

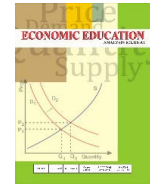


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Development of Economics Teaching Materials Based on Entrepreneurial Values as A Learning Media

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Abstract

The aims of this study were (1) to develop teaching materials based on entrepreneurial values; (2) to find out the feasibility of teaching materials according to media experts, material experts, and student responses. This research is a study on the development of economic teaching materials based on entrepreneurial values as a source of learning using research methods (Research and Development). The research method uses R&D (Educational Research and Development) which consists of stages namely potential problems, planning, product design, design validation, revision, trial and final product. The results of the development on material assessment obtained presentation results of 92% in the very appropriate category, the design assessment on the media obtained presentation results of 92% in the very feasible category, and the assessment of students' responses to teaching materials obtained presentation results of 93% in the very feasible category. Thus, from the results of research at SMAN 1 Sukamulia, it can be concluded that this teaching material is suitable for use in class XI students.

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INTRODUCTION

Education is one of the sectors of national development in an effort to educate the nation's life in order to produce quality human beings. According to Law Number 20 of 2003 concerning the National Education System, quality human beings are educated humans who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. answer. Through learning activities, it is hoped that national education can function optimally as the main vehicle in nation-building and character-building (Finch, C. R., & Crunkilton, 1999; Gazali, 2016; Wijaya et al., 2021).

Skills have become a demand because the level of labor competition at this time is based on a person's level of knowledge and skills. If you want to win in a competition to get a job, the knowledge and skills must be significant to these needs. If not, then you must be prepared to be removed from the work arena. This also implies that without knowledge and skills, a person cannot be counted in this life. Therefore, the development of economics teaching materials based on entrepreneurial values for high school-age children needs to be implemented. This teaching material on integrated economics with entrepreneurial values is expected to be able to change the paradigm of educated people who tend to become workers so that they have the motivation to open new jobs or entrepreneurship.

Entrepreneurship education is learning that aims to shape human beings as a whole, as humans who have character, understanding, and skills as entrepreneurs who have dynamic and creative personal strengths to run their businesses in accordance with the personality of the Indonesian nation based on Pancasila (Fahrurrozi, M., Mohzana, M., & Mispandi, 2021; Frank, H., Korunka, C., Lueger, M., & Mugler, 2005). Many entrepreneurial skills and expertise are obtained from entrepreneurship education. Attitudes, behaviors, and interests toward entrepreneurship

of a student are influenced by considerations of various aspects regarding career choices as entrepreneurs.

Based on initial observations, the problem in economics learning is that students' grades are still low, due to low interest in teaching materials used in learning, lack of real examples that students see in teaching materials used in learning, so students find it difficult to have an interesting interest of the material being studied. In general, students who do not have attention to something, it can be ascertained that their sensitivity to problems and phenomena also tends to be low.

The above problems are supported by research problems carried out by (Rahmawaty, 2012) who argues that "Learning in entrepreneurship and business courses in general still uses old methods, namely classical/conventional so that students lack responsiveness (responsiveness) to real problems, especially those that related to social entrepreneurship (sociopreneurship). This was also expressed by Polma (2016) whose research results stated that "Factors causing the low IPS scores of class VIIIE students of SMP Negeri 14 Jambi City are caused by internal factors (not having attention to the material they are studying, lack of motivation in learning, lack of interest in in learning) and external factors (lack of time and attention of parents, inadequate school facilities, submission of assignments not on time, and lack of readiness of students in the learning process). Entrepreneurship is entrepreneurship aimed at the benefit of society, not just maximizing personal gain.

The importance of entrepreneurship is used as a lesson and must be instilled in economics lessons for class XI SMA as the younger generation, especially in class XI SMAN 1 Sukamulia. because it is based on economic learning goals or theoretically, namely to foster responsiveness to socio-economic problems that still occur around them and have optimism or a positive mentality in solving them. While empirical evidence of the importance of social entrepreneurship to be developed for students according to Sofia (2015) is that

entrepreneurship has the potential to provide several socio-economic solutions, namely by applying an entrepreneurial approach and the power of social innovation to deal with existing social challenges and there are people or organizations that have successfully implemented the concept of social entrepreneurship in their business activities and provide a potential impact as social innovation ideas from entrepreneurship for economic development.

