

The Learning of Creative Product Entrepreneurship Course to Solve Unemployment Problems in Indonesian Vocational Schools

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Abstract—This study was aimed to discuss the role of Creative Product and Entrepreneurship (CPE) subject as a result of revision of curriculum that includes normative, adaptive, productive, and local content components to improve graduates' competences. This study was carried out under case study qualitative research to analyze the effectiveness of CPE subject and students' level of competences due to the CPE learning. The data were collected through thorough interactive interviews, focus group discussion, and questionnaire and then validated through triangulation technique. The study involved principal, teachers, and students of Poncokusumo vocational school in Malang as one formal education institution in rural area that begins to develop rapidly. Based on descriptive statistic analysis, it was found that Creative Product and Entrepreneurship (CPE) subject has no significant effect in improving vocational school students' competence. Students' entrepreneurship hasn't been formed well, students' skills are still categorized on basic level, local sources haven't been used optimally despite the maximum principal's contribution to develop the CPE learning. The results of the study imply that Creative Product and Entrepreneurship (CPE) as a subject that integrates theory and practice has not been carefully taken into consideration by the stake holders that also shows that principals' supervision on CPE learning in needed to gain significant effects on students' skill as one of the ways to decrease number of unemployment of the graduates.

Keywords—Creative Product and Entrepreneurship (CPE); unemployment; vocational school

I. INTRODUCTION

Vocational school vision has determined that each graduate is required to possess adequate skill and independency to make them ready to enter their work life, thus the curriculum was set to include normative, adaptive, productive, and local content components. For years, the entrepreneurship that has been taught in schools is still on conceptual framework that leads to less meaningful learning. This case causes students to have limited understanding and skill of entrepreneurship. The teaching of Creative Product Entrepreneurship (CPE) subject in schools is expected to practically prepare students to be skillful entrepreneurs due to its possibility to enable students to improve their creativity in creating valuable products. Besides, the education and training system that integrates general

knowledge and working experiences has given some important recommendations on function of vocational education and training policy in the word as an important trigger to our worker's market [1]. Students' participation in the entrepreneurship learning process will influence their interest and their capability to start a business [2]. This means that the education of entrepreneurship should have significant effects in preparing students to enter their work life which needs a bundle of skills and attitudes to work under any circumstance, such as soft skills, working skills, or working readiness skills [3]. Economic resource possessed by school environment should be effective enough to support the teaching and learning of CPE. However, has this CPE learning optimally used local contents that may lead to students' working readiness?

Studies on entrepreneurship have been widely conducted, however, there are still limited research focusing on the role of CPR as a new subject matter in 2013 curriculum. Besides, this study is derived by curiosity whether CPE as productive subject has give positive contribution on students' skills if it still applies conventional teaching methods which then becomes the research gap of the current study from previous studies.

The need of entrepreneurship education graduates doesn't compatible with the actual results in terms of their entrepreneurship skills, knowledge, and affective [4]. This incompatibility affects entrepreneurship's perception on their needs of actual education to prepare their future". Therefore, the entrepreneurship education graduates are expected to [5]; [6]; 1) understand basic concepts of entrepreneurship better; 2) be productive and effective human capital resource [7]; 3) have high motivation and capability to an entrepreneur [8]; and 4) hence, entrepreneurship education teaching methods that enable students to think about and make actions that may lead to improve their entrepreneurship skills through practice-based learning is totally needed [9]. The prediction that is assumed nowadays is the more vocational school graduates, the higher the number of unemployment. Based on statistical data in February 2018, the rate of unemployment for vocational schools is the highest (8.92%). This raises a hypothesis that entrepreneurship education hasn't given significant effects on students' readiness and working skills. The entrepreneurship

education program employing instrumental approach gives no significant effects on students' skills and their motivation to become entrepreneurs [10,11].

