



Teacher Ability in Designing Entrepreneurship-Based Mathematics Learning

Alpha Galih Adirakasiwi¹(✉), Attin Warmi¹, and Achmad Nawawi²

¹ Mathematics Education, Universitas Singaperbangsa Karawang, Karawang, Indonesia
alpha.galih@fkip.unsika.ac.id

² Accounting, Universitas Singaperbangsa Karawang, Karawang, Indonesia

Abstract. Teacher skills in teaching are not only able to use ICT technology, but can provide students with the construction of previous knowledge with new knowledge. Therefore, entrepreneurship-based mathematics learning can be an alternative for students to understand the concept of material with students' daily experiences. However, the teacher has not yet prepared learning tools for the process of entrepreneurship-based mathematics learning activities. The purpose of this study was to describe the ability of mathematics teachers at West Karawang District Vocational Schools in designing entrepreneurship-based mathematics learning. This study uses a qualitative approach with a phenomenological design. The process of selecting participants used purposive sampling. Data collection techniques by combining data from observation, interviews and focus group discussions. The data analysis technique used is Interpretative Phenomenological Analysis (IPA). Based on the results of the research, it was obtained in designing entrepreneurship-based mathematics learning. The results showed that teachers had knowledge and skills related to entrepreneurship and the impact on learning mathematics. Based on the results of the analysis, it shows that there are teachers who still adhere to learning mathematics by simply providing material and requiring knowledge and skills about entrepreneurship-based mathematics learning. Therefore, training is needed related to entrepreneurship-based mathematics learning to update the knowledge and skills of teachers using the concept of entrepreneurship in learning mathematics.

Keywords: Teaching Skills, Mathematics Learning, Entrepreneurship

1 Introduction

The Central Statistics Agency (BPS) noted that in March 2022 there were 26.16 million people or 9.54% of Indonesia's population living below the poverty line. In 2023, the government targets unemployment to be reduced in the range of 5.3% to 6.0% which is lower than in 2022 in the range of 5.5% to 6.3%. Based on these data, unemployment is still the government's focus for economic development. Unemployment and poverty are interrelated with each other, high unemployment will lead to an increase in poverty [1]. Increasing the number of entrepreneurs is very important because entrepreneurship is a source of economic growth [2]. Entrepreneurship as a solution to create jobs and

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improve living standards [3]. Based on the national labor force survey, it shows that high school/vocational high school/equivalent graduates have difficulty finding jobs. Therefore, it is important to foster an interest in entrepreneurship in SMA/SMK students. Efforts that can be made are through entrepreneurship education programs to teach and encourage entrepreneurial behavior [4].

The importance of entrepreneurship as an alternative solution to the problems of unemployment and poverty has made the government issue [5]. One concrete manifestation of this is the implementation of entrepreneurship education, especially in Vocational High Schools (SMK). Mathematics learning activities with advances in technology integration towards the implementation of entrepreneurship in the field of mathematics education in accordance with the characteristics of 'industry era 4.0' [6].

Mathematics is a science that plays an important role in the world of entrepreneurship. Seen in learning mathematics there is a range of material involving entrepreneurship. such as social arithmetic that discusses profit and loss, geometry discusses products or packaging so that they become attractive for sale, and statistics to see the average income over a certain period of time. By involving entrepreneurship material, it makes learning mathematics meaningful, students can connect concepts with student experiences as described which suggests that the weakness in learning mathematics is that students cannot connect mathematical concepts with student experiences in everyday life [7].

This is in accordance with the realization in the field that it was found that learning mathematics has never been associated with entrepreneurship, only material related to entrepreneurship. There is a lack of entrepreneurship-based mathematics teaching materials which results in students showing a lack of alignment in entrepreneurship. Of course, this is contrary to asserts that the integration of technology in learning has at least three positive impacts on learning mathematics, namely technology can improve learning outcomes in mathematics, technology can increase the effectiveness of teaching mathematics, and technology integration can affect what and how mathematics is. should be learned and learned [8]. Mathematical ability is one of the abilities that must be possessed by an entrepreneur in addition to verbal skills, technical and social abilities [9]. The achievement of students who have an entrepreneurial spirit, begins with the teacher in designing entrepreneurship-based mathematics learning. The teacher plays an important role in efforts to form an entrepreneurial spirit, because by designing entrepreneurship-based mathematics learning the teacher can determine the goals or competencies that must be mastered by students, materials, methods, media and learning evaluation.