Based on the results of literary and empirical observations regarding entrepreneurship, not much has been developed and applied to middle and high school levels in learning media, only introduced and deepened starting at the tertiary level. So, in this study the researchers tried to develop economics learning materials based on entrepreneurship and tested the effectiveness of student responses to entrepreneurship value-based economic teaching material products that would be produced in this study as a medium to help the learning process.

Teaching materials are a set of materials and resources that help educators and students in learning (Nurzaelani, M. M., 2018; Ololo, T. O., Mwebi, B., & Ajowi, 2017). (Olayinka, 2016; Purmadi & Surjono, 2016) state that teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and evaluation methods that are designed systematically and attractively in order to achieve the expected learning objectives, namely achieving competence or sub-competence. Competence with all its complexity suggests that teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and ways of evaluating that are designed systematically and attractively in order to achieve the expected goals, namely achieving competence or sub-competence with all its complexity (Majdi & Rizkiwati, 2018). To achieve competence there needs to be a measurement or assessment. Assessment of learning outcomes requires an accurate processing and analysis and must be designed and written with instructional rules

because it will be used by teachers to assist and support the learning process (Nurdyansyah & Riananda, 2016). This is evidenced by research Nwike & Catherine (2013) that learners who learn to use teaching materials have better performance than learners who learn without teaching materials.

In Economics Learning is a science that studies human behavior and actions to meet their varied life needs, and develop with existing resources through choices of production, consumption, and distribution activities. to make choices in their lives (Alhafidz, M. R. L., & Haryono, 2018; Tarigan & Siagian, 2015). In addition, Economics learning is the science of human behavior and actions to meet their varied needs, and develop with existing resources through choices of production, consumption, and/or distribution activities. The breadth of economics and the limited time available make these competency standards and basic competencies limited and focused on empirical economic phenomena that exist around students so that students can record economic events that occur around their environment and take benefits for a better life.

The achievement of educational goals depends on the quality of the learning system carried out. The learning system consists of six 10 basic components which include students, the learning process, graduates with the expected competencies, educators, curriculum, and learning materials, as well as seven supporting components which include equipment, libraries, laboratories, instructional rooms, other facilities (places of worship), canteens, sports facilities, and arts and cultural facilities), educational staff, and management of education units (Suparman, 2014). The learning process involves various parties, not only involving educators and students. However, the role of teaching materials is also very much needed in the learning process. Learning is intended to achieve a certain atmosphere in the learning process so that students are comfortable in learning (Nurdyansyah & Riananda, 2016).

Based on the above, a form of learning evaluation is needed that can reveal all abilities or potentials possessed by students, especially those related to competency standards. Quality improvement efforts can be taken by improving the quality of learning and the quality of learning models. A good learning system will produce good quality learning as well, this shows the relationship between the two aspects. In this case the evaluation is meant to be an evaluation of learning. So the researchers create and develop economic teaching materials, and the integration of entrepreneurial values is a solution to meet these demands.

METHODS

The type of research that will be used is R & D (Research & Development) research, which is research oriented to researching, designing, producing, testing, the validity of the resulting product (Sugiyono, 2019). Development is a process of creating products or innovating new products that have been created previously that can be designed, developed, utilized and evaluated according to the needs of students. What will be developed in this study is economic teaching materials based on entrepreneurial values for students of SMAN 1 Sukamulia. The development model used in this study is the model developed by Borg and Gall (2003).

Data collection techniques used in this study used three kinds of techniques, namely: observation, interviews, and questionnaire methods (questionnaire). The data in the results of this study were analyzed using descriptive quantitative and qualitative descriptive analysis techniques. In the questionnaire given by the researcher to material experts, media/design experts, teachers and students on the assessment of craft and entrepreneurship teaching materials products. with the provision of scoring using a Likert scale, namely; very good (5), good (4), quite good (3), poor (2), and very poor (1). Data in the form of comments, suggestions, and observations during the trial implementation process were analyzed descriptively qualitatively and concluded as a reference for revising the developed product. While the data in the form of response scores given by experts as well as by teachers and students on aspects of the suitability of the material with KD, the design of teaching materials, and the benefits for students that have been obtained through questionnaires were analyzed descriptively quantitatively using percentage and category techniques

The data obtained from material experts and media experts as well as student responses are then summed and compared, it can be seen from the formula below.

$$\text{Eligibility Presentation} = (\text{The Score That Can Be} / \text{Expected Score}) \times 100\%$$

