

**THE LEARNING MANAGEMENT OF CREATIVE PRODUCT AND
ENTREPRENEURSHIP IN VOCATIONAL HIGH SCHOOL IN FRONTIER,
OUTERMOST AND LEAST DEVELOPED REGIONS IN ALOR REGENCY, EAST
NUSA TENGGARA PROVINCE**

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ABSTRACT

Creative and entrepreneurship product learning in vocational high school it still at the level of recognition of the norm, not yet on real action, its orientation on theory is not practice, everything is centered on teachers not on students. This study aimed to determine the quality of the Learning Management of Creative Product and Entrepreneurship Subject in Vocational Schools in Frontier, Outermost, and Least Developed (3T) Regions. This study used a quantitative approach. There were 7 teachers of creative product and entrepreneurship subject from SMK Negeri 1 and SMK Negeri 3 Kalabahi. This study used survey method. The data were collected through observation, questionnaires and documentation. The data were analyzed using descriptive analysis in the form of percentages. The results showed that, overall, the Management of Creative Product and Entrepreneurship subject at the Vocational School in the Frontier, Outermost, and Least Developed Regions was categorized as moderate with a percentage of 71.43%, consisted of 1) lesson plan, categorized as good with a percentage of 42.86%; 2) learning implementation, categorized as good, with a percentage of 71.43%, and 3) learning evaluation, categorized as poor, with a percentage of 42.86%.

Key Words: Learning Management, Creative Product and Entrepreneurship, Vocational School, Frontier, Outermost and Least Developed (3T) Regions.

1. INTRODUCTION

Education aims to educate the life of the nation and the state. In order to achieve these objectives, there is a need of main strategies for the development of national education in the form of increasing the distribution of educational opportunities, the relevance of education to development, quality of education, and efficiency of education management (Mulyasa, 2017). Education is in an important position towards development, because education is an activity to educate human resources (C. Rahawari, 2015). The government is expected to compete with other countries in terms of products, services, and even to prepare human resources (T. Mahfud, 2012).

In order to prepare the high-quality and competitive human resources, the government organized a Vocational Education program in accordance with Law Number 20 of 2003 Article 15 in Article 18 on Vocational High Schools (SMK). Vocational High Schools (SMK) are vocational education institutions that prepare workers, that are expected to produce graduates who are

needed by the world of work. However, the problem faced by SMK is that the graduates do not have the entrepreneurial spirit in accordance with the knowledge they have and have not been able to create jobs and are still very dependent on the existing world of work.

Entrepreneurship is so important that the government issued Presidential Instruction (Inpres) Number 4 of 1995 concerning the National Movement to Promote and Cultivate Entrepreneurship (GNMK). GNMK is expected to be able to foster entrepreneurial character which is part of the work ethic of the community and the nation, and to produce entrepreneurs who are reliable, resilient and independent (Mulayani, 2011). Entrepreneurship Education is one of the efforts made by the government to develop the entrepreneurial spirit of vocational students and improve the toughness of the people, in order to able to compete with other workers, and can produce broad and quality job opportunities (Siti, Dwi, & Sigit, 2019). Entrepreneurship education is a discipline that studies the values, abilities, and behavior of a person in facing life's challenges to obtain opportunities with various risks that may be faced (Rahmat Kurniawan, 2014).

The purpose of entrepreneurship education is to form humans as a whole, who have the characteristics, understanding and skills as entrepreneurs (Balitbang Kemendiknas, 2010). Entrepreneurship education needs to be directed at developing competencies that can be used in work and life. There are four goals in entrepreneurship education, namely motivational education, knowledge education, skills education and ability development (Priyanto 2009:76); (Constantin-Edmond Cracsner, 2013)

(Yarahmadi, 2012). In entrepreneurship education, the researchers, educators, and policy makers have sought for a long time to determine whether entrepreneurship education has an impact on students, and many studies have provided anecdotal evidence that measures the impact of entrepreneurship education efforts (Sanna Ilonen & Jarna Heinonen, 2018).