This study aims to describe the ability of teachers to design mathematics learning to integrate entrepreneurial elements. Entrepreneurship-based mathematics learning combines the concept of learning mathematics with problems in everyday life and elements of entrepreneurship. Entrepreneurship-based mathematics teaching materials need to be designed by vocational teachers. Mathematics teacher who will design and implement an entrepreneurial-based mathematics learning process. The achievement of students who have entrepreneurial skills, begins with the teacher in designing entrepreneurship-based mathematics learning. The teacher plays an important role in efforts to form entrepreneurial skills, because by designing entrepreneurship-based mathematics learning

the teacher can determine the objectives or competencies that must be mastered by students, materials, methods, media and learning evaluation. Teachers play an important role in determining the achievement of learning objectives and student academic progress [10]. The cumulative effect of a teacher's effective teaching style has an impact on students' way of thinking. This study aims to explore how junior high school mathematics teachers recognize entrepreneurial skills and how these entrepreneurial skills impact mathematics learning.

2 Method

2.1 The Design

This study focused on knowing the teacher's knowledge about entrepreneurship-based mathematics learning and how to apply entrepreneurship in learning mathematics. The method used in this research is phenomenology. Phenomenological design describes the relationship between the phenomena represented by the concept of mathematics and the concept of entrepreneurship. In this design, data is collected and analyzed in two stages. After that, qualitative variable data were collected and analyzed through the teacher's description of their knowledge of entrepreneurship-based mathematics learning. This design strengthens the research and makes the results and findings more credible, reliable and valid [11].

2.2 Participants & Data collection

Respondents in this study were 21 mathematics teachers at SMK from 9 schools teaching class XI in Karawang. The selection of subjects chosen in this study was based on the criteria of vocational high school mathematics teachers. The following schools as written in Table 1 are the research samples.

Table 1. Research Respondents

No.	School name	Number of teachers
1	SMK Wirasaba	3
2	SMK Bhinneka	1
3	SMK Tunas Mekar	2
4	SMK PGRI 1 Karawang	3
5	SMK Taruna Karya 2	2
6	SMA Kopri Karawang	3
7	SMK Taruna Karya 1	3
8	SMK Bina Karya 1 Karawang	1
9	SMK Rosma	3

Two stages were included in gathering the research data: 1) the researcher chose the knowledge stage of the mathematics instructor in regards to entrepreneurship focused mathematics learning. Twenty-one educators have participated in this study. Purposive sampling was used to choose participants based on how proficient they were at planning

mathematics lessons with an emphasis on entrepreneurship. Research data collection techniques in this study are combining observations, interviews, documents. Observations were made to observe the process of implementing entrepreneurship-based mathematics learning. Interviews were conducted after entrepreneurship-based mathematics learning was carried out in class. The interview approach used was unstructured and informal, for greater flexibility in interpreting the teacher's experience of teaching. The instrument used to determine the teacher's ability to design entrepreneurship-based mathematics learning is to use a questionnaire. The questionnaire contains questions about the impact of entrepreneurship-based mathematics learning. The focus of the analysis in this study is on the teacher's ability to design entrepreneurship-based mathematics learning. the mathematical abilities used in developing entrepreneurial skills are summarized in Table 2.

Table 2. Entrepreneurial Skills Indicators [12]

Entrepreneurship Skills	Description
Skills in counting	Numeracy skills can grow when learning designed that emphasizes exercises - exercises in quick counting.
Creative thinking skills	Individual skills in using their thinking processes to produce new, constructive ideas based on rational and perceptual concepts and principles, and individual intuition
Innovative thinking skills	Skills in creating ideas or a product that has never existed with potential value.
Analytical skills	Individual skills in understanding and solve a problem with existing information.
Decision making skills	Process skills make choices from a number of alternatives to achieve the desired result.

2.3 Data Analysis

Phase one data based on the teacher's knowledge of mathematics learning based on entrepreneurship was transcribed and analyzed. Phase two data is based on the teacher's ability to design entrepreneurship-based mathematics learning in accordance with the research objectives [13]. In both analyses, researchers ensure a systematic process of coding, categorizing, and interpreting data to provide clarification of research questions. The data analysis technique uses an interactive analysis model, referring to the model developed by Miles and Huberman which explains that the process of analyzing qualitative data takes place continuously until it is complete and interactive until the data obtained becomes saturated [14]. These activities include reducing data, presenting data, drawing conclusions, and verifying data.

