



Struggles to Improve Students' Entrepreneurship Interest Through GEPPRAK Learning Model

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Abstract

This study aims to investigate the implementation of "GEPPRAK" learning model to increase the class XII students' interest in entrepreneurship in SMA Negeri 2 Surakarta. The design used in this study is true experimental design using pretest - posttest control group design. The experimental group and the control group were given the pretest. Then the experimental group was given the treatment. After that, a posttest was carried out on the experimental group and the control group. Data was collected by documentation, observation and questionnaire described according to the findings. Data analysis techniques in this study used an independent sample t-test. The results of this study were indicated a significant increase in students' interest in entrepreneurship in the experimental class given treatment using the GEP-PRAK learning model. This is evidenced by testing used the t-test and obtained the significance of the average difference test post-test Sig (2-tailed) $0.017 < \alpha (= 0.05)$ and t arithmetic $(2.426) > t$ table (1.980) . Therefore, the decision test H_0 rejected means that there are differences in the average scores post-test of students in the experimental class and the control class. The difference in the average scores post-test of students explains that treatment in the experimental class can increase students' entrepreneurial interest.

How to Cite

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INTRODUCTION

The impact of the world economic crisis has caused an increase of unemployment in Indonesia. Unemployment and poverty are problem in Indonesia because the number of job offers is not proportional to the number of job seekers at all levels of education. Based on data from Statistics Bureau of Indonesia (BPS), in February 2017 the number of labor forces in Indonesia as many as 131.55 million people, increased by 3.88 million from February 2016.

While the population of the employment in Indonesia as many as 124.54 million people increased by 3.89 million compared to February 2016, so that the February 2017 Unemployment Rate (TPT) was 5.33 percent, a decrease of 0.17 percent compared to February 2016. Even though the unemployment rate has decreased but it is still relatively minor, so the business still needs efforts to reduce the unemployment rate, as stated by Soylyu et al., (2018) reducing unemployment and achieving high levels of economic growth are the most important economic priorities in the developed and developing countries. One of the struggles carried out by the Indonesian government is to grow new entrepreneurs. Entrepreneurship has introduced in developed and developing countries (Ozaralli & Rivenburgh, 2016).

Entrepreneur or entrepreneurship is an engine of economic growth, but the problem is 60% of them stopped at the age of 3 years and 35% only reaching the age of ten years (Datta et al., 2018). Research shows the importance of entrepreneur and entrepreneurship for economic growth (Moghavvemi et al., 2016). Recently, the interests of entrepreneurs and entrepreneurship have experienced a positive trend, which noticeably increased (Moghavvemi & Salleh, 2014).

The struggles made by the government launched a National Entrepreneurship Movement (GKN) which aimed to foster an entrepreneurial spirit so that new entrepreneurs grow, open the opportunities for job creation and

increasing national economic growth (Trisnawati, 2017). Entrepreneurship education plays significant role in boosting the number of new entrepreneurs in a country, especially for low and middle-income countries (Purwana, 2018). Government struggles are followed up by integrating the methodologies learning, character education, creative economy education and entrepreneurship education into the school curriculum. As stated by Gámez Gutiérrez & Garzón Baquero, (2017); Hadi et al., (2015); Küttim et al., (2014) that there are several aspects need to be considered in entrepreneurship education such as; educational curriculum, entrepreneurial teaching methods, education management, and learning approaches oriented to the individual character.

The curriculum currently used in Indonesia as a reference in providing material in schools is the 2013 curriculum. The 2013 curriculum emphasizes to build the students' character, develop relevant skills based on students' interests and needs, (Putra, 2014; Gunawan, 2011) One of the 2013 curriculum developments is a subject of Workshop and Entrepreneurship. Those are intended to develop knowledge and practice life skills based on arts and technology-based economics. Moreover, it aims to foster entrepreneurial spirit early on and the ability to change the mindset of a job seeker into a job creator.