Entrepreneurship can be taught at school. Teaching Entrepreneurship must go through a good plan (jorge Gamez Gutierrez, Jossie Esteban, & Garzon Barquero, 2017), since the core of entrepreneurship education is teaching and learning (Heidi M. Neck1 and Andrew C. Corbett, 2018). Five continuum of entrepreneurship education that drives the transition to teaching approaches based on adult learning, namely andragogy and heutagogy. Implications for training entrepreneurial educators, the need for practice, and the future of entrepreneurship education research are discussed (Heidi

M. Neck & Andrew C. Corbett, 2018) (Dianne H.B.Welsh, William L.Tullar, Hamid Nemati, 2016). Entrepreneurship learning planning has a positive and significant effect on student entrepreneurship competencies in schools, therefore entrepreneurship learning planning such as curriculum, learning strategies, teaching materials, learning assessment, learning objectives, and teachers who teach entrepreneurship subject in vocational high schools need to be reviewed (Arniati Muhe, Amiruddin Tawe, 2016).

The amendment in curriculum in Indonesia from the School-Based Curriculum (KTSP) to the 2013 Curriculum becomes a challenge for entrepreneurship education teachers, because with this change the entrepreneurship education also changes into creative product and entrepreneurship subject, so teachers must teach students to be able to produce creative products and can foster the entrepreneurial spirit which requires professional teachers. The reform involves a variety of strong expectations regarding how teachers must work and explore their own professionalism

(Klaas van Veen, Peter Slegers, Theo Bergen, & Cees Klaassen, 2001). Professionalism can be interpreted and utilized for professional development in education (Evans, 2008).

In the learning process the teacher must use various models and methods so that students get interested in learning. Teachers use a large number of pedagogical models and methods adopted in entrepreneurship education, such as problem-based learning, experience and practical descriptions of situations, and they also encourage their students to take responsibility and be independent (Jaana Seikkula-Leino, Timo Satuvuori, Elena Ruskovaara, & Heikki Hannula, 2015) (Elena Ruskovaara & Timo Pihkala, Teachers implementing entrepreneurship education: classroom practices, 2013). Teachers participating in school or regional level of entrepreneurship education planning or training utilize significantly more external stakeholders than their colleagues (Elena Ruskovaara, Timo Pihkala, Jaana Seikkula-Leino, & Minna Riikka Järvinen, 2015). Teacher training on entrepreneurship seems to be a major factor determining entrepreneurial education that can be observed and provided by teachers (Elena Ruskovaara, 2014). Entrepreneurship is one of the key elements that will lead to successful business performance under very uncertain business conditions (cho & Lee, J, 2018).

The problem is that entrepreneurship learning is still teacher-centered. Entrepreneurship learning is still teacher-oriented or teacher-centered and not student-centered, besides, there are no formal institutions that produce education personnel specifically for entrepreneurship subjects (Ichsanudin, 2015). Entrepreneurship subject in schools is expected to foster a sense of interest and curiosity of students towards entrepreneurship so that it will shape students' interests in entrepreneurship (El- Khohmen, Sukriawan, Suprawan, 2016). Therefore, teachers' understanding of their students is needed to better understand the potential and passion possessed by students (Siti Alifah, Dwi Narsih, Sigit Widiyanto, 2019).

In order to do this, it is necessary to have a good and planned learning management. Learning management will determine the success of the implementation of teaching and learning process (Suryosubroto, 2009). This means that learning management is the main factor that whether can affect a learning goal to be achieved. Learning Management is a whole and comprehensive learning process that starts planning, implementing, and evaluating the program so that the established educational goals can be achieved (Daryanto, 2012).

However, considering that Indonesia is an archipelagic country which has a very wide area and not evenly distributed equitable development, especially for regions that are on the border areas and still least developed. This is a priority of the government to pay more attention to these regions, called as the Frontier, Outermost, Least Developed (3T) regions, most of which are the Indonesia's boundaries, that seems to discriminate against regions that are least developed but must be developed (Kompasiana, 2015).

The Province of East Nusa Tenggara (NTT) is the 24th province in Indonesia, consisting of 21 cities/regencies with most of which are determined by the government as the Frontier, Outermost, Least Developed (3T) regions, based on Presidential Regulation of the Republic of Indonesia Number 131 of 2015 Regarding Determination of the Least Developed Regions in 2015 – 2019. One of the regencies is Alor Regency, which is in the eastern part of the province of NTT and has a direct sea border with the State of Timor Leste. It is underdeveloped in various sectors, including education, lack of teachers, and underdeveloped infrastructures compared to regencies in other provinces.