3 Results and Discussion

3.1 Results

The research aims to answer the following research questions: 1) What knowledge do math teachers have about entrepreneurship-based mathematics learning; 2) How do entrepreneurial skills impact the teaching and learning of mathematics. Research data was taken through interviews conducted with 4 teachers (2 men, 2 women). This research data shows to gain knowledge about entrepreneurship-based mathematics learning, this can be explained based on the results of the interviews obtained as follows.

Research Question One: What mathematical materials can be related to entrepreneurship?

The themes in this research question are entrepreneurial skills, mathematical material and the use of mathematical material with entrepreneurship in the learning process. On entrepreneurial skills, teachers are asked to mention some of the entrepreneurial skills needed by students and explain how teachers can instill entrepreneurial skills in learning mathematics. The following is an excerpt from the informant's answers: Teacher IN: Entrepreneurial skills needed by students such as numeracy skills. Numeracy skills are needed by an entrepreneur, these skills can grow when learning is designed that emphasizes exercises in fast counting.

On the mathematics subject the teacher was further examined for mention of the most material which could be used to develop entrepreneurial skills, and the following statements were transcribed: TY teachers: developing numeracy skills can be taught social arithmetic material. Through the concept of calculating mathematics that is often used in everyday life such as calculating profit, loss, interest, gross and so on. As a teacher, you provide problems in everyday life such as calculating the total value, unit value and partial value as well as purchase price, selling price, profit, loss, discount (rebate), gross, tare and net for students to solve.

In using mathematics material with entrepreneurship in the learning process, the following: RN teacher: You can ask students to calculate the average income earned per day, week, month, etc. Average goods produced in a business.

The four teachers' responses to the entrepreneurship-based mathematics learning show that they have ideas about traditional games in the area. In particular, they know that some concepts of entrepreneurial skills can be taught or introduced through learning mathematics such as statistics, linear programming, geometry and social arithmetic.

Second Research Question: How do entrepreneurial skills impact the teaching and learning of mathematics?

This research question, three Likert scale items ranging from "Agree", "No Agree", and "Uncertain" were designed to gain teacher knowledge about the impact of using entrepreneurial skills in learning mathematics.

Table 3. The impact of applying entrepreneurial skills to learning mathematics

Indicator	Agree	Disagree	Uncertain	Total
Entrepreneurial skills increase students' understanding	19 (90.5%)	3 (14.3%)	0 (0%)	100%
Entrepreneurial skills help students develop problem solving skills	17 (81%)	3 (14.3%)	1 (4.8%)	100%
Entrepreneurial skills increase student creativity	17 (81%)	2 (9.5%)	2 (9.5%)	100%
Entrepreneurial skills can motivate students	20 (95.2%)	1 (4.8%)	0 (0%)	100%
Entrepreneurship-based mathematics learning makes students active	16 (76.19%)	2 (9.5%)	3 (14.28%)	100%
Entrepreneurship-based mathematics learning makes learning fun and meaningful	15 (71.42%)	4 (19.04%)	3 (14.28%)	100%
Entrepreneurial skills relate to real life situations	17 (81%)	2 (9.5%)	2 (9.5%)	100%
Entrepreneurial skills can develop numeracy skills when learning is designed that emphasizes exercises in fast counting.	12 (57.14%)	5 (23.8%)	4 (19.04%)	100%
Entrepreneurial skills can produce new, constructive ideas based on rational concepts and principles as well as individual perceptions and intuition	21 (100%)	0 (0%)	0 (0%)	100%
Entrepreneurial skills can create ideas or a product that has never existed with potential value	19 (90.47%)	2 (9.5%)	0 (0%)	100%

Based on Table 1, most teachers agree that entrepreneurship-based mathematics learning can increase students' understanding, with 19 respondents representing 90.5% disagreeing. Through social arithmetic material, students can determine the selling price to gain profit from selling products. In accordance with research that through the activities carried out by students in entrepreneurial project activities can increase students' understanding of social arithmetic material [15]. In several studies, especially mathematics education that project-based entrepreneurial learning improves students' mathematics learning outcomes [16], [17]. This confirms entrepreneurial skills increasing students' understanding through entrepreneurial activities.

