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The Development of Entrepreneurship Learning Model Based upon Local Potential to Increase Interest in Entrepreneurship at SMK Negeri 1 Salatiga

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Abstract

The small number of SMK Negeri 1 Salatiga graduates who are active as entrepreneurs demonstrates the lack of an entrepreneurial spirit among SMK students. This is quite sad given the abundance of local potential, notably the water hyacinth pest. To build local potential in the vicinity of SMK Negeri 1 Salatiga, a learning model must exist that draws students. This research aimed to assess the necessity of integrating water hyacinth craft material with entrepreneurial content in the form of a learning model for students in grade 12 at SMK Negeri 1 Salatiga. and determine the efficacy of applying the local potential-based learning model approach "water hyacinth" with class 12 students of SMK Negeri 1 Salatiga. This research utilizes a research and development paradigm (*Research And Development*) that facilitates the efficient and successful implementation of activities., As a result of the progress in education, a learning model will be created that further improves students' comprehension and competency, which will lead to a rise in the quality of work outcomes. The process of building an entrepreneurial learning model based on local potential comprises two major stages, the first of which is the establishment of a project-based learning model (PjBL) by direct experience using water hyacinth media.Second, the creation of a learning guide that includes an entrepreneurial module based on the local potential of water hyacinth. These situations give researchers with the inspiration to design a new innovation by combining local potential-based learning models with supporting instructional materials and the *Project Based Learning* (PjBL) learning model.

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INTRODUCTION

The growth and well-being of the community is one of the objectives of economic development, but there are now numerous obstacles to achieving this objective, Such as unemployment and low educational attainment in the community, The absence of skills possessed by human resources is the root cause of unemployment issues. The rising unemployment rate will diminish the prosperity of people's lives. (Baeti, 2013). Unemployment is a very difficult problem since it influences and is influenced by a number of elements that interact with one another in a manner that is not always easy to comprehend. If unemployment is not immediately addressed, it can lead to social insecurity and even destitution.

According to data collected by the Central Statistics Agency (BPS), the Open Unemployment Rate (TPT) was 5.34 percent in August 2019 (BPS, 2020). This number indicates that there are 6,99 million unemployed individuals in Indonesia, or 5 unemployed individuals for every 100 employed individuals. According to BPS statistics from August 2015 through August 2019, TPT has declined by 0.3% to 2.4% across all levels of education. Moreover, according to data from the Central Statistics Agency (BPS), the Open Unemployment Rate in Central Java in 2019 was approximately 4.49 percent, the same as in 2015, and there was a 0.08% increase in unemployment between 2016 and 2017. Particularly in the City of Salatiga, TPT has increased over prior years. This is seen by the 2017 data, which reached 3.96 percent. This figure continues to climb, in 2018 it increased to 4.28% and in 2019 it rose to 4.43% (BPS, 2020). (BPS, 2020).

The disparity between the labor force and the number of available jobs is one of the factors contributing to the yearly growth in Indonesia's unemployment rate. According to BPS data, there were 136.18 million persons in the labor force in February 2019, a 2.24 million rise from the previous year (BPS, 2020). The growth in the labor force also had an impact on the labor force participation rate (TPAK), which increased to 0.12% as a result.The unemployment rate based on the degree of education comparable to high school was 8.63 percent for TPT Vocational High Schools (SMK) and 6.78 percent for High Schools (SMA). On the basis of these facts, it is evident that SMK graduates have a higher unemployment rate than SMA graduates.

To combat the increase in the number of unemployed, it is possible to foster entrepreneurship (Sudrajat, 201). Entrepreneurship is a means of bridging the gap between the number of workers and the number of available positions. In a country where entrepreneurship is flourishing, it will have a big impact on economic growth (Alma, 2005). The government has issued many regulations in favor of the program due to the importance of fostering entrepreneurship to combat unemployment. Government Law number 60 of 2013 pertaining to the organizational structure, people, and methods for Youth Entrepreneurship Capital is an example of a regulation in this area that is intended to stimulate the emergence of new entrepreneurs in Indonesia.