These disadvantages will certainly have an impact on the learning management, including the creative product and entrepreneurship subject at schools, including SMK Negeri 1 and SMK Negeri 3 Kalabahi. Besides, the lack of comprehension of teachers due to the amendment of curriculum, make teachers discouraged to carry out teaching and learning activities. Based on the background of the problems that have been described, the researchers were interested in conducting a study on the learning management of creative product and entrepreneurship subject in the Frontier, Outermost, and Least Developed Regions in Vocational High Schools in Alor Regency, East Nusa Tenggara Province. There were three problems formulated in this study as follows:

1. How is the Learning Plan for Creative Product and Entrepreneurship Subject at Vocational Schools in the Frontier, Outermost, Least Developed Regions in Alor Regency?
2. How is the Implementation of Creative Product and Entrepreneurship Subject at Vocational Schools in the Frontier, Outermost, Least Developed Regions in Alor Regency?
3. How is the Learning Evaluation of Creative Product and Entrepreneurship Subject at Vocational Schools in the Frontier, Outermost, Least Developed Regions in Alor Regency?

2. RESEARCH METHOD

This study used quantitative-descriptive technique. The research subjects were the Creative Product and Entrepreneurship Subject Teacher for Grade XI of SMK Negeri 1 and SMK Negeri 3 Kalabahi, amounted to 7 teachers. The research subjects can be seen in table 1.

Table 1. Creative Product and Entrepreneurship Subject Teachers as the Research Subject

No	Name	Gender	Grade	Status
1	ZL	Male	XI	Computer and Network Engineering, Commercial Boat Nautics Teacher
2	AS	Male	XI	Financial and Institutional Accounting Teacher
3	BD	Male	XI	Office Management Automation Teacher
4	NM	Female	XI	Hospitality Teacher
5	BB	Male	XI	Electrical Engineering Teacher
6	MSM	Female	XI	Building Engineering, Computer and Network Engineering Teacher
7	DN	Male	XI	Motorcycle Engineering Teacher

The data were collected through questionnaires, observations, documentation. Questionnaire is a list of questions about implementing learning activities. The questions shared with the research subjects to answer (Arikunto, 2017: 63). Observations were conducted to obtain data about various activities in schools related to learning management. Observation is interpreted as systematic observation and recording of symptoms that do not appear on the research object (Margono, 2014: 158).

Documentation was carried out to obtain school documents, especially for those related to learning planning and evaluation. In collecting data, researchers used research guidelines that have been developed from indicators of the research framework.

The data were analyzed using descriptive technique in the form of a percentage with a categorization system. Categorization by using the Mean and Standard Deviation values. Azwar (2018: 147) states that the purpose of categorizing is to group individuals whose positions are tiered according to a continuum based on the measured attributes. The categorization guidelines used consisted of good, moderate and poor categories (Azwar, 2018: 149) as can be seen in table 2.

Table 2. Categorizing Guidelines

No	Interval	Category
1	Good	$M + 1,0 SD \leq X$
2	Moderate	$M - 1,0 SD \leq X < M + 1,0 SD$
3	Poor	$X < M - 1,0 SD$

The calculation of the ideal mean is the Ideal Mean (M_i) = $\frac{1}{2}$ (Highest Ideal Score + Lowest Ideal Score), while the Ideal Standard Deviation (SD_i) = $\frac{1}{6}$ (Highest Score - Lowest Score). Furthermore, a discussion was held on the problems that had been submitted in the form of a percentage.

3. RESULTS AND DISCUSSION

Learning Management of Creative Product and Entrepreneurship Subject in Vocational Schools in the Outermost, Leading, Least Developed (3T) regions, especially in SMK Negeri 1 and SMK Negeri 3 Kalabahi, viewed from all aspects of planning, implementation and evaluation obtained a maximum score of 100 and a minimum score of 0. The research results obtained the highest score of 35.33 and the lowest score of 25.67. Based on the calculation of the scores obtained from planning, implementation, and evaluation according to the formula of categories that have been made previously, the results of the analysis showed that, overall, the elements of learning management of creative product and entrepreneurial subject in Vocational High Schools in Frontier, Outermost, Least Developed Regions can be seen in table 3.

Table 3. Learning Management of Creative Product and Entrepreneurship Subject in Vocational High Schools in the Frontier, Outermost, Least Developed Regions

No	Interval	Category	Frequency	Relative Frequency
1	67 - 100	Good	0	0 %
2	33 - 66	Moderate	5	71,43%
3	0 - 32	Poor	2	28,57%
Total			7	100%

Table 3 shows that there were 5 people (71.43%) in moderate category and 2 people (28.57%) in poor category, so that it can be concluded that Learning Management of Creative Product and

Entrepreneurship Subject in Vocational Schools in the Outermost, Frontier, Least Developed (3T) included in the moderate category.

