

Development of Entrepreneurship Learning Model in Implementation of High-Achieving (Prestative) Behavior at State Vocational High School (VHS)

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Abstract – The purpose of this research was to investigate: 1) How did Vocational High School students (VHS) utilize compulsory entrepreneurship education program as a media in entrepreneurship activity. 2) How development entrepreneurship learning model improve students' ability of High-Achieving (prestative) behaviour of entrepreneur at Vocational High School (VHS) student. 3) How to plan, apply, evaluate, and improve students' grade 4) How development entrepreneurship learning model improves High-Achieving (Prestative) behaviour of based on validity, effectiveness, and practicality. This study used to research and development (R & D) development model and the ADDIE design development model. The developed learning model was entrepreneurship learning model in implementation of High-Achieving (prestative) behaviour. Sample of this research was 106 students of Vocational High School (VHS) of Farming who consisted of class X.1.1, X.1.2, X.2.1 and X.2.2 and it used purposive sampling. Practicality model test through teachers and students perception that measured by the questioner. Effectiveness entrepreneurship learning model test that developed in the implementation of High-Achieving (prestative) behaviour which used performance test by comparing students' achievement who followed entrepreneurship learning. Based on the result of teacher perception research about entrepreneurship learning model in implementation of High-Achieving (prestative) behaviour learning model was stated in the good category

Keywords – Development Learning Model, Entrepreneurship, High-Achieving (Prestative) Behaviour.

I. INTRODUCTION

Every human who has positive thinking always want to get ahead in every aspect of life, and to realize that, it must be balanced between be work hard, be sincere, be aware, and be smart. People who have high-achieving (prestative) behaviour will show a good character. And people who always want to get ahead have to learn more, also have strong faith in their selves to achieve success. Preventative work behaviour is very benefited as neuron activator energy, it actualizes themselves to make the dream comes true. This behaviour is very important for students as motivation in

learning to get the best achievement and express themselves in various positive extracurricular. Especially for entrepreneur, prestative behaviour is very helpful to maintain company sustainability. Without prestative behaviour, logical power and creativity will die too (Nourse, 2014).

Creativity will occur when it followed by a genuine willingness, because of that, entrepreneurship learning directs students to be independent and do business that requires prestative behaviour and high creativity. Fierce competition, the product life cycle begins from the introduction stage, the maturity stage, and decline stage or consumer saturation.

Without prestative behaviour and apply it, so get ready to lose consumer and beat by business competitors (Boldureanu *et al.*, 2020). Azkiyah (2017) explain VHS is a formal school under the National Education Department, that his purpose is to produce graduates who be ready to the job field independently as an entrepreneur. In line with the average of students' age which is still productive time to receive science and technology included entrepreneurship, then VHS becomes more important to prepare graduates who be ready in entrepreneurship and have high-achieving (prestative) behaviour.

Based on Data Central Bureau of Statistic (BPS) was found that unemployment rate was still higher, it could be seen from open unemployment (TPT) which was dominated by people who educated in VHS with total number 9,05 %, and then Senior High School (SHS) was 8,17 %, and Diploma I/II/III was 7,49 % (BPS, 2015). Subijanto (2012) defines meant that organizing of VHS that organizes by province agency was not able to give positive appreciation towards entrepreneurship programs, therefore it was needed to add the entrepreneurship program in the curriculum of VHS to produce capable graduates in mastering and developing life problem independently, creative spirit to find a solution and solve this problem, independent spirit and did not depend on other and always want to get advance in every aspect of life.

VHS of Farming Development of Padang is the only one of farming school in Padang that specify in agriculture and has the purpose to produce technical personal who master in farming skill, entrepreneurial spirit, agribusiness insightful and have high-achieving (prestative) behaviour. Entrepreneurship is a compulsory education program related to entrepreneurship skill. entrepreneurship skill can be seen from curriculum development in VHS of Farming and have to be able to organize and develop well. Many positive advantages that can be taken from these such as, creating independence economically, and social values development for learners.