Formal and informal entrepreneurship education development programs are conducted. Formal education ranges from Basic Education to Higher Education, whereas informal education is provided by numerous community institutions, local governments, and private organizations. According to Ryle in Pareira (2007), the entrepreneurial habit from a young age is supposed to boost a person's creativity, invention, adaptability, and independence, allowing them to respond well in a variety of situations.The importance of entrepreneurial education in overcoming a variety of difficulties, particularly employment, cannot be overstated. A quality education will be able to produce human resources that can compete successfully. The purpose of entrepreneurship education is to enhance student interest in entrepreneurship in order to make it more competitive.

According to the *Cambridge Dictionary,* an entrepreneur is an individual who establishes a firm independently by exploiting existing commercial prospects. A speculative entrepreneur is an entrepreneur who seeks possibilities when there is a price shift between two to three months. In the meantime, arbitrary entrepreneurs are entrepreneurs similar to speculators, but they do

not wait for a specified amount of time. A speculative entrepreneur is an entrepreneur who seeks possibilities when there is a price shift between two to three months. In the meantime, arbitrary entrepreneurs are entrepreneurs similar to speculators, but they do not wait for a specified amount of time. An innovative entrepreneur is an entrepreneur who finds market opportunities based on market requirements and whose products or services are constantly novel. Making textile from water hyacinth is an illustration of an innovative entrepreneur. Swamps are home to the water hyacinth plant.

Water hyacinth is a species of weed that is regarded a nuisance by the community due to the fact that it thrives in wetlands and agricultural regions, as well as being a breeding ground for disease-carrying mosquitoes. The community is unaware that water hyacinth plays a significant function in the ecology as a location for fish to thrive and as a filter for various pollutants in marsh water. Additionally, the water hyacinth plant can be utilized as a material for woven crafts with nearly the same durability as rattan. Rawa Pening, which is located in the Semarang Regency and is immediately close to the City of Salatiga, is one of the greatest water hyacinth-producing regions in Indonesia. As one of the largest producers of water hyacinth in Indonesia, local schools should be able to capitalize on this opportunity to foster an entrepreneurial mindset in their students.

In order to expand the number of entrepreneurs, the implementation of education, particularly learning about entrepreneurship through the utilization of local resources, requires the cooperation of several stakeholders. According to Warisman (2008), independent system learning and the incorporation of entrepreneurial attitudes in all areas of education are appropriate in this circumstance. This approach has been implemented for SMK (Vocational High School) learning. On the basis of the initial research data at the research location, SMK Negeri 1 Salatiga, it can be shown that a significant proportion of SMK Negeri 1 Salatiga graduates are still unemployed.

The small number of SMK Negeri 1 Salatiga graduates who are active as entrepreneurs demonstrates the lack of an entrepreneurial spirit among SMK students. This is particularly terrible considering that there is a very plentiful local potential, notably the water hyacinth pest. Water hyacinth pests are difficult to control in the Rawa Pening region, despite the fact that the quality of water hyacinth in the region is suitable for processing into handicraft items. Related to this, it is vital to create a learning model that attracts students to develop local talent in the vicinity of SMK Negeri 1 Salatiga. To solve the problem of unemployed graduates at SMK Negeri 1 Salatiga, it is necessary to transform the availability of water hyacinth raw materials into export-quality artisanal products.

Based on the description of the aforementioned challenges, it is important to build a learning model based on the local potential of water hyacinth in the Salatiga region in order to pique students' interest in entrepreneurship through the use of local potential. Moreover, the urgency of this research is beneficial for lowering the unemployment rate among SMK graduates. Based on this, the researcher is interested in doing research with the title "Development of an Entrepreneurship Learning Model Based on Local Potential to Increase Interest in Entrepreneurship at SMK Negeri 1 Salatiga" This learning model will be developed for all levels of class XII students at SMK Negeri 1 Salatiga in an effort to give entrepreneurial opportunities for SMK Negeri 1 Salatiga graduates and to encourage the entrepreneurial spirit of SMK Negeri 1 Salatiga students.

