

Entrepreneurial Creativity in the Activities of the Catering Production Unit in Vocational High School

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Abstract

Production Unit Activities in Vocational High Schools is an effort to get students accustomed to carrying out productive practices with the real feel of the industry. Basically the Production Unit is an effort to improve the quality of schools that is designed as a forum to create graduates with entrepreneurial spirit. Prior to the study, the questionnaire used as a research instrument with a Likert scale was tested for its validity and reliability in high school 3 Pekanbaru students majoring in Catering. S.A total of 62 students were sampled in the study using qualitative descriptive techniques. The results showed that every aspect of creativity (Personal, Press, Process and Product) was categorized in a "high" position of 71.86 % which was in the range of 61% -80%.

Keywords: *entrepreneurship creativity, production unit, catering system*

Introduction

Vocational education is one form of the existing education system in Indonesia that is designed to help students develop professional attitudes and be able to compete in mastering certain fields of expertise to prepare themselves for work. The Production Unit at the Vocational High School is an effort to get students accustomed to implementing productive practices with an actual industry feel. Basically the Production Unit is an effort to improve the quality of schools that is designed as a forum to create graduates with entrepreneurial spirit.

Based on the guidelines for the Management of the Implementation of the Production Unit that the holding of the Production Unit in Vocational Schools and MAKs is one of them to increase creativity among students. This is in accordance with the 2013 curriculum objectives stated in Minister of Education and Culture Regulation No. 70 of 2013 is to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization. What is important in education is that creative talents can and need to be improved and developed. As for the definition of creativity, Mc Pherson (1963) states that creativity is connecting and rearranging knowledge in the human mind that allows itself to think more freely in generating new things, or generate ideas which surprised the other party in producing something useful. Another notion is that creativity is the pooling of knowledge from different fields of experience to produce better ideas. Creative students will be able to create useful products that have a use value and can bring income.

Therefore, the Production Unit of SMK Negeri 3 Pekanbaru, which is engaged in catering expertise to serve the needs of consumers who need food and drink, takes policy in conducting marketing strategies in the hope of meeting sales targets while paying attention to prospective customers for products sold. This of course requires creativity in running it.

Based on these explanations, the authors are interested in conducting a study entitled Entrepreneurial Creativity in the Activities of Food Production Unit Activities in Vocational High Schools 3 Pekanbaru.

The Entrepreneurial Creativity

According to Supriadi in the book *Creativity, Culture, and Development of Science and Technology* quoted by Yeni Rachmawati (2005: 15) states that creativity is a person's ability to give birth to something

new, either in the form of ideas or real work that is relatively different from what already exists. Kusnadi (2014: 31) states that a creative entrepreneur has a greater opportunity to create unique and different products, and can respond better.

Zimmerer (1996) states that creativity is not only important to create competitive advantage, but is also very important for the company's survival (survival). Whereas *Entrepreneur* is someone who has the creativity of a new business with the courage to take risks and uncertainties that aim to find profits and business growth based on identifying opportunities and being able to utilize resources and capitalize on opportunities. This means that it can be said that facing global challenges requires creative, innovative and entrepreneurial human resources.

Theory Concept of Creativity

Rhodes in his article (1961) entitled " *An Analysis of Creativity* " analyzed more than 40 definitions of creativity and concluded that in general, creativity is formulated in terms of *person, process proces, press and product* . Rhodes called these four types of definitions as *The Four P's of Creativity* .Utami (2014: 20) then adopts this theory to underlie the development of children's creativity.

The following is a brief review of comments according to experts on the concept of creativity in terms of these four aspects : 1) Personal, which views creativity in terms of individual traits that mark the personality of the creative person with regard to creativity, 2) Press, which emphasizes the importance of factors that encourage and support the emergence of creativity in individuals. 3) Process, which emphasizes how the process of creativity takes place from start to grow until the realization of creative behavior. 4) Product, which refers to the results of actions, performance, or someone's work in the form of goods or ideas. This criterion is the most explicit to determine one's creativity so it is called the ultimate criterionfor creativity.

Methods

This research uses descriptive method. According to Sugiyono (2007: 11) descriptive research is research conducted to find out the value of an independent variable, either one or more variables (independent) without making comparisons, or connecting between one variable with another variable.

The population in this study consisted of 62 students majoring in culinary at SMKN 3 in Pekanbaru who were participating in Production Unit activities. Given the total population of less than 100, the sampling technique used is total sample. So all objects in the population are taken as samples.

Data Analysis Techniques in this study used quantitative descriptive data analysis. Data obtained from the questionnaire are added or grouped according to the form of the instrument used, presented in tabular form then analyzed and interpreted (Arikunto, 2006: 239-240). For in-depth studies, a Likert Scale is used, in the form of calculating a tabulated questionnaire that is graded and then given an interpretation framework. According to Djaali (2008: 28) Likert Scale is a scale that can be used to measure the attitudes, opinions, and perceptions of a person or group of people about an educational phenomenon or phenomenon.

Results and Discussion

Table 1. Interpretation Every Indicators of PersonalAspects

Number	Indicator	Percentage
1	Intellectual Value	10.65%
2	Interest in complexity	12.22%
3	Concern and Achievement	10.78%
4	Perseverance	11.27%
5	Independent Thought	11.78%
6	Tolerance for doubt	10.73%
7	Autonomous	10.39%
8	Confidence	11.41%

Table cont ...

