

## The Effectiveness of Role Playing Based Entrepreneurial Pedagogy Approach on The Values of Entrepreneurship in Elementary School

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### Abstract

The purpose of this research was to analyze the effectiveness of role playing based entrepreneurial pedagogy approach on the values of entrepreneurship. The research method applied in this research was quantitative method of quasi-experimental with Nonequivalent Control Group Design model. Supported by observations conducted during the learning process by using role playing entrepreneurial pedagogy approach. Samples of this research were students of grade V of SDN Pelemkerep 1 and SDN Pelemkerep 2 in Jepara City. They were then divided into two groups of experimental design. SDN Pelemkerep 1 was taken as the experimental group using a role playing based on entrepreneurship pedagogy approach and SDN Pelemkerep 2 was taken as the control group using the expository method. The total number of sampel taken were 80 students. The technique of collecting data was done by using questionnaires and observation using indicators of creative, cooperative and independent. The results of the research showed that role playing based entrepreneurial pedagogy approach is effective in fostering the entrepreneurial values. It is indicated by the test results of independent sample t-test with (Sig. 0.000) smaller than 0.005. To support the data of questionnaire, the score acquire from the observation data showed a significant improvement with an excellent category for the experimental class in the 1<sup>st</sup> meeting at 38.95, 2<sup>nd</sup> meeting at 63.59, 3<sup>rd</sup> at 93.85. Role playing based entrepreneurial pedagogy approach can be using by teachers to inculcate entrepreneurial values implicitly in the learning process in the classroom in order to create fun and effective learning.

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## INTRODUCTION

Indonesia position in an era of global challenges; the emergence of the ASEAN Economic Community; and the growing number of unemployed are now become important factor in improving the quality of human resources through education (Setyo, 2017). Well organized education will lead the students to receive a variety of science one of which is the study of Social Sciences. In elementary school, social studies is very important to be learnt due to preparing students to be able to live in a society, and to face global and dynamic community life.

Moreover, by the development of today's global economy, the existence of the social sciences is increasingly important among the challenges. It led the need for the development of life skills and values of entrepreneurship to become very important to be given to learners. Learners need to be equipped not only knowledge, but also an attitude as well as a strong character to be able to compete and demonstrate skills as one of their competitiveness. Character education is a system of cultivation of character values to the school community, which includes knowledge, awareness or volition, and actions to implement these values (Rahayu, 2013). One of the values should be equipped to the primary students is entrepreneurship values.

Unfortunately, the learning process carried out in primary schools has not included the values, due to ignorance of the teacher in relating them in learning. The values of entrepreneurship is very important for learners to future supplies. During this time learner only provided by the cognitive sciences in the absence of a balance between knowledge, attitude and skills.

Based on observations at SDN 1 Pelemkerep and SDN 2 Pelemkerep, the learning processes were different each other. Teachers still use conventional methods that are ingrained among teachers and do not implement maximal integration or character values in the learning process. The condition, according to Purbiyanti (2017) that during the learning process, especially the Study of Social Sciences does not meet expectations due to the learning model used is

less creative and innovative which causes learners tired and bored.

This was confirmed by the results of interviews with one of class teacher that the teacher did admit to use the same model, continuously or in a conventional mode. It is in the underlying due to difficult conditions the learners so that the model easily selected in presenting the material without any integration with a wide range of values or character. Teacher ignorance in selecting teaching materials containing character values become less meaningful learning (Rustantiningsih, 2012). The negative impact of this situation is the quality of the output and not achieving educational goals.

The values of entrepreneurship needs to be integrated in learning since students attending elementary school through college. This should be done, so that learners have the provision in the future to be more independent and do not as job seekers but jobs providers (Cristiani, 2016). Teachers do not need to plan various activities outside of learning hours because entrepreneurial values can be integrated in each subject matter (Allolinggi, 2017).

The process of learning in the classroom is a very important part of education, especially the planting of values, morals and character. The success of the learning process cannot be separated from the ability of teachers to develop models, methods, and learning media (Nugraha, 2017). The use of learning models that do not fit with the learning goals can lead to the learning process which is not meaningful, especially the lack of character or values that are instilled. The success of the learning process does not only characterized from students' improvement in performance, so it need to foster the values and character needed by learners. To be able to grow or to integrate the values of entrepreneurship, teachers need to choose a model that is able to bridge the needs of students now and in the future as a learning model of role playing.

According Hartati (2012) role playing is a learning model that provide students to learn and play which are performed simultaneously, both individuals and groups. Primary school age learners usually like to learn through playing. In

the learning process, by using this model, the students are directed to cooperate with classmates in exploring and building the meaning of learning to achieved the learning objectives. To meet these conditions, the learning process should be made as real as possible so that the experience gained by the learners are not much different from everyday life. This situation will facilitate the learners in applying the values of entrepreneurship (Naufalin, 2016).

To increase the success of the model of role playing, therefore requires an approach that is capable of bridging and develop all potential of learners, that is entrepreneurial pedagogy. According to Marques, et al. (2012) entrepreneurial pedagogy approach is the approach used by teachers not only to improve the potential academic but also the development of character or values, attitude, and habits that can be used in everyday life and in the future. Role playing entrepreneurial approach based pedagogy is not only able to teach children how to do business or economic activity but also to provide children to have a mental and a strong character himself as the entrepreneur.