This research aimed to determine the necessity of integrating water hyacinth craft material with entrepreneurial content in the form of a learning model for SMK Negeri 1 Salatiga's class 12 students. And to determine the efficacy of applying the local potential-based learning model method "water hyacinth" with SMK Negeri 1 Salatiga class 12 students.

RESEARCH METHODS

This research utilizes research and development techniques. (*RESEACRH AND DEVELOPMENT*). The function of the research and development model (*Research And Development*/R&D) is to facilitate the

implementation of work so that it is effective and efficient. The quality of work results will improve as the development in education produces a learning model that further improves students' understanding and competence.

The *Define* stage, the *Design* stage, the *Develop* stage, and *Disseminate* stages are the steps for R & D research utilizing the 4D development paradigm, according to Sugiyono (2015). Based on these research and development steps, this research was carried out up to step 3, namely develop, for the process of disseminating or disseminating only on limited-scale exams administered to students at SMK Negeri 1 Salatiga.

RESULTS AND DISCUSSION

During the first stages of the research, the researcher conducted interviews with one of the instructors in charge of class XII Accounting 3, Nining Mariyaningsih, S. Pd, M. Pd, who also serves as the Deputy Head of School for Curriculum at SMKN 1 Salatiga, to gather initial observations. In this introductory remark, Researchers discovered that the level of interest in entrepreneurship among SMKN 1 Salatiga graduates was extremely low, particularly among Accounting majors. As evidenced by the data presented in the introduction, Accounting is a major with a low proportion of graduates that are entrepreneurial.On the basis of these findings, the researchers determined that the low rate of entrepreneurship graduates was due to the fact that a number of degrees were unrelated to the manufacturing process and instead concentrated on workforce preparation.

Based on these findings, the researchers also determined that the low rate of entrepreneurship graduates was due to the fact that some degrees were unrelated to the production process and instead concentrated on workforce preparation. The vocational field at issue includes the Department of Accounting and Office Administration, which focuses on preparing students to become accountants and office administrators.

This has an effect on the low rate of self-employment among accounting and office administration graduates. This is corroborated by the remark of Nining Mariyaningsih, Deputy Head of the Curriculum Section at SMKN 1 Salatiga, who indicated that there was a lack of an entrepreneurial learning model that piqued students' interest in entrepreneurship.

In addition to surveying the teacher, the researcher also polled the students about the entrepreneurship learning process and their opinions on the entrepreneurship learning process that students should desire. One of the class XII students from the Department of Accounting, Aknes Erliana, stated that studying about entrepreneurship was theoretically less inspirational and intriguing.

The lack of direct inspiration and practice makes it difficult for students in the accounting and office administration occupational domains to implement theory since it is difficult to implement theory without inspiration and practice. This remark is consistent with the results of the teacher's basic requirements questionnaire, which indicate that it is required to establish a model of entrepreneurial learning based on local potential. The questionnaire was prepared utilizing a Likert scale with a semi-open question paradigm. There are a number of 3 questions with various derivative questions, with the focus of the questions namely: (1) The necessity for a production system learning model based on local potential materials in the surrounding environment. (2) The requirement for instructional materials. (3) There is a need for an entrepreneurial learning paradigm based on local potential, including module-based teaching materials and hands-on water hyacinth craft practice. Using a sample of five accounting vocational teachers, there are twenty questions with a semi-closed answer approach..

Data analysis reveals that all teachers support the creation of learning models. The following information pertains to the three focuses of the questions on the importance of establishing local potential-based entrepreneurial learning models.