9	Ready to Take Risks	10.77%
Total		100%

Source: Primary data processed in 2017

After calculating the personal aspects of creative, it can be concluded that the indicators that have the highest value is the interest of the complexity of the acquisition of 12:22% of s embilan existing indicators. This is evidenced by the large number of students who have a great desire in themselves to solve problems and interests while participating in the activities of the production unit.

Table 2. Interpretation of Each Indicator of the Press Aspect

Number	Indicator	Percentage
1	Sense of secure	17.52%
2	Appreciate Ideas	15.95%
3	Become a Pusher	16.74%
4	Understanding Divergence	16.92%
5	Opportunity	16.47%
6	Information	16.40%
Total		100%

Source: Primary data processed in 2017

After calculating the aspects of creative driving, it can be concluded that the indicator that has the highest value is a sense of security to develop creativity, with the acquisition of 17.52% of the six indicators. This is evidenced by the large number of students who feel free to develop their ideas in the activities of the production unit, feel the production unit is able to provide students the space to develop their creativity, and feel the production unit is able to create an environment that encourages students to continue to be creative. This is in line with what Zimmere stated in YuyusSuryana and BayuKartib (2014: 202) that one way to encourage employees to be more creative is to create an environment that encourages creativity.

Table 3. Interpretation Every Indicators of the ProcessAspect

Number	Indicator	Percentage
1	Preparation	26.63%
2	Incubation	24.49%
3	Illumination	23.73%
4	Verification	25.15%
Total		100%

Source: Primary data processed in 2017

After calculating the aspects of the creative process, it can be concluded that the indicator that has the highest value is preparation with the acquisition of 26.63% of the four existing indicators. This is evidenced by the many students who try to prepare themselves before participating in the activities of the production unit, gather a lot of information and ask questions before carrying out the activities of the production unit. This is in line with what was said by YuyusSuryana and BayuKartib (2014: 212) that one of the characteristics of a creative person is to observe situations and problems that have previously been noticed by others.

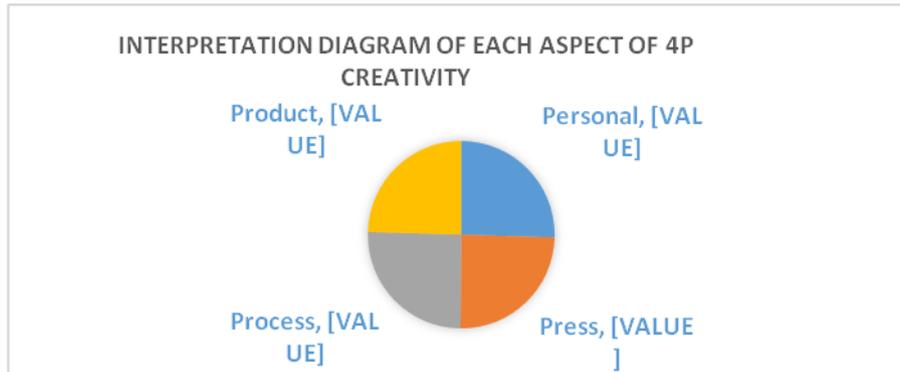
Table 4. Interpretation Every Indicator of Product Aspect

Number	Indicator	Percentage
1	Novelty	33.79%
2	Solution	31.07%
3	Detail	35.14%
Total		100%

Source: Primary data processed in 2017

After calculating the aspects of creative products, it can be concluded that the indicator that has the highest value is detail with the acquisition of 35.14% of the three existing indicators. This is evidenced by the number of students who produce products in accordance with the skills they have and produce products from combinations that can provide added value to the product. According to YuyusSuryana and BayuKartib (2014: 28) for economists, an *entrepreneur* is a person who produces *resources*, labor, materials and other equipment to increase yields higher than before, introducing renewal, innovation, and other production improvements.

Interpretation Diagram of Each Aspect of 4P Creativity



Source: Primary data processed in 2017

The diagram above shows the overall response data after being described from each aspect. In general, participants learners still have problems on every indicator, but with a frequency that is different. It can be seen from a variety of indications which have been asked to the participant students.

Table 5. Interpretation Level of Creativity Entrepreneurship in Overall

Interval	Criteria	Frequency	%
81% - 100%	Very high	10	16%
61% - 80%	High	41	66%
41% - 60%	Is	8	13%
21% - 40%	Low	3	5%
0% - 20%	Very low	0	0%
Total		62	100%
The highest			88.70%
Lowest			40.87%
Average			71.86%

Source: Primary data processed in 2017

Table 5 shows that the level of entrepreneurial creativity of students in the activities of the culinary production unit when viewed from the aspect of creativity (personal, press, process and product) as a whole, students are categorized in a "high" position of 71.86% which is in the range of 61% -80%.

Conclusions

Based on the results of research and discussion that has been presented, the following conclusions can be drawn: 1) At the overall level of creativity, entrepreneurship, students who appear in the creative personal aspect as much as 25.44% with the indicator that has the highest value is the interest in complexity. 2) At the overall level of creativity, entrepreneurship among students that emerged in the creative press aspect was 24.69%, with the indicator having the highest value being a sense of security to develop creativity. 3) At the

overall level of entrepreneurial creativity of students that appear in aspects of the creative process as much as 25.36% with the indicator that has the highest value is preparation. 4) At the overall level of entrepreneurial creativity, students who appeared in the creative personal aspects were 24.51% with indicators of detail. 5) Every aspect of creativity (personal, press, process and product) of students is categorized in a "high" position of 71.86% which is in the range of 61% -80% .

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