Likewise, 17 (81%) of respondents agreed that entrepreneurial skills in learning mathematics can help students develop problem solving skills, although 3 (14.3%) respondents disagreed with this statement and 1 (4.8%). Based on research findings, in the entrepreneurship-based learning process, problem-solving abilities are needed to deal with problems related to business activities. This is in accordance with Harsono's opinion, identifying sources, references and principles (material) in studying problems and alternative solutions to problems [18].

It can be seen from table 2 that 17 respondents representing 81% agree with the statement that entrepreneurial skills can increase student creativity. This is in accordance with the analysis and research findings that the higher the creativity and skills of an entrepreneur, the opportunity to develop his business will also increase. When an entrepreneur is skilled in running his business and has a creative mind, the business he runs will continue to experience development and improvement [19].

In addition, most of the 20 respondents representing 95.2% of entrepreneurship-based mathematics learning can motivate students. Through activities carried out by students in solving problems that exist in everyday life. For example, students are asked to study material about linear programming, then this exercise is also to introduce students to the problems in the business world that will be faced when they graduate from a SMK unit whose orientation is the industrial world. and the business world [20]. Increase motivation because the things learned are real and contextual with work to be carried out in the future [21], [22]. In addition, research findings, such as social arithmetic material with activities related to entrepreneurial activities in the learning process. Students are required to participate more actively by being directly involved in the problems that exist in everyday life. Student participation in learning Social Arithmetic directly through entrepreneurial activities [23]. Through mathematics learning activities related to entrepreneurship, it can make learning mathematics fun and meaningful [24], [25].

Based on table 2 that 17 respondents representing 81% think that entrepreneurship-based learning can relate to real life situations. By applying academic subjects such as mathematics to real life, students can be trained to gradually generate good thinking habits, be open-minded, and train their imagination [26].

Furthermore, this study revealed that 12 respondents representing 57.4% thought that entrepreneurial skills can develop numeracy skills when learning is designed that emphasizes quick counting exercises. In the field of entrepreneurship also required this arithmetical knowledge. For example, the average income earned per day, week, month, etc. through the average goods produced in a business [27]. In addition, based on table 2 that 21 respondents that entrepreneurial skills can generate new ideas, constructively based on rational and perceptual concepts and principles, and individual intuition. Students carry out simple research to find solutions and create ideas/ideas/products, produce and offer products [28]. Furthermore, research findings with 19 respondents representing 90.47% those entrepreneurial skills can create ideas or products that have never existed with potential value. With innovation, entrepreneurs create both new production resources and management of existing resources with increased potential value to create something that does not exist.

3.2 Discussion

Based on the findings of this study, the following were obtained: 1) Students formed groups of about 3-4 people and looked for mathematical problems related to entrepreneurial activities; 2) The teacher gives directions in finding mathematical problems accompanied by finding solutions to these problems; 3) Students who can find and solve

solutions to mathematical problems related to entrepreneurship are asked to demonstrate to other friends. Such as the linear program used in solving optimization problems in the fields of industry, banking, education, and other problems that can be expressed in a linear form; 4) Mathematics teacher guides students to find mathematical concepts related to entrepreneurship through problems that exist in everyday life and 5) Entrepreneurship-based mathematics learning with activities from problems that exist in everyday life makes students active. Mathematics learning is more meaningful with students constructing their knowledge without being given an explanation by the teacher.

Responses from students who used entrepreneurship-based mathematics learning had an impact including skills in arithmetic, creative thinking, innovative and analytical. The mathematical abilities used in developing entrepreneurial skills are numeracy skills, problem solving skills, creative thinking skills, innovative thinking skills, analytical skills and decision-making skills [12]. However, teachers need to pay attention to a number of things that need to be done so that teachers can apply learning well as follows: a) Look for themes or materials that are closely related to the business world so that they can be well correlated in the learning process; b) Doing good planning by involving other teachers so that the learning carried out can run well and c) Making teaching materials that can provide students with an understanding of entrepreneurial attitudes.

4 Conclusion

Entrepreneurial skills are skills that refer to the practical activities or knowledge required to build and run a business successfully. Vocational high school mathematics teachers who were involved in this research revealed that mathematics material can be related to entrepreneurship such as geometry, statistics, line programming, systems of equations of two linear variables and social arithmetic.

The impact of entrepreneurship-based mathematics learning can increase entrepreneurial competence and mathematical skills in order to increase school graduates to become entrepreneurs.

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