Table 4.1 Table of Percentage of Teacher Needs Questionnaire Answer Data

No	Inquiry Number	Preferred cumulative presentation (Yes/Agree)	Cumulative percentage of choice (Simply Agree)
1	P1	100%	0%
2	P2	100%	0%
3	P3	100%	0%
4	P4	100%	0%
5	P5	80%	20%
6	P6	100%	0%
7	P7	80%	20 %
8	P8	100%	0%
9	P9	60%	40%
10	P10	100%	0%
11	P11	100%	0%
12	P12	60%	40%
13	P13	100%	0%
14	P14	80%	20%
15	P15	80%	20%
16	P16	100%	0%
17	P17	100%	0%
18	P18	100%	0%
19	P19	80%	20 %
20	P20	60%	40%

The aforementioned data is separated into three groups based on the emphasis on needs associated with a local potential-based development model, as indicated in the preceding section. The specific questions are P1 through P7, and they center on the requirement to create a model of product-based learning that makes use of the immediate environment. The information above demonstrates that, on average, 94.28% of the teachers responded in favor of creating locally based entrepreneurship modules, indicating their agreement with the urgency of doing so.

In addition, questions P8 to P14 focus on perceptions of the necessity of extra pertinent instructional resources. The majority of teachers who responded to questions about the need for new teaching materials in the form of modules agreed, and some teachers selected the option to agree with all three of the questions (P9, P12, and P14). When asked whether the usage of instructional materials had an impact on students' learning outcomes in question P9, 60% responded "Yes, necessary," with 40% responding "very necessary." 60% of teachers selected "Yes, Need" in response to Question P12 considering modules as a supplement to the primary teaching materials, while the remaining 40% selected "Enough essential." P14 covers questions about the use of water hyacinth as a learning medium, to which 80% of instructors responded "extremely important" and 20% responded "important."

In addition to analyzing the teacher's basic needs questionnaire, the researcher also examined the student's. This student basic needs questionnaire has 10 items based on the Linkert scale (see the questionnaire questions in the Appendix). The procedure of gathering data from student needs questionnaires is separated into two categories: experimental class and control class.

The process of building an entrepreneurial learning model based on local potential comprises two major stages, the first of which is the establishment of a project-based learning model (PjBL) by direct experience using water hyacinth media.Second, the creation of a learning guide that includes an entrepreneurial module based on the local potential of water hyacinth. The construction of this learning model is predicated on the selection of *Project-Based Learning* as the primary stage, and it is implemented in an experimental class. The objective of this development is to establish project-based learning with a direct practical approach by utilizing specialists or specialists. The specialists described in this study are successful businesspeople who manufacture products from water hyacinth. This expert's role is to help the training of students in the production of goods from raw water hyacinth resources. Therefore, this project-based learning relies on the creation of finished commodities from water hyacinth's basic components.

Then, advice is required to support learning based on local potential. This research provides recommendations in the form of supplementary instructional resources organized into modules. The module in question is one that has been designed to support project-based learning. Based on the results of an analysis of the needs of teachers and students at SMK N 1 Salatiga, this module was

designed. This lesson focuses on discussing the usage of water hyacinth. When the local potential-based learning paradigm is applied in the experimental class, this module is subsequently used as a companion teaching resource for students.

Purposive Sampling was employed to collect data for this research because, according to Arikunto (2013), purposive sampling involves selecting people based on a specific aim rather than strata, chance, or area. In this instance, XII AK 2 and XII AK 3 were used as research classes because Suratman, S.Pd., and Nining Mariyaningsih, S.Pd., M.Pd, were the instructors who taught the entrepreneurship course in those classes, and because Suratman took on the role of homeroom teacher in XII AK 3 to enable the research to proceed in accordance with the intended goals. Prior to that, the researcher was familiar with the starting conditions of the research site because he or she had taught at the school where the site is located for several years.

The determination of material and needs analysis conducted at the outset of the research process serves as the foundation for the construction of this development research product. The selected material is the utilization of natural resources for creative preparations in entrepreneurial courses.

The selection of this material was based on talks with postgraduate students' supervisors and colleagues. On the basis of the discussions, an accord was reached, So that research activities do not interfere with the teaching and learning process in schools, the entrepreneurship learning materials that will be delivered to students at the same time as the research activities will be processed products derived from local natural resources, specifically processed water hyacinth products. In product development research, after defining the material to be developed, the researcher conducts a needs analysis. By conducting interviews with the school where the research was done, a needs analysis was conducted. The researcher conducted interviews with two accounting teachers who were designated by the school to assist with this research and development effort.