Problems on labor in relation to vocational schools output specification that is very high to support national economy leads to increase number of unemployment from this sector. Those outputs should actually become nation income that can develop the society's economy and quality of life. A challenge which then comes up to the schools is how change the threat of unemployment of their graduates into a chance for them to make them having adequate skills to at least find job for themselves. The entrepreneurship education should have implication on students' intentionality and their level of entrepreneurship that is able to prepare them to be effective entrepreneurs. Further, what important lies on how students take the theory of entrepreneurship they got from schools into practice.

This study was carried out to answer question from previous studies about whether the CPE learning and teaching has given real contribution on students' working skills that may enlighten vocational schools as a symbol of a formal institution of education that prepares their students for their work life. Besides, the CPE is also expected to trigger students' creativity and productivity. Accordingly, this study tried to analyze the contribution of Creative Product Entrepreneurship subject on vocational students' skills to minimize number unemployment in SMK Poncokusumo Malang. The study tried to answer the following questions: 1) Has CPE learning been effective? What is the correlation between CPE learning with students' entrepreneurship? 3) How is students' level of skills after being treated by CPE learning? How does the principal support the CPE learning?

II. METHODS

This study was carried out under qualitative approach that involved a principal, a CPE teacher, and students who are purposely chosen due to their direct involvement to the case being discussed. The instrument of the study is the researcher himself, however after determining the focus of the study, some instruments were employed to complete and compare the data. The data were collected through passive observation, in depth interview, documentation, questionnaire, forum group discussion (FGD), and also data triangulation. In the first step, an analysis was conducted to learning material of CPE subject, its curriculum, learning media, and lesson plans, after that questionnaires were the distributed to principal, CPE teacher, and also and also students of 11th grade which consist of 60 students who are being involved in the training program (Prakerin). In the next step, the data were validated through in depth interview, forum group discussion, and questionnaire. Finally, the data were analyzed using descriptive statistic, meanwhile The study's conclusion was summarized through triangulation.

The data analysis was conducted during the process of conducting the study. In interview session, the researcher also analyzed answers given by the respondents. When the expected answers haven't come up, the researcher explored the questions to get the answer. The qualitative data analysis was conducted

interactively and continuatively to get the data needed. The steps in analyzing the data cover data reduction, data display, conclusion/verification. Data gained from observation towards the CPE learning was analyzed by using qualitative data analysis model proposed by Milles & Huberman by applying their multifunction principle [12,13].

III. RESULTS AND DISCUSSION

The test showed that majority of students and all teachers gave positive responses towards CPE learning as a learning process that is enable to reduce the number of unemployment from vocational school graduates, however, it is regarded not effective enough in the implementation process. In terms of learning quality, 77.5% respondents thought that entrepreneurship education has been well-delivered, but 60% teachers haven't been able to optimally apply learning model and media, such as mind mapping, video, discussion, and practicum to prepare students entering their working life. Hence, the CPE teaching and learning process is still considered as not really effective. It was also found that the Creative Product Entrepreneurship subject as a result of curriculum revision has a slightly different learning objectives compared to the ones on the previous curriculum.

The CPE subject demands a more applicative learning that may help students to improve their skills so they will be more creative and innovative in creating new products. The findings also revealed that there is positive response given by the student towards the CPE learning in which it was stated that the learning process is expected to give new colors and build an interest on entrepreneurship. Positive perception on CPE subject lies on the minimum accomplishment value that makes other potential unsure to grow strong entrepreneurship mental hasn't been explored optimally. The principal and teachers also stated that the effectiveness of the CPE subject needs to be redeveloped by giving better scoring on the practice. Meanwhile, to give better understanding about entrepreneurship, students can be taught about entrepreneurship values, concepts, basic principles, rules, and theories. The learning process about realities, information, UMKM objects can trigger students to improve their skills in making similar market plan after joining on the job training program.

Students who have motivation to become an entrepreneurship, who are initiative to participate in *Entrepreneurship-Specific Education* (ESE) tend to have significantly higher entrepreneurship willingness intensity. On the other hand, students who only have cultural factor tend to have lower entrepreneurship willingness intensity. The ESE interaction with cultural factor, as well as the desires and also the appropriateness felt to be an entrepreneur are not significantly correlated with the higher entrepreneurship willingness intensity.