Entrepreneurship learning has an important impact, especially experiences that are continuously explored for the benefit of entrepreneurship, both personally and professionally (Cope, 2011). According to the research of Lindholm & Berggren's (2010), entrepreneurship education influences the students' behavior positively and contributes to start a business. Entrepreneurship education will provide a positive perception of the entrepreneurial profession. It will also give the idea of what kind of work will be chosen and how the path has to be pursued to become a ready-to-compete quality resource in this era (Rina, Murtini & Indriayu, 2019).

The Workshop and Entrepreneurship

subjects are directed to equip students to have the skills to become innovative and creative entrepreneurs with character. Like Anggraini & Sukardi, (2015) states that the subjects of Workshop and Entrepreneurship can be classified into transience-knowledge, which is to develop knowledge and practice life skills based on arts and technology based on economics. The importance of entrepreneurship education is to foster an entrepreneurial spirit in individuals who can start new ventures, (Lee et al., 2005; de Jorge Moreno et al., 2012).

Entrepreneurship education is oriented towards increasing competence and forming students to become entrepreneurs (Korhonen et al., 2012; Robles & Zárrega-Rodríguez, 2015). If we look at the core competencies and basic subjects of Workshop and Entrepreneurship in the learning tools, education is more purely emphasized in the workshop. The Workshop studied at secondary education level including crafts, engineering, cultivation, and processing. However, the direction of entrepreneurship education has not yet clearly seen by its competence.

Entrepreneurship education is believed to be able to give students an understanding of the concept of entrepreneurship, to train and motivate them to engage in entrepreneurial activities in the future. The government can provide a clear direction of entrepreneurship education objects at the level of secondary education so that the essence and goals of the entrepreneurship education can be understood. Traditionally, entrepreneurship education is defined as education that instills the skills needed to establish a new business (Rahim et al., 2015).

The early recognition of entrepreneurship through the subjects of Workshop and Entrepreneurship could be an effort to foster entrepreneurial interest in students. In addition, as an effort to overcome the problems of students who do not understand the aspects of entrepreneur and entrepreneurship in SMA Negeri 2 Surakarta in order to have an entrepreneurial character that can be applied in daily. Entrepreneurial character is introduced as

self-learning (Walsh & Cunningham, 2017). Attitudes and motivations towards students' interest in entrepreneurship have a significant role in the formation in growing students' interest in entrepreneurship, (Munawar & Supriatna, 2018). The reason someone decides to become an entrepreneur is that entrepreneurship is very important in the economic and social development and progress (Basco, 2019).

Entrepreneurial interest is an encouragement or desire of individuals to carry out their entrepreneurial activities. A state of mind that is conscious and developing that makes someone start a new business and create value (Remeikiene et al., 2013). Research by Yousaf, et al., (2015) states that students can become successful entrepreneurs even without any entrepreneurial skills and abilities, providing that they have an entrepreneurial attitude, desire and support by community. Entrepreneurial interest is the biggest predictor of entrepreneurial behavior, so special consideration is needed to determine the development of entrepreneurial interest in students (Molaei, et al., 2014). For this reason, evaluating the impact of entrepreneurship education is needed to determine students' interests in becoming entrepreneurs (Mohamad, et al., 2015).

The purpose of this research is to foster students' interest in entrepreneurship to get to know entrepreneurship from an early age and have an entrepreneurial character through the subjects of Entrepreneur and Entrepreneurship. This effort is very important to be done to prepare young entrepreneurs who have the potential and ability to compete and create new jobs. One effort can be done to foster interest in entrepreneurship, to develop knowledge and train students' skills in the learning process is by using innovative learning models.

This is in line with the research of Mulyani, (2014) which states that the learning model applied in the experimental class is more effective in increasing entrepreneurial attitudes, entrepreneurial interests, and learning achievement, but in terms of improving entrepreneurial behavior, the models applied in the control and experimental groups are

not different in its effectiveness. One learning model can be used by teachers in providing opportunities for students to get know about entrepreneurship and encourage students to have high entrepreneurial interests and character based on the objectives of this research is by using the "GEPPRAK" Learning Model (Groups, Exploration, Idea Development, Compilation and Presentation of Business Plans, Actions and Competitions).