The purpose of this interview was to gather information about the learning qualities of the students who will become the subject of research. In addition to conducting interviews, researchers observed classroom teaching and learning activities in the field. In addition, the researchers designed a questionnaire to assess the needs of students and teachers with respect to locally-based learning models, such as water hyacinth in swamp pening.This needs analysis questionnaire included 5 professors and two accounting classes in class XII, with class XII AK 2 serving as the control class and class XII AK 3 serving as the experimental class.

According on the findings of these interviews, one might deduce that,

Even with proper coaching from the teacher, the majority of students continue to struggle to develop their entrepreneurial abilities based on the potential of their local surroundings. In addition, students frequently forget the material presented by the teacher. There are also pupils that cannot concentrate while studying in class, resulting in a less favorable classroom environment.

These situations give researchers with the inspiration to design a new innovation by combining local potential-based learning models with supporting instructional materials and the *Project Based Learning* (PjBL) learning model. Project-Based Learning (PjBL) or project-based learning model (PBP) is a learning paradigm that employs activities or projects that result in a product. Two classes engage in organized learning utilizing a project-based learning model: the control class and the experimental class. Then, a lesson plan is developed based on the nature of the curriculum utilized at SMK N 1 Salatiga. Given that the class in question is class XII, the 2013 curriculum is still utilized. The validity of the proposed RPP will subsequently be assessed by practical experts or learning actors, mainly teachers. Following is a discussion of instruments that relate.

Then, based on the local potential of the marsh pening water hyacinth, a grand design was created for the construction of modules to be used as instructional materials to supplement learning. Teaching modules are organized in accordance

with a number of rules governing their creation and completion. The direction of the created module is mentorship or supplementary learning that focuses on the development of learning models. Therefore solely as supplementary material. Due to the fact that the primary objective of this research is to create a learning model.

The learning model is a conceptual framework that serves as a guide for achieving learning objectives pertaining to syntax, social systems, reaction principles, and support systems through systematic learning. (Joice & Wells, 2009). In the meantime, according to Arends (2008), "a learning model is a strategy or pattern used as a guide for designing learning in the classroom.

Craft and Entrepreneurship based on Candy No. 59 of 2014 Subjects can be categorized as knowledge that cultivates knowledge and teaches life skills based on the arts and technologies based on the economy. The subjects of Aspects of Craft and Entrepreneurship for SMA/MA and SMK/MAK include crafts, engineering, cultivation, and processing. For Craft and Entrepreneurship Subjects, education units must implement at least 2 (two) of the 4 (four) supplied features. The involvement of specialists or specialists in the production of processed water hyacinth products is designed to reinforce the project-based learning that was established from the outset. This reinforcement is essential for showing the real experience of specialists.

Then, modules are intended as learning support resources, as a supplement and a guide for students to have a more thorough perspective or project work plan. The description below details the initial planning or design for the module's construction.

Firstly, the produced module takes the form of a printed module. Second, the designed modules utilize the Problem Based Learning learning model's learning phases. Thirdly, the modules are created using the 2013 curriculum, an adaption of the Independent Curriculum, as a guide. This module addresses Core Competencies 3 and 4 as well as Basic Competencies 3.8 and 4.8 with respect to the processing of lake water hyacinth-derived final products. Fifth, there are three exercises in this module: learning about the water hyacinth weed swamp pening, using water hyacinth, and how to turn water hyacinth into useful things. Moreover, the produced courses are intended to enhance *Thinking And Communication Skills*. In this research, lesson plans and modules were validated only once, as two subject matter experts determined in the first round of validation that lesson plans could be used without revision based on the subject matter. Therefore, validation is performed only once. While media expert validation was conducted in two stages, the first and second, these stages were the first and second. The RPP and this module's assessment component is based on the 2014 BSNP (National Education Standards Agency) assessment tool for the Entrepreneurship textbook. The following are the results of the initial validation evaluation conducted by content and media specialists:

