For the third day, the material is practicing how digital marketing works (learning by buying your friends' products, logging in, how to manage banking, withdrawing the proceeds from sales).

The results of this digital marketing guidance and training are that students gain experience and knowledge about digital marketing, how to design content, how to post, create social media marketing accounts and marketplace marketing. Screenshots related to the accounts that have been created by participants are as follows:



Figure 2 Implementation Documents and Training Modules

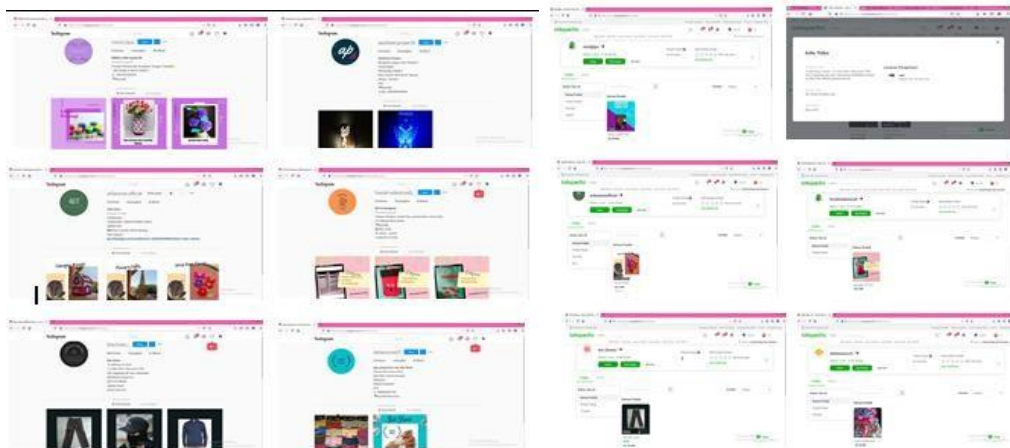


Figure 3 Creating Social Media Accounts and Marketplace Marketing Results

Discussion

Instructional design to improve the students' entrepreneurial affective: Case Study at SMK N 1 Sawit Boyolali

The entrepreneurship course implementation at SMK N 1 Sawit includes PKK (Creative Products and Entrepreneurship), UP (School Production House and Manufacturing Department), and PKL (Professional Placement) subjects. However, the Covid-19 pandemic led UP and PKL (Professional Placement) cannot be implemented so the entrepreneurship course implementation was only through online PKK (Creative Products and Entrepreneurship) subjects. Creative and entrepreneurial products can show students' attention to entrepreneurship or entrepreneurship activities because they acquire entrepreneurship knowledge and skills, namely practical materials and activities (Sudirman et al., 2019). The learning model at SMK N 1 Sawit is related to the applicable curriculum.

Programs to implement the entrepreneurship course are Production Units, Teaching Factories and product exhibitions. However, it was not implemented during the COVID-19 pandemic. The Covid-19 pandemic had an impact on the instructional designs implementation at SMK N 1 Sawit. The learning process was conducted online so it does not work optimally. Guidance and supervision is conducted through Google Classroom and WhatsApp. Teachers are difficult to practice and entrepreneurship course such as PKL and UP is not implemented. One of the impacts of PKL is learning of entering the working field or the industrial world (Rudhiani, 2020). The information and communication technology plays an important role as a foundation in the educational institution today. Students who have high technological literacy can feel this benefits. There are 3 factors for implementing online learning during COVID-19, namely teachers, learning, and technology (Latip et al., 2020). The digital technology provides entrepreneurship opportunities, such as marketing products or services online

Based on the data reduction results of the four indicators, it can be concluded that the instructional design that can improve the entrepreneurial affective of students at SMK N 1 Sawit is digital marketing training. Digital marketing is marketing through technology and digital media, social networks and social media that have a potential to assist entrepreneurs in selling their products or services via the internet in order to reach a wide area with low budget (Buchari, 2020). Digital marketing is appropriate to be applied because SMK N 1 Sawit has product-based entrepreneurship learning. However, the product is made and collected by students to fulfill the PKK (Creativity and Entrepreneurship Products) subject assignments. For this reason, the digital marketing training is needed so the students can sell their products.

It was supported by Munarsih dan teman-teman (2020), they mention that the digital marketing training grows students' special skills and entrepreneurship spirit, so they can manage the sources. It can reduce the unemployment because students are expected to create their own business after graduating. Jena (2020) also mentioned that to improve entrepreneurial affective, various innovative technology-based curricula and pedagogies are applied. In addition, the use of an economic digitalization learning model focused on students' entrepreneurship intentions can improve students' entrepreneurial affective (Ben Youssef et al., 2020).