Innovative learning models that have been conducted by some teachers cover snowball, mind mapping, problem based learning, and also field observation. These innovative learning models are considered interesting and helpful for students to understand the material better, however it is only incidental that makes the learning objectives can't be achieved optimally.

Using mind-mapping model, all the ideas can be represented through pictures or only few keywords that make students are easy to design those ideas into the mind-map [14]. In addition, entrepreneurship teaching method by activating thinking and acting activities is purposed to start practicing entrepreneurship through practice based learning [11]. It was found from the study that there is a significant correlation between Media Entrepreneurship Education and Training (EET) and human capital asset in relation to the results of entrepreneurship [7]. However, the skills gained by students are still in the basic level and haven't meet the need of general society, in fact, industrial job training has not successfully given real additional points.

The need of entrepreneurship education graduates is not appropriate with the fact that vocational school graduates are still lack of skills and knowledge about their field that in turn affects entrepreneurs' perception towards their needs of the better education in the future [15]. There is a significant influence of effort in accomplishing the tasks on learning progress in applying theory into practice [13]. Furthermore, the effectiveness of entrepreneurship education program performance can be improved by developing entrepreneurship culture continually and in integrated ways to make the entrepreneurship activity patterns in the field can be learnt well by the students. But, students tend to be not ready to follow the rhyme of work ethic and culture which then leads to the failure of the working performance in general.

The contribution of CPE learning hasn't been able to grow entrepreneurship vibes among students. Meanwhile, other studies found that understanding of the concept will get better and more meaningful when the learning process focuses on learning experiences which eventually will positively contribute to the better entrepreneurship willingness [4]. Skills mastery needs to be developed by creativity and innovation in creating products so as to improve entrepreneurship imagination [4]; this will also positively influence students' skills when students receive informative signals and learn about entrepreneurship talent [6].

Some problems faced during the implementation of CPE learning are when parent demand their children to be job seekers, not to be job-creator. From normative point of view, the CPE learning through students are enabled to have adequate skills and knowledge, should have actually made students to run a business. The learning outcomes should be on make students ready to enter their work life, not only on the minimum score. Through this way, it is very possible to reduce unemployment by making strong entrepreneurship will on students and making them able to open their own business.

The use of economic resource in the school environment to support the CPE learning has been partly conducted, however, it is only on the introductory level without any follow-up action, for example by having orientation about field training company. Most cases found showed that some of students conducted field training program not in the right company that makes students face some difficulties in exploring and developing the local resources beside the fact the its potential 75% really supportive as learning media, but it can't be used optimally.

In the Teknik Pengolahan Hasil Pertanian (TPHP) and Agribisnis Tanaman Perkebunan (ATP) program, students are obliged to produce by using local economic resources such as apple, ginger, which are then made into apple chips, fruit nuggets, and many other fruit variants to be then marketed in wider scope. Some problems come up during this process are when students haven't been able to make use of the local resource optimally and students are lack of motivation due to their entrepreneurship incompetence. This is getting worse when their parents asked them to be an employee of one particular company when they graduate, not to be an entrepreneur. This is still happening because there is still assumption that being an entrepreneur doesn't need high education [16].

Economic resources in the school environment is basically very significant to support the CPE learning process, such as taro, cassava, sweet potato, apple, ginger, mushrooms and many other plantation can be converted to many other food variant that have profitable values. However, to make use of those economic resources needs a strong entrepreneurship willingness and competence. In fact, some of students prefer to work as cashier in some self-service stores to run their own business by being an entrepreneur. It was found that entrepreneurship education has significant influence on entrepreneurship willingness, but it doesn't correlate significantly with entrepreneurship willingness. However, after controlling pre education entrepreneurship willingness, the correlation between entrepreneurship education and entrepreneurship willingness after the education is not significant. This study also analyzes moderator, such as entrepreneurship education attribute, students' differences, and other cultural values [16,17].