Table. Recapitulation of Phase I Validation Results by Material Experts

No.	Assessment Component	Average Percentage	Criterion
1.	Eligibility of RPP Contents	92,93%	Proper
2.	Eligibility of Presentation	97,27%	Proper
3.	Language Eligibility	95,83%	Proper
Total Average Criterion		95,34% Worth Revisions	without

Table. Recapitulation of Phase I Validation Results by Media Experts

No.	Assessment Component	Average Percentage	Criterion
1.	Module Size	81,25%	Proper
2.	Cover Design	65,27%	Proper
3.	Content Design	75,62%	Proper
Total Average Criterion		74,04% Feasible Revisions	with

As seen in the table above, the assessment component is included in the RPP validation feasibility results.: 1) Content Eligibility receives a score of 92.93% for meeting the criteria of suitability for use; 2) Feasibility of Presentation receives a score of 97.27% for meeting the criterion of suitability for use.; 3) According to the criterion for usability, the language feasibility score is 95.83 percent. In order for the total average percentage of material specialists to reach 95.34 percent Moreover, from a media perspective, it contains the evaluation components: 1) The percentage for Module Size with Eligible criterion is 81.25; 2) Cover Design meets the requirements of Eligible with adjustments to the extent of 65.27 percent; 3) Content Design meets the criteria of Eligible with revisions to the extent of 75.62 percent. Consequently, the overall average percentage of media professionals is 74.04%. This demonstrates that the feasibility of the module in material validation is deemed possible without revision by the two material experts, but the eligibility of the module is deemed feasible with revision in media validation. Therefore, at the initial phase of material validation by material experts, re-evaluation is unnecessary. Based on the suggestions and comments of media expert validators, media validation still requires improvements. Similarly, multiple aspects of media editing affect the layout of the actual content. Thus, it can be stated that the material component must be adjusted in relation to the media component.

Suggestions and comments from media specialists stipulate that the module's cover must have visual value in order to pique students' interest in reading. The layout is intended to be scientifically tailored to the educational process. Then, between the image and the source, each portion is distributed proportionally and equitably. The use of layouts must be consistent from beginning to end so that students can observe with greater ease. Also included is the streamlining of the Module's usage instructions for both students and teachers. The remaining sentences are typographical, and the usage of typeface must be proportional and not excessive..

After incorporating the suggestions and feedback of the media expert validator, the researcher conducted the second round of media validation. In the appendices, you will find a list of the instruments utilized during this second phase. Following a second revision and administration of the questionnaire, the following are the results of the second phase of validation by media experts:

Table. Recapitulation of Phase II Validation Results by Media Experts

No.	Assessment Component	Average Percentage	Criterion
1.	Module Size	87,5%	Proper
2.	Cover Design	79,16%	Proper
3.	Content Design	83,75%	Proper
Total Average		83,47%	
Criterion		Worth without Revisions	

According to the table above, the feasibility findings of the second stage of media validation are dependent on the evaluation component: 1) Module size receives a score of 87.5% for meeting the criteria of suitability for use; 2) Cover Design receives a score of 79.16% for meeting the criteria of suitability for usage with modifications. 3) Content Design receives a score of 83.75 percent based on the criterion of suitability for usage. Therefore, the overall average percentage of the second step of validation by media specialists is 83.47 percent. This demonstrates that the Module's viability in the second phase of media validation demonstrates the Eligibility criteria without revision.

After completing the first and second phases of validation, the researcher was able to conduct trials in the form of responses or responses from both teachers and students. The trial was conducted at SMKN 1 Salatiga, with class XII AK 3 serving as the experimental or trial class. There were 36 pupils in class XII AK 3, however only 34 were able to submit comments on January 13, 2023.