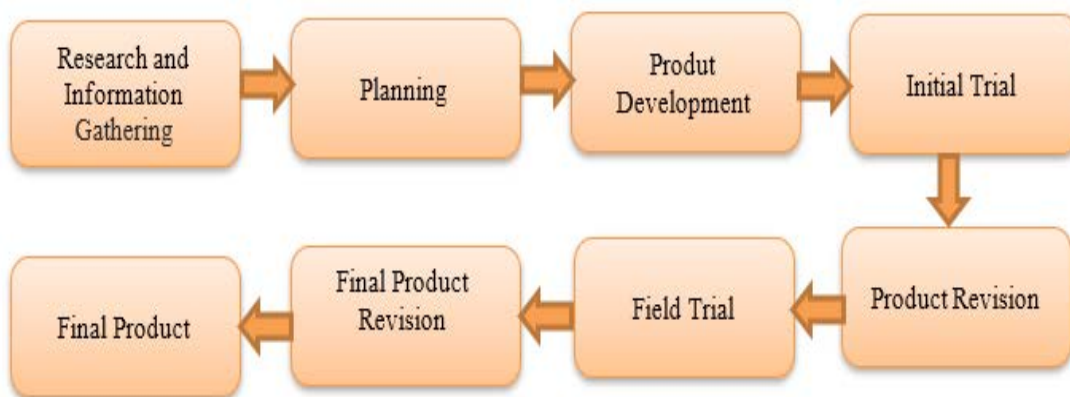


Figure 1. Adaptation of Research and Development Method Steps by Brog & Gall (2003)

Information:

The score that can be = overall score of respondents' answers

Expected score = maximum score per item x number of questions x number of respondents

Based on the above formula, the results of the percentage of eligibility are then converted into the category of achievement of eligibility which can be seen in Table 1.

Table 1. Eligibility Achievement Category

Percentase	Interpretation Criteria
0% - 20%	Very unworthy
21% - 40%	Not feasible
41% - 60%	Pretty decent
61% - 80%	Worthy
81% - 100%	very feasible

Source: Akbar (2013)

RESULTS AND DISCUSSION

The product produced in this study is economics teaching materials based on entrepreneurial values for class XI high school students. Teaching materials are validated by material experts, learning media experts and student responses to teaching materials.

Media Expert Validation Results

Based on the Table 1, the results of the validation of media or design experts that economic teaching materials based on entrepreneurial values as learning resources that have been developed obtained results from a valid feasibility component. This is evidenced by the total score of 112 with a percentage reaching 92%. This proves that the design of economics teaching materials based on entrepreneurial values as a learning resource is very suitable for use by class XI high school students.

Material Expert Validation Results

Based on the Table 2, the results of the validation of material experts are that eco-

nomics teaching materials based on entrepreneurial values as a learning resource that have been developed obtained results with a total score of 53 with a percentage reaching 93%. This proves that the economics teaching materials based on entrepreneurial values are very feasible and suitable for class XI high school students.

Results of Student Respondents

Based on the Table 3, the results of student responses that economic teaching materials based on entrepreneurial values as a learning resource that have been developed obtained results with a total percentage reaching 90% so that it can be concluded that it is very feasible to use. This is evidenced by the results of the assessment of the responses of Class XI high school students.

Media Expert Validation Results

Validation of media or design experts is carried out to determine the feasibility of teaching materials which include module size, cover design, and teaching materials. The data obtained in the form of quantitative data and data from the validation results of design experts are described qualitatively. Both data were obtained by researchers from the assessment questionnaire. The following is an explanation of the data from the expert validation of teaching material media design.

Based on the Table 2, the validation results of media experts or design experts that economic learning materials based on entrepreneurial values as learning resources that have been developed obtain valid component eligibility results. This is evidenced by the acquisition of validation results, namely (1) the aspect of Teaching Material Size with an average score of 88% is included in the "very feasible" category; (2) the Cover Design aspect gets an average of 90% included in the "very feasible" category; (3) aspects of Teaching Material Design get an average of 96% included in the "very feasible" category. The average score obtained is 92%, which means that the overall assessment of media design experts ex-

Table 2. The Results of the Validation of Media Design Experts for Teaching Materials

No	Indicator	Average Score	Category
1	Aspek Teaching Material Size	88%	very feasible
2	Aspek Cover Design	90%	very feasible
3	Aspek Teaching Material Design	96%	very feasible
Average Score		92%	very feasible