The GEPPRAK learning model is a learning model introduced by Murtini, (2016) as an effort to develop a learning model that integrates character values within it. The GEPPRAK learning model encourages students to foster an interest in entrepreneurship with direct experience in the field so students can find out and participate in entrepreneurial activities. This is in accordance with the research of Murtini, et al (2014) that the GEPPRAK Learning Model is the development of a model for integrating character values, soft skills, and transferable skills in entrepreneurship learning in Vocational High School.

The application of the "GEPPRAK" learning model can provide enthusiasm for learning Workshop and Entrepreneurship so that it will foster entrepreneurial interest in students. In addition, the application of learning models in the learning process provides new experiences for students. Formation of student character values can be done through habituation both through the rules found in schools and through intracurricular, extracurricular, and curricular activities. The application of this learning model as well as testing the GEPPRAK model is applied to high school students were previously applied to vocational students.

The advantage of this model compared to other learning models is that GEPPRAK invites students to be able to directly participate in activities in the field, plan, make products and market products to consumers so that not only in theory but directly participate in entrepreneurial activities, besides that the GEPPRAK model also integrates character

values, soft skills and transferable skills in the learning process. By the subjects of Workshop and Entrepreneurship can be categorized in two major parts, as the hard skill is workshop and soft skill is entrepreneurship (Kemendikbud, 2014).

This can inspire and foster the entrepreneurial spirit in students and have a leadership spirit that closely related to how to manage businesses to equip students to have ability to work independently and as alternative in preparing graduates who can apply and manage business opportunities and be able to adjust themselves to succeed in social life and face global competition. Students consider that skills in decision making, risk-taking abilities, creativity, communication skills, and the ability to prepare business plans are the most important skills for a successful entrepreneur (Mani, Mukti, 2015).

METHODS

This research is a quantitative study with an experimental research design. Experimental research is a description of the research process carried out by researchers used to manage a situation as a comparison needed by the experimental hypothesis. The design used in this study was a true experimental research design (true experimental design). The design true experimental used was a pretest - posttest control group design.

The research procedures include (1) forming an experimental group and a control group originated from a population that has the same estimated conditions, (2) giving the same pretest or initial test (O_1) to the experimental group and the control group to find out the initial conditions of the two groups, (3) providing treatment (X) to the experimental group while the control group is not given the treatment and (4) giving the same posttest or final test (O_2) to the experimental group and the control group. The above research procedure can be described as follows in Table 1.

Table 1. Research Design

	Pre-test	Treatment	Post-test
Experiment Group	R (O ₁)	X	(O ₂)
Control Group	R (O ₃)	-	(O ₄)

The population in this study were students of class XII IPS in SMA Negeri 2 Surakarta which consists of 5 classes with 156 students. Meanwhile, this study used a simple random sampling technique. The method used to collect data was the method of documentation, observation and questionnaire. This study used documentation methods to obtain data such as the number of students, teacher names, student names, and school facilities. Documentation data was used as a complement in the preparation of this study.

The observation method in this study was used to obtain data or information in the field using direct observation when students were taught to use the GEPPRAK learning model. This study used a questionnaire to obtain data about student entrepreneurial interest and then to analyze it. The technical analysis of data used the Prerequisite Test, which is the Normality and Homogeneity Test. The data obtained in the study processed by conducting a hypothesis test. Data analysis was performed by analyzing data on entrepreneurial interest using the Two Independent Sample t-test. There are several t-test formulas used to test the comparative hypothesis of two independent samples.

Table 2. Average Difference Test Results of Pre-test Scores of The Experimental Class and The Control Class in SMA Negeri 2 Surakarta

		Group Statistics			
Class		N	Mean	Std. Deviation	Std. Error Mean
Value	Experiment Class	56	70.14	10,759	1,438
	Control Class	56	68.57	11,209	1,498

Source: Processed Primary Data (2019)

RESULT AND DISCUSSION

This study was conducted to determine whether implementation of GEPPRAK learning model is effective or not to increase student entrepreneurial interest. This research was conducted in class XIII IPS SMA Negeri 2 Surakarta by using two research classes named the experimental and control classes. Researchers used the experimental class as a class given treatment using the GEPPRAK learning model and the control class using conventional methods in learning. Before the research was conducted, the pretest was given to the experimental class and the control class. This test was intended to determine students' interest in entrepreneurship before conducting the research.