The number of students in VHS of Farming Development of Padang is increased. In academic year 2016/2017, the total number of students is 235 students. Based on observation and data that was gotten from administration in 2017, VHS of Farming Development of Padang was found some problem as followed: 1) Rules of Education and Culture Ministry about the implementation of the curriculum of entrepreneurship subject was eliminated from 2 hours to 3 hours and it stressed to theory than real practice; 2) Incompatibility between study program, curriculum 2013, and material learning that had given at entrepreneurship subject, agribusiness study

program and plant production but in fact, students learned about ornamental fish at class X, 2nd semester. Moreover, students at class XI, 1st semester learned about trout at entrepreneurship subject. At class XII, 1st-semester students learned about aviculture and ranch; and 3) Students apperception about entrepreneurship learning was useless because it just proprovidesny theories. In another hand, Vocational High School was expected to give more practice than theory to increase students' low motivation towards entrepreneurship subject. Based on some problems above, the researcher wanted to realize entrepreneurship subject as students' foundation to solve some problem above. For this reason, the researcher was interested in research by entitling development of entrepreneurship learning Model in implementation of High-Achieving (prestative) behaviour at state VHS.

II. DEVELOPMENT METHODOLOGY

This research used Research and Development (R & D) of the development model. Development model of ADDIE design. The developed entrepreneurship Learning model was the implementation of high-achieving (prestative) behaviour. Sample of this research was students in VHS of Farming Development of Padang with a total number of 106 students. It included class X.1.1, X.1.2, X.2.1, and X.2.2. Practicality model test through teachers and students perception that measured by the questioner (Dwijayani, 2007). Effectiveness entrepreneurship learning model test that developed implementation of high-achieving (prestative) behaviour which used performance test by comparing students' achievement who followed entrepreneurship learning related to prestative learning material (Lestari and Wijaya, 2012).

III. RESULT

The final product of this development is in the form of an entrepreneurial learning model book, containing all aspects of the entrepreneurial learning model, including important material from entrepreneurial learning as well as an entrepreneurial learning model book for teachers containing work manuals used by teachers in the learning process. The book of an entrepreneurship learning model for students is a working manual used by students in the learning process as student worksheet.

IV. DISCUSSION

Based on the result of teacher perception research about learning model was stated in good category because entrepreneurship learning model in implementation of high-achieving (prestative) behaviour shows learning motivation

to achieve the best grade and expresses themselves in various positive extracurricular. Development learning model in implementation of high-achieving (prestative) behaviour used ADDIE development model that consisted of 1) Analyzing learning model in the implementation of high-achieving (prestative) behaviour's needs. 2) Designing a model development learning model in the implementation of high-achieving (prestative) behaviour; 3) Developing learning model in implementation of high-achieving (prestative) behavior; and 5) Doing an assessing towards the implementation of model development of high-achieving (prestative) behaviour.

Entrepreneurship learning model in implementation of high-achieving (prestative) behaviour can use in learning after getting validity, practicality, and effectiveness assessment based on predefined criteria (PutraJa'far et al., 2014). The result of a development model that consisted of development entrepreneurship learning model in implementation of high-achieving (prestative) behaviour, teacher's book and student's book that had been stated invalid category by the validator.

Entrepreneurship learning module in implementation of high-achieving (prestative) behaviour of Aiken V 0.89 was a good category. Books with an average of 0.84 were valid. Syllabus entrepreneurship subjects score 0.84, and it was a valid category. The result of the development of Entrepreneurship learning model was stated practical. The average score of Teacher's book was 0.89 and it is practical category meanwhile students' book had an average score was 0.82, and it was a very practical category. The result of the development model in implementation of high-achieving (prestative) behaviour was stated effective after assessed by effectiveness test by considering the activeness aspect, attitude and students' achievement. By applying entrepreneurship learning model in implementation of high-achieving (prestative) behavior, with score of $p\text{-value} = 0.000 < 0.05$. it showed that there were significant differences between students' achievement in control and experiment class.

V. CONCLUSION

Based on finding and discussion of this study, it can be concluded that data of the result this research that entrepreneurship learning model in implementation of high-achieving (prestative) behaviour was better at the students level. Therefore, it suggests for the teacher to entrepreneurship learning model in implementation of high-achieving (prestative) behaviour because it is a line with

national education purpose. Students are more active to find various sources of learning independently (they do not depend on the teacher), so they can be more creative indirect instruction. For the next researcher, it is suggested to carry out further studies about applying and developing entrepreneurship learning model in implementation of high-achieving (prestative) behaviour.

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