Source: Data Processed, 2022

Table 3. The Results of Expert Validation of Teaching Materials

No	Indicator	Average Score	Category
1	Aspek Material Suitability With KD	92%	very feasible
2	Material Accuracy	90%	very feasible
3	Aspek Material Refinement	90%	very feasible
4	Aspek Encourage Curiosity	92%	very feasible
Average Score		92%	very feasible

Source: Data processed, 2022

ceeds the predetermined minimum score. This proves that the design of economics teaching materials based on entrepreneurial values as a learning resource is very appropriate for use by high school class XI students. The results of the feasibility study of teaching materials are also proven by the results of expert or reviewer assessments that average a percentage of more than 76%. Thus, it can be concluded that Indonesian language teaching materials with insight or entrepreneurship are appropriate to be used as teaching materials in elementary schools (Ahsin, M. N., & Arumsari, 2018).

Material Expert Validation Results

Material expert validation is carried out to determine the feasibility of teaching materials which include assessment indicators, namely; Material suitability with KD, Material Accuracy, Up-to-date Material, and Encouraging Curiosity. The data obtained are in the form of quantitative data and data from expert validation. The material is described qualitatively.

Both data were obtained by researchers from the assessment questionnaire. The following is an explanation of the data from the expert validation of teaching materials.

Based on the Table 3, the results of the validation of material experts that economic lesson material based on entrepreneurial values as a learning resource that has been developed show that (1) the aspect of suitability of material with KD gets an average score of 92% included in the "very feasible" category; (2) Material Accuracy aspects get an average score of 90% included in the "very feasible" category; (3) Material Refinement aspects get an average score of 90% included in the "very feasible" category; (4) Encouraging Curiosity aspects get an average -an average score of 92% is included in the "very decent" category. The average score obtained is 92%, which means that economics lesson material based on entrepreneurial values is very feasible and suitable for high school class XI students. This is also proven by the research results of Fah-

Table 4. Student Assessment Results on Teaching Materials

No	Indicator	Average Score	Category
1	Aspek Teaching Material Size	92%	very feasible
2	Aspek Cover Design	92%	very feasible
3	Aspek Teaching Material Design	94%	very feasible
4	Encourage Curiosity	94%	very feasible
Average Score		93%	very feasible

Source: Data processed, 2022

urrozi, M., Mohzana, M., & Mispani, M. (2021) with the results of data analysis and discussion that has been carried out, it can be concluded that the results of the validation of material experts, the teaching materials that have been developed have eligibility with the category of "very feasible". This is indicated by the overall percentage of all aspects of (87.67).

Results of Student Respondents

The test using the author was carried out directly in a class with a total of 30 students of class XI SMA. At this stage, the researcher obtained quantitative data which was then described in qualitative terms. Quantitative data in the form of student learning statements scores using economics teaching materials based on entrepreneurial values that were developed. The results of student assessments of economic value-based teaching materials are entered in a Table 4.

Based on the Table 4, the results of student responses that economic lesson material based on entrepreneurial values as a learning resource that has been developed yield results namely (1) aspects of Teaching Material Design with an average score of 92% included in the "very feasible" category; (2) aspects of Cover Design get an average of 92% included in the "very feasible" category; (3) Teaching Materials Design aspects get an average of 94% included in the "very feasible" category;

(4) aspects of Teaching Material Design get an average of 94 % included in the category of "very feasible". The average score obtained is 93%, which means that the overall assessment of media design experts exceeds the predetermined minimum score. So, it can be concluded that it is very feasible to use. This is evidenced by the results of the assessment of the responses of class XI high school students. This is also proven by the results of Mispani, M., & Fahrurrozi, M. (2022) research with a total average score of the overall score of 3.38 which is included in the "very decent" category. Based on data from student responses to the Economics Education Management e-module, they stated that it was very feasible to use as a learning resource.

CONCLUSION

Based on the results of the study, it can be concluded that the results of the development of the material assessment obtained presentation results as much as 92% in the very appropriate category, the design assessment on the media obtained 92% presentation results in the very feasible category, and the assessment of student responses on teaching materials obtained the results of the presentation as much as 93% with a very decent category. Thus, the results of the research of SMAN 1 Sukamulia, it can be concluded that this teaching material is suitable for use in class XI students. Howe-

ver, in this study, due to time constraints, the development process is still in the trial stage. Some suggestions that can be conveyed in this regard are that the resulting teaching materials can be a source of reference for students and teachers to be used in the learning process of Entrepreneurship Value-Based Economics subjects and need similar research in the form of more interactive teaching materials for Economics Value-Based Entrepreneurship subjects and also for other courses.

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