Based on Table 2, it can be seen that the results of the calculation of pretest known that the average results of pretest of the experimental group are 70.14 while the average pre-test of the control class was 68.57. This shows the average value of pretest by the experimental class is bigger than the value of the control class. Furthermore, to prove that there is a significant difference between the entrepreneurial interests of the experimental class and the control class students can be seen in Table 3.

Table 3 shows the result of t-test and the significance value of the average difference test obtained Sig (2-tailed) $0.451 > \alpha (= 0, 05)$. It is calculated t value $(0.757) < t$ table (1.980) , so that the decision of the H₀ test is accepted, means that there is no difference in the average value of the pre-test of students in the experimental class and the control class. So the

Table 3. Test Results for Independent Sample Test

		Independent Samples Test								
		Levene's Test for Equality of Variance			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Values	Equal assumed	.099	.754	.757	110	.451	1,571	2,0762,076	-2,543-2,543	5,6865,686
	Equal variances not assumed			.757	109,816	.451	1,571	2,076	-2,543	5,686

Source: Processed Primary Data (2019)

conclusion is there is no significant difference between students' entrepreneurial interest in the experimental class and the control class in SMA Negeri 2 Surakarta.

After conducting a pretest and know the results of its calculation, the research on the experimental class that was given treatment using the GEPPRAK learning model and the control class was not given treatment or using conventional methods in learning. In addition, each class was given a posttest in the form of a questionnaire to ask for entrepreneurs to find out the impact after learning in the experimental class using the GEPPRAK learning model and the control class using conventional methods.

Based on Table 4, it can be seen the results of the calculations posttest in both classes obtained the average results of the values posttest experimental class is 75.46 and the average value of the control class is 71.04. This shows that the experiment class is higher than the control class. To prove whether a significant difference or not, testing is done using t-test and the significance of posttest Sig (2-tailed) $0.017 < \alpha (= 0.05)$ and t arithmetic ($2.426 > t$ table (1.980)), so the H_0 test deci-

on is rejected, means that there are differences in the average posttest scores of students in the experimental class and the control class. The difference in the average posttest scores of students explains that treatment in the experimental class can increase student entrepreneurial interest.

Table 4. Mean Difference Test Results Posttest Scores of the Experimental Class and the Control Class in SMA Negeri 2 Surakarta

		Group Statistics				
		Class	N	Mean	Std. Deviation	Std. Error Mean
Value	Experiment	56	75.46	10,260	1,371	
	Control	56	71.04	9,015	1,205	

Source: Processed Primary Data (2019)

The results of the research show a significant increase in students' interest in entrepreneurship in the experimental class given a treatment using the GEPPRAK learning model. This shows that using GEPPRAK learning model can increase students' entrepreneurial

Table 5. Test Results for Independent Sample Test

		Independent Samples Test								
		Levene's Test for Equality of Variance		t-test for Equality of Means						
Value	Equal assumed variances	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal assumed	1,416	.237	2,426	110	.017	4,429	1,825	.812	8,046
	Equal variances not assumed			2,426	108,209	.017	4,429	1,825	.811	8,046

Source: Processed Primary Data (2019)

interest in the Social Studies and Entrepreneurship subjects of class XIII in SMA Negeri 2 Surakarta. The results of this study are consistent with research conducted by Martini, et al (2016) about the findings that student enthusiasm is high, indicated by activities in five stages, the project of entrepreneurship starts from (1) small groups, (2) exploration, (3) development of business ideas, (4) preparation and presentation of business plans, (5) action and business competition, run and successfully internalize 3 character values such as knowledge, attitudes, and skills and soft skills-transferable skills with a high score of 68% and a moderate score of 32%. All products are sold out and some products have received orders, this shows an indication of growing entrepreneurial interest. The stages of the GEPPRAK learning model in the experimental group as follows.