Learning management is an activity carried out systematically to plan, implement, and evaluate teaching and learning activities to achieve the desired goals. The learning process is a systematic effort by the teacher to make the learning process run effectively and efficiently starts from planning, implementation and evaluation (Aqib (2013: 66). The same opinion was conveyed by Suryosubroto (2009: 21) that "to manage a learning, there are three activities or abilities that must be mastered by the teacher, namely the ability to plan learning, the ability to implement the learning process, and the ability to evaluate learning."

Learning Management of creative product and entrepreneurship subject can be detailed into three aspects, namely 1) Learning Planning, 2) Learning Implementation, and 3) Learning Evaluation.

1. Learning Plan of Creative Product and Entrepreneurship Subject in Vocational High Schools in Frontier, Outermost, Least Developed Regions

Learning planning based on the results of observations made to teachers included in good category with a percentage of 42.86%. Data on Learning Planning was obtained from the results of observation on the completeness in the preparation of Lesson Plan (RPP), consisting of 12 components that have been compiled in the observation sheet in the form of an academic calendar, annual program, semester program, effective week calculation, calculation of minimum completeness criteria (KKM), syllabus, lesson plan (RPP), teaching agenda, list of values, Core/Basic Competencies (KI/KD) mapping, analysis of test results, remedial and enrichment programs. Everything was done by putting a check mark (\checkmark) on the alternative answers that would be given in the form of a score of 0 and 1. Alternative Answers 'yes' were given a score of 1 and the answers 'no' were given a score of 0, then obtained a maximum score of 12 and a minimum score of 0 with an average average ideal (M) of 6 and ideal standard deviation (SDi) of 2. The results of the study on the completeness of learning tools obtained the lowest score of 3 and the highest score of 11. Based on these data, there was a calculation made using predetermined category formulas, then from 7 teachers there were 4 creative product and entrepreneurship teachers obtained a score of higher than 8.33, 1 teacher obtained a score between 5.67 to 8.33, and 2 teachers obtained a score of less than 5.67. The data analysis shows that the completeness of the Learning Tools can be seen in table 4.

Table 4. The Completeness of Lesson Plan in Vocational High Schools in Frontier, Outermost, Least Developed Regions

No	Interval	Category	Frequency	Relative Frequency
1	$8,33 \leq X$	Good	4	57,14 %
2	$5,67 \leq X < 8,33$	Moderate	1	14,29 %
3	$X < 5,67$	Poor	2	28,57%
Total			7	100%

Based on the above table, there were 4 teachers (57.14%) in a good category, 1 teacher (14.29%) in moderate category, and 2 teachers (28.57%) in poor category on the learning planning

undertaken by teachers of creative product and entrepreneurship subject in Vocational High Schools in the Frontier, Outermost, Least Developed (3T) regions, so it can be concluded that the learning planning is included in the good category.

The preparation of learning plan must be in accordance with the concept of education and learning based on the applicable curriculum. The preparation of the learning plan as a scientific discipline, realistic, learning system and technology aims to make the implementation of learning run effectively and efficiently. Learning plan can be interpreted as the process of preparing subject matter, the use of learning media, the use of learning approaches and methods and assessment in a time allocation that will be carried out at a certain period to achieve the goals or competencies that have been set (Hidayat, 2017: 53) ". The learning plan intended is the initial activity of the preparation of learning tools starting from the preparation of the academic calendar, preparation of the annual program, semester program, effective week, syllabus, lesson plan, and enrichment and remedial programs.

2. Implementation of Creative Product and Entrepreneurship Subject in Vocational High Schools in Frontier, Outermost, Least Developed Regions

Based on the results of questionnaires, the implementation of learning was in good category with a percentage of 71.43%. Learning Implementation Data were obtained from the results of the Quizzes which were given to teachers of creative product and entrepreneurship subject. The questionnaire consisted of 24 questions consisting of preliminary activities, core activities, and closing activities carried out by the teacher in learning activities. The assessment was done by giving a score ranging between 1-4, then the implementation of learning based on the questionnaires had a maximum score of 96 and a minimum score of 24 with an ideal average (M) of 60 and a standard deviation (SDi) of 12. Learning implementation of learning, based on the results of research from the questionnaire, had the lowest score of 70 and the highest score of 89, so based on the calculation of the predetermined category formula, there were 5 teachers obtained a score above 72 and 2 teachers obtained a score between 48 to 72, and there was no teacher obtained score less than 48. Data analysis shows the learning implementation can be seen in table 5.