This digital marketing training aimed to improve the entrepreneurial affective of SMK N 1 Sawit students. The training was conducted related to the schedule of the vice principal and teachers. The school supported this training by providing room and other equipment so that it held successfully. Digital marketing training was conducted to increase students' knowledge about the entrepreneurship needs. From the beginning, the digital marketing has the opportunity to develop the business world with a target market that has been transformed into digital media (Hendarsyah et al., 2020). In addition, the digital marketing is useful for completing the knowledge gained from PKK subjects and motivating students to be entrepreneurs. The results of the questionnaire before students attended the digital marketing training showed that 2 students quite agree, 17 students agree and 19 students strongly agree that entrepreneurship through digital marketing provides knowledge to be an entrepreneur. The results of questionnaire after students attended the digital marketing training showed that 26 students quite agree, 10 students agree and 3 students strongly agree.

The students' entrepreneurial affective based on the applied instructional design

The students' interest in entrepreneurship can be seen from their way in responding the teacher, for example how to communicate, attendance, responses and feedback. The results of data reduction from observations and interviews showed that students were less interested in entrepreneurship through PKK.

Some students are interested in entrepreneurship and the rest were not. However, most of them only fulfilled the responsibility to conduct assignments. The student interest in entrepreneurship increased because of the instructional design of digital marketing training. It is evidenced by the results of interviews and questionnaires. It was similar with (Chabib & Sulistyawoti., 2021), who said the online business for students is a strategy to create entrepreneurial interest. Students can learn to use mobile phones and social media to start a business after they graduate. The results of the questionnaire before students attended the digital marketing training showed that a student strongly disagree, 3 students disagree, 11 students quite agree, 17 students agree and 6 students strongly agree that they were interested in entrepreneurship. The results of questionnaire after students attended the digital marketing training showed that 13 students quite agree, 14 students agree and 12 students strongly agree.

Entrepreneurship is the process of working something creative (new) and innovative (different) that it provides more value in managing risks, optimizing resources and creativity to produce useful products and businesses for others and themselves (Hendarsyah et al., 2020). The teacher's effort increasing the students' creativity and innovation is asking students to create a product, such as creating products based on the environment, creating products related to their department and creating creative content related to product promotion. In the digital marketing training, the way to develop student creativity and innovation is creating content, logos, product designs, digital marketing accounts, and many others. In creating digital information content about products and services, the content should be created and developed through creativity and innovation (Hendarsyah et al., 2020). The results of the questionnaire before students attended the digital marketing training showed that a student strongly disagree, 11 students quite agree, 19 students agree and 7 students strongly agree that they had creativity and innovation. The results of questionnaire after students attended the digital marketing training showed that a student strongly disagree, a student disagree, 10 students quite agree, 16 students agree and 11 students strongly agree.

The teachers' efforts to offer positive advices for failed students are providing motivation, enthusiasm and analyzing the success and failure factors. Grades are one way to analyze whether the students think positively about failure or not. In digital marketing training, the way to develop a positive attitude towards failure is motivating and guiding students. When the students are failed, the teacher can provide solutions and guidance. The results of the questionnaire before students attended the digital marketing training showed that a student strongly disagree, 11 students quite agree, 19 students agree and 7 students strongly agree that they had creativity and innovation. The results of questionnaire after students attended the digital marketing training showed that a student strongly disagree, 1 student disagree, 10 students quite agree, 16 students agree and 11 students strongly agree.

Entrepreneurial affective or interest is an ability to conduct something in fulfilling the needs, solving problems, advancing business, creating a business with a pleasure. Someone who has entrepreneurial knowledge will not fear to take risks when starting a business (Hendrawan & Sirine, 2017). The way of SMK N 1 Sawit teachers develop students' courage to take risks is giving them projects or assignments that have a high risk. In addition, teachers should always motivate students and say that job has risks. Students must be brave and optimistic. The way to discover students who dare to take risks is assessing their courage when answering questions. In addition, they should be brave to build a shop in the marketplace even though there are competitors. The students' boldness to take risks is an active willingness to follow business opportunities even though they contain risks (Wahyuni et al., 2018). The results of the questionnaire before students attended the digital marketing training showed that a student strongly disagree, 2 students disagree, 12 students quite agree, 19 students agree, and 4 students strongly agree that they have creativity and innovation. The results of questionnaire after students attended the digital marketing training showed that 2 students disagree, 14 students quite agree, 18 students agree, and 5 students strongly agree.

Conclusion

Referring to the results of this research and discussion, Learning designs that can improve the entrepreneurial attitude of Case Study students at SMK N 1 Sawit Boyolali are those that have been implemented through PKK subjects (Creative Products and Entrepreneurship) while in the development of this research through Digital Marketing guidance and training. It can be concluded that the design of digital marketing guidance and training can provide additional entrepreneurial knowledge and skills. Thus, the entrepreneurial attitude of students can be known. entrepreneurial attitudes students from the influence of the applied learning design is good, namely (a) student interest in entrepreneurship through PKK is half-assed while through design guidance and digital marketing training increases; (b) Teachers

foster students' creative and innovative attitudes through projects or assignments that contain ideas and create a product, while through digital marketing training guidance through content creation, product design, accounts, etc.; (c) The teacher gives positive advice when students experience failure by providing motivation and guidance; (d) Teachers increase their risk-taking attitude by determining projects or tasks that have a high risk and through the courage to build a shop in the marketplace.

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