First, Small-Group Building

This study was conducted by involving 56 students of experimental groups and divided into eleven groups. Each group consists of five students who are divided based on the heterogeneity of the characteristics of students who have been observed by the teacher. The

method of group division is good in educating students to respect and help one another. Heterogeneous groups are very appropriate in teaching values of togetherness without seeing the student's background, rank in class, ethnicity and religion.

This is in line with what was delivered by the teacher who teaches the subjects of Workshop and Entrepreneurship. The teacher said, "Before the material given, first I'll make seven groups randomly and heterogeneously with the aim that they can work together and respect each other". The formation of groups can provide opportunities for students to participate in discussion activities so that the material and tasks can be carried out well. The statement is also in accordance with one of the group members that said, "The formation of groups in learning spurred me to come up with ideas and participate in solving problems together with my group, we exchanged ideas, Mam...." Thus, the formation of groups can give students the ability to think become increasingly developed and teamwork in problem-solving.

Second, Exploration

After the group is formed, the next is the

exploratory stage in which teachers provide materials related to strengthening entrepreneurship theory and SWOT analysis. The teacher motivates in the form of showing entrepreneurial motivational videos. Students are listening and observing the struggle of the entrepreneur from the beginning of starting a business until finally achieving success. Students with enthusiasm and curiosity watch the video carefully. The hard work and never give up, to overcome every experienced failure, the characteristics must be owned and tips for success in building entrepreneurship have done by the entrepreneur are things that need to be considered and applied by each group of students.

After the students observed the success story of the entrepreneur, the teacher gives a task to be criticized, trains students to think critically, dare to express opinions, solve problems and make decisions in hope that students will be inspired and also motivated to move into an entrepreneur. The next task is students must work in groups to do field observations to the successful entrepreneurs around their environment by the business ideas where they will develop. Students make observations, interviews with entrepreneurs to gain direct knowledge, the development of business ideas and business implementation processes.

Third, Business Idea Development

The results of making a field trip to some successful entrepreneurs and doing a discussion group, make them have a business idea that will be developed; first group, "Lotis" (various cut fruits are eaten with brown sugar sauce and beans); the second group, "Nasi Goreng" (fried rice combined with a variety of mixed vegetables or side dishes); the third group is "Banana Nugget" (processed of Ambon bananas formed by nuggets wrapped in bread crumb by various flavors); the fourth group is "Oreo Goreng" (oreo, which contains vegetable preparations and then fried).

The fifth group "Roti Goreng" (processed by bread ripped with various jams then fried); the sixth group "Sostang" (chicken sausage covered with boiled that mashed

potatoes and sprinkled with bread crumb then fried); and the seventh group "Banopi" (Ambon banana blended with a mixture of coffee and milk). The eighth group is "Kong Coreng" (fried chocolate cassava, fried cassava sprinkled with chocolate and other flavors). The ninth group is "Chicken Klenger" (mashing fried chicken with various levels of spiciness).

The tenth group is "Devil Pentol" (Meatballs be baked or fried smeared with strong spicy sauce). The eleventh group is "Miyagokumplit" (fried chicken noodles and supported by various spices). The development of business ideas is an activity that must be carried out by students after conducting field observations to the place where entrepreneurs are successful in their business which is students wished to develop. It is hoped with this activity, the students will have a solid business idea that will be developed in the future and begin to develop business proposals.

Fourth, Prepare and Presentation a Business Plan

After conducting the interviews and making a business idea plan, each group delivered the results into a presentation slide which they talked at the next meeting. Each group made presentations in turn and gave conclusions about the entrepreneurial spirit possessed by each entrepreneur who was successfully interviewed. It aims to strengthen and foster their interest in entrepreneurship. Teachers and observers (researchers) and other students criticize each other and give suggestions for their business idea plans. Next, the teacher gives the steps of making a business planning proposal and guides them in making it.

Many findings show that most groups do not include the cost component (honorarium) of employees or labor that spent to produce the business. They do not know to take into account the labor they expended must be included in business costs. After knowing the steps to make a good business plan, each group returns to discuss the improvement of the business plan proposal they will make. Presenta-

tion of a business idea plan and the discussion are running well. The spirit and enthusiasm of students illustrate that they have a strong interest and motivation to become an entrepreneur.