The analysis of teacher reactions or responses to the use of lesson plans and modules reveals the following: 1) Sri Makmuri receives an 80% grade for the criteria Agree once; 2) Wida Damayanti receives an 80% grade for the criteria Completely Agree; 3) Nining Mariyaningsih with a score of 90% and the criteria of complete agreement; 4) Martia Kurniawati with a score of 80% and the criterion of once agreement; and 5) Suratman with a score of 80% and the criteria of complete agreement. So that the average score is 82% based on the criteria of once-only agreement. This demonstrates that the utilization of the RPP learning development model based on local potential and modules in entrepreneurship learning at the SMK 12th grade level is deemed to be excellent. The results of the analysis of student replies are displayed in the table above. The average score of 34 students in class XII AK 3 who responded by selecting "Agree" as their response option is 81%. This demonstrates how effective the RPP learning development approach is for entrepreneurial education at the XII grade SMK level. It is based on local potential and modules.

In class XII Accounting 3, an experimental class was held, and based on the findings of the student response questionnaires, it can be seen that 85.1% of students strongly agree that the local potential-based learning process is extremely interesting to follow. The questionnaire's results also revealed that utilising local resources, in this case water hyacinth, increased students' motivation to start their own businesses by 82.9% of the respondents. This demonstrates that the establishment of local content-based entrepreneurship learning models enhances student interest in entrepreneurship by exploiting local resources, such as the utilization of water hyacinth water hyacinth weeds.

This is in accordance with the teachers' statements that it is necessary to develop an entrepreneurship learning model for class XII in order to increase students' interest in entrepreneurship, especially in Accounting and Office Administration classes where learning is not based on producing products. According to one of the accounting vocational lecturers, this is accurate, In particular, Sri Makmuri said that class XII SMKN 1 Salatiga students need to engage in hands-on learning with role models in the field of entrepreneurship to spark their interest in it.

After undergoing the validation process, the RPP tools and learning modules are integrated into a project-based learning process, namely the creation of water hyacinth crafts alongside water hyacinth craftsmen. Before practicing directly with water hyacinth craft professional instructors, the module is used as an opening support for the learning process to introduce water hyacinth weeds and their application. On January 13, 2023, the learning process will be put into practice.

After testing the local potential-based entrepreneurship learning model, the researchers distributed questionnaires to collect student feedback regarding the local potential-based entrepreneurship learning model. Based on the examination of student replies in the preceding subchapter, the average score of responses from 34 class XII AK 3 respondents indicated that 81% met the requirements for "Absolutely Agree." This demonstrates that the utilization of the RPP learning development model based on local potential and modules in entrepreneurship learning at the SMK level 12 is extremely beneficial. Similarly, according to the results of the calculation of the feasibility analysis of lesson plans and modules conducted by material and media experts, the local potential-based learning model and module teaching materials as learning support have been deemed usable.

The findings of this research were supported by the results of a sample questionnaire filled out by five instructors from the Accounting Department at SMKN 1 Salatiga. On average, 82% of these teachers agreed with the establishment of an entrepreneurial learning model based on local potential. The results of the summary of the questionnaire responses from teachers enhance the viability of the local potential-based entrepreneurial learning model at SMKN 1 Salatiga.

CONCLUSION

In this instance, the researchers constructed a learning model based on local

potential with the PjBL technique for the experimental class, XII AK 3, using the outcomes of their study and discussions. This study also generated teaching materials in the form of modules as a support with the intention of providing teaching materials for the entrepreneurship learning process based on the limited local potential of water hyacinth swamp pening. This module's development of a learning model and instructional materials based on local potential involves a number of steps, including the following: potentials and issues, data gathering, development of a lesson plan and product design, validation of the lesson plan and first-stage design, revision of the design, validation of the second-stage design, and classroom trials. As a recommendation, teachers can use and implement local potential-based learning models with the PjBL methodology directly with specialists on processed products made from water hyacinth raw materials. As they have undergone a number of validations from subject matter experts and learning media experts, teaching materials can also be used by teachers as recommendations and assistance for learning.

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