Lastly, the principal was found supportive in motivating the success of CPE subject by facilitating students' proposal to run a business, giving financial supports to develop the entrepreneurship in school area, giving teachers' training, running SMK Mini-based entrepreneurship program, and facilitating students with home production. However, the school has not determined the real grand entrepreneurship activity that is able to improve the quality of the school's graduate who are ready to work, have strong entrepreneurship willingness, are able to create job for themselves and for others suiting the school's vision and mission, students who are professional and are able to compete with global community. The entrepreneurship education has significant effect on students' intentionality and their entrepreneurship level that allow them to be successful and effective entrepreneurs. This finding highlight that entrepreneurship needs to be practiced more importantly [11]. Perception on desire, appropriateness, and tendency to act has something to do with entrepreneurship will. The other antecedent variables such as social connection, working experience, and self-efficacy also have correlation with entrepreneurship will [18]. The support given by the principal in the development of CPE learning was widely conducted by giving wide opportunities and providing adequate budget to develop the entrepreneurship program. Some of the activities proving this support are in the form of conducting mini school program, training, production laboratory, and entrepreneurship school unit. However, all the

program hasn't been well acknowledged by the school society therefore the it needs to disseminated more. Beside, the principal's supervision on the CPE learning hasn't been conducted optimally.

Entrepreneurship education has an impact on student intentionality and the level of entrepreneurship of graduates so that it is possible to become more effective entrepreneurs. This finding also highlights when entrepreneurship is implemented in practice that is important [11]. Desire perceptions, feasibility and tendency to act influence entrepreneurial intentions. Additional antecedent variables (social connections, work-related experiences, and self-efficacy) also show influence on intention [18]. Head support in the effort to develop CPE, by providing opportunities and providing budgets for entrepreneurship development. Some of the activities carried out are mini school programs, training, production laboratories, and school business units. However, this is not felt as a whole by the school community, so the program has not been socialized and is not well understood by the school community. Principal supervision in the CPE learning process has not been carried out optimally.

IV. CONCLUSION

Creative Product and Entrepreneurship (CPE) subject as a result of revision of 2013 curriculum has different learning outcomes compared to the learning outcomes on the Entrepreneurship subject in the previous curriculum. The CPE subject needs a more applicative learning that is enable to improve students' skills so that they are expected to be more creative and innovative to create new products. Although the CPE learning hasn't been able to give optimal contribution towards students' entrepreneurship interests and skills, it is considered as a strategic way to build entrepreneurship culture in the school area in spite of its low implementation. Therefore, further research on the impact of CPE supported by the use of learning media and local resources needs to be explored by considering facilities available in school or families. The CPE learning needs to be developed begin from better understanding on the concepts, entrepreneurship mentality, to the adequate skills to recognize business reality, business information, and entrepreneurship objects in the field. The lesson plan needs to be focused on improving students' learning competences in creating market plans in the service field, trading, and industry. Understanding on entrepreneurship concept will be more meaningful if the entrepreneurship learning focus on learning experience and it may lead to positive and significant impact towards students' entrepreneurship interests. The limitation of the study lies on the absence of studies on the role of On-the job training program to support the CPE learning. It is because double system education is still considered relevant to students' chosen specialization that makes it is also important to find out its contribution towards students' entrepreneurship motivation. The findings imply that a new policy is needed to regulate students' industrial practice based on their competences to create creative product.

ACKNOWLEDGMENT

A deep gratitude is addressed to Direktorat Riset Penelitian dan Pengabdian Kepada Masyarakat Kemenristekdikti

Indonesia as a party that gives financial supports to conduct this study, Rector and Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Kanjuruhan Malang who has kindly given permission and facilities, SMK Nahdlatul Ulama' Sunan Ampel Puncokusumo and entrepreneurship subject teacher who is currently conducting the CPE learning, and also the researcher's colleague in consortium who has given an opportunity to the researcher to be a panelist on AES 2018 in Bandung.

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