Fifth, Action and Competition

After each group planned a business, compiled the proposal, presenting it to the class and all proposals have accepted, then the highlight of this study is the competition. There are 11 proposals of food processing business ideas, namely *Lotis*, *Nasi goreng*, *Banana nuggets*, *Oreo goreng*, *Roti goreng*, *Sostang*, *Banopi*, *Kong coreng*, *Ayam klenger*, *Pentol setan* and *Miyago*. Each group received capital in the form of soft loans amount IDR 50,000.00. The capital is expected to be utilized as much as possible by groups to be able in competing delicious products, preferred by consumers, and generate most profits.

The production process is carried out by students, they directly bring finished the products from home and packaged at school, but some carry semi-finished goods and processed them at the school's entrepreneurship laboratory. Immediately on the first break, the product is ready to be served and each group is enthusiastic to sell the food they make and hope the consumers like it and their food finally sold out. Almost all food was sold by each group, but there were also groups still remaining. After the competition ended the winner was chosen, the "Nasi Goreng" group that had the most sales and the highest profit among the other groups.

Each group said that they were very happy with the competition even though they did not win. Some group representatives said that they were very happy with the GEPPRAK learning model because they went directly into the field of searching for information from the speakers, then learned to make good business proposals, realized it, and they competed at the peak. The GEPPRAK learning model is expected to be able to shape good behavior as a form of the embedded entrepreneurial character of the students in the future.

Based on the description above, the GEP-

PRAK learning model is one of the cooperative learning models which designs activities for learning in the form of projects range from developing ideas, composing business to compete in the business world. The project given in the syntax of GEPPRAK model becomes a stimulus for students to directly participate in entrepreneurial activities. This will directly move the soul or mindset of students. Every person who has entrepreneurial skills will tend to entrepreneurship (Crum et al., 2015). The importance of character growth of entrepreneurship to students is to prepare them by having skills and high competitiveness.

This research is synchronous with the research conducted by Olokundun et al., (2018) which states that teaching entrepreneurship based on experience can provide active participation in developing business potential and competitive business interests. This study deals with learning models based on student experience and participation in developing students' potential entrepreneurial interests. In addition, research conducted by Mulyani (2014) shows a hypothetical model of learning based on an entrepreneurship education project that effectively improved entrepreneurial attitudes, entrepreneurial interests, and learning achievement. In line with this statement Fiore et al., (2019) stated that entrepreneurship education can improve students' entrepreneurial skills and intentions; and entrepreneurial activities can stimulate economic growth.

Struggles to improve students' entrepreneurship interest through GEPPRAK learning model are very effective. The innovation of the learning process by Workshop and Entrepreneurship can be an alternative as a model in learning. In addition, students get more experience in entrepreneurship projects which directly participate in entrepreneurship, so students' interest in entrepreneurship increases and they dare to become successful entrepreneurs. The research conducted to answer that the GEPPRAK learning model could increase students' entrepreneurship interest in SMA Negeri 2 Surakarta, which previously was used for vocational students. As of the GEPP-

RAK learning model can be used at all levels of high school, especially to increase students' entrepreneurial interest.

CONCLUSION

Based on the results of the analysis and discussion of the results of the study, it can be concluded that the implementation of GEPP-RAK learning model is effective for increasing students' entrepreneurial interest in class XIII IPS in center and Entrepreneurship subjects of SMA Negeri 2 Surakarta. This is known based on the results of the posttest value calculation given to the experimental class and the control class. These results indicated that the value of the experimental class was given higher treatment than the control class.

The significant differences were obtained after testing by using the t-test and the significance of the mean difference post-test Sig (2-tailed) $0.017 < \alpha (= 0.05)$ and t arithmetic $(2.426) > t$ table (1,980), so the decision H_0 test is rejected, means that there are differences in the average posttest scores of students in the experimental class and the control class. Thus, the implementation of the GEPPRAK learning model is effective in increasing students' interest in entrepreneurship of class XIII IPS subjects in Workshop and Entrepreneurship in SMA Negeri 2 Surakarta.

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