Table 5. Implementation of Creative Product and Entrepreneurship Subject in Vocational High Schools in Frontier, Outermost, Least Developed Regions

No	Interval	Category	Frequency	Relative Frequency
1	$72 < X$	Good	5	71,43%
2	$48 < X < 72$	Moderate	2	28,57%
3	$X < 48$	Poor	0	0%
Total			7	100%

Based on table 5, there were 5 teachers (71.43%) in a good category, 2 teachers (28.57%) in moderate category, and 0 teachers (28.57%) in poor category in the learning implementation of creative product and entrepreneurship subject in Vocational High Schools in the Frontier, Outermost, Least Developed (3T) regions, so that it can be concluded that the planning of learning is included in the good category.

The implementation of learning is based on the steps taken by the teacher in the teaching and learning process starting from the initial activities, core activities, and final activities. The preliminary activity of the teacher consisted of opening the lesson. The core activities consisted of developing the material, not only the concept but also the relation to real life, choosing a suitable method to avoid boredom on students during the learning, using learning media to encourage learners and mastering the class to make the class calm and students can receive lessons well. The closing activity consisted of closing the lesson. The implementation of learning is a step to realize the concept of learning in the form of deeds (Mulyasa, 2017: 98). Thus, the implementation is generally based on the activities of preparation, presentation and application, and assessment.

3. Evaluation of Creative Product and Entrepreneurship Subject in Vocational High Schools in Frontier, Outermost, Least Developed Regions

Data on Learning Evaluation were obtained from the results of observations of the completeness of the evaluation tools which consisted of 7 components that have been compiled in the observation sheet of which assessment is carried out in the form of a question predictions, questions, and scoring guidelines to the assessment of attitudes, skills and knowledge. The assessment was done by giving a check mark (√) on the alternative answers that would be given in the form of a score of 0 and 1. Alternative Answers 'yes' were given a score of 1 and the answers 'no' were given a score of 0, then obtained a maximum score of 7 and a minimum score of 0 with an average average ideal (M) of 3.5 and ideal standard deviation (SDi) of 1.17. Learning Evaluation Research Results obtained the lowest score of 4 and the highest score of 6, so based on the specified category formula, there were 3 teachers who obtained a score of higher than 4.67, 4 teachers obtained a score between 2.33 to 4.67, and no teachers obtained a score below 2.33. Data analysis shows that the completeness of the Learning Implementation Plan can be seen in table 6.

Table 6. Evaluation of Creative Product and Entrepreneurship Subject in Vocational High Schools in Frontier, Outermost, Least Developed Regions

No	Interval	Category	Frequency	Relative Frequency
1	$4,67 < X$	Good	3	42,86 %
2	$2,33 < X < 4,67$	Moderate	4	57,14%
3	$X < 2,33$	Poor	0	0 %
Total			7	100%

Based on the table above, there were 2 teachers (28.57%) in a good category, 2 teachers (28.57%) in the evaluation of learning creative product and entrepreneurship subject in Vocational Schools in the Frontier, Outermost, Least Developed (3T) regions, so it can be concluded that the evaluation of learning is included in the poor category.

Learning evaluation is carried out to measure student achievement towards a basic potential that has been obtained. In carrying out evaluations educators must prepare evaluation tools that will be used in the form of question prediction, questions, scoring guidelines, if evaluations that have been followed by students that are incomplete need to do the remedial activities, while for students who have thoroughly followed enrichment of comprehension of the material being taught.

4. CONCLUSION

Based on the results and discussion, it is known that the Learning Management of Creative Product and Entrepreneurship Subject in Vocational High Schools in Frontier, Outermost, Least Developed (3T) Regions, especially in SMK Negeri 1 and SMK Negeri 3 Kalabahi was divided into three aspects, namely planning, implementation, and evaluation with 7 teachers as the research subject, and there were 5 teachers (71, 43%) in moderate category. The details are as follows; 1) In the learning plan based on the results of observations of the completeness of the preparation of learning tools, there were 4 teachers (57.14%) still did not have make complete planning tools but were still included in the good category. 2) In the implementation of Learning, based on the results of the questionnaire, most of teachers (5 teachers/71.43%) had implemented the learning well, so that it was included in the good category. 3) There were 3 teachers (42.86%) did not have complete evaluation tools, so that they were in the poor category.

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