This is consistent with the study of Fox, et al. (2018) which stated the learning process will be more fun and meaningful if the teacher uses a role playing model. Role playing models are able to expand their knowledge and to apply the values of entrepreneurship. In the future it will require a clear narrative and evaluation during role play. The benefit of models of pedagogy role playing and entrepreneurial approach revealed in previous studies (Braund, 2015; Cekrez, 2012; Hendrix, 2012; McConville 2017; Solis, 2017; Zazimo, 2017). Unfortunately, special models based role playing pedagogy entrepreneurial approach in fostering entrepreneurial values has not been done yet. Therefore had been, the teachers need to create innovate learning by using an effective learning model in order to increase not only in terms of knowledge but also attitudes and skills.

The study aims to analyze the effectiveness of role playing an entrepreneurial approach to pedagogy based on the values of entrepreneurship. A role playing model based on

an entrepreneurial pedagogy approach is able to assist teachers in realizing needs, fostering values entrepreneurial and developing students' potential with correct systematics and evaluation clear.

## **METHODS**

This research was a quasi-experimental quantitative model with nonequivalent control group design in order to measure the effectiveness of role playing based entrepreneurial pedagogy approach on the values of entrepreneurship. The study population was all students of grade V which is incorporated in Gugus Nusa Bangsa, Mayong, Jepara in the Academic Year of 2017/2018. Sampling was done by using purposive sampling technique based on several reasons that the location of the school was at the center of community economic activities, both schools used the third 2013 curriculum there was no entrepreneurship education. The sample of SDN 1 Pelemkerep and SDN 2 Pelemkerep with the number of 80 students. The data collection technique was done by using a simple questionnaire to determine the state of the learners during the learning process and observation to support the data of questionnaire. Data were analyzed by using independent sample t-test with prerequisite test of normality and homogeneity. In addition, the data observed during the learning process was also used to support the acquisition of research data about the effectiveness of the test results of role playing based pedagogy entrepreneurial approach on the values of entrepreneurship.

## **RESULTS AND DISCUSSION**

### **Normality and Homogeneity of the Research Data**

Before the data were analyzed by using independent sample t-test, prerequisite test was done at first to determine the normality and homogeneity of the data. The normality and homogeneity test results can be seen in the following Table 1.

**Table 1.** Test Results of Normality and Homogeneity

Normality test	Score	Sig	Information
Class experiment	.114	0.05	Normal distribution of data
Classroom control	.101	0.05	Normal distribution of data
Homogeneity test	.366	0.05	Homogeneous data

**Values of Entrepreneurship**

Testing of the effectiveness of the role playing entrepreneurial pedagogy approach based on learning to foster the values of

entrepreneurship for elementary school students, was based on the completion of questionnaire of entrepreneurial values. Filling the questionnaire carried out by students of grade V SDN 1 Pelemkerep as an experimental group and SDN 2 Pelemkerep as a control group. The test results of average different of role playing based entrepreneurial pedagogy approach on the values of entrepreneurial can be seen in the following Table 2.

**Table 2.** Comparative Test Results of The values of Entrepreneurship

		t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% Confidence interval of the difference	
							Lower	Upper
Values of entrepreneursh	Equal variances assumed	9.34	78	.00	2.65	.28	2.09	3.22
	Equal variances not assumed	9.34	76.38	.00	2.65	.28	2.09	3.22

Based on Table 2, it is showed that the Sig. (2-tailed) of 0.000. In accordance with statistical data processing independent sample t-test, the Sig. (2-tailed) < 0.05. Obtain this score has meaning that there is a significant difference between the value of entrepreneurship experimental group and the control group. Differences in the values of entrepreneurship between the experimental group and the control group to prove that  $H_0$  is rejected and  $H_1$  accepted that the average values of entrepreneurship students with role playing pedagogy based entrepreneurial approach is better than the average values of entrepreneurship students with expository.

If there are differences, then role playing entrepreneurial pedagogy-based approach in instilling the values of entrepreneurship can be said to be effective compared to the expository model. The effectiveness is due to many things, one of which is the model selection based role playing pedagogy entrepreneurial approach adapted to the growth and development of learners. In the process of learning to integrate the values of entrepreneurship, role playing is able to provide opportunities for learners to gain a learning experience and build their own information obtained (Sutiyani, 2015), it is becoming easier and effective in fostering the values of entrepreneurship slowlyland on self-

learners, as they themselves grow and teachers as facilitators.

The effectiveness of role playing based approach to entrepreneurial pedagogy on the values of entrepreneurship strengthened by the opinions of Cummins (2013) in which stated that role-playing game being played by students as one of the ways the teachers to describe the entrepreneurial activity and develop generic skills in studying the concept, application of the theory and character acquired during the learning process. That is in the process of learning to use the role playing the teacher not only convey a better understanding of matter but instilling entrepreneurial values implicit in role play activities, making the role playing pedagogy based entrepreneurial approach is more effective than expository method.

The effectiveness of role playing based entrepreneurial pedagogy approach makes the learning process carried out also in accordance to the needs of the students not only today but also in the future. Need for attention from all circles that not only knowledge required for success but also the mental attitude and strong character to be able to compete globally. By instilling the values of entrepreneurship indirectly in teaching especially those of the study social science is able to provide a positive impact for students in the future (Daryanto, 2017). The learning process not

only promote knowledge of economic activity, but also improve the attitude in economic activism and the skills required to meet the needs of the economy during the learning process using an entrepreneurial approach based role playing pedagogy. Entrepreneurship education is not only related to skills and talent alone but the mindset and attitude of someone who needed to be able to increase the socio-economic status (Achmad, 201).

Planting entrepreneurial values by using an innovative model will be easier and more effective. Sudargo cited by Cristiani (2016) and stated that even ASEAN countries are already implementing entrepreneurial values since elementary school. This is based on that mindset of elementary school children more open and receptive to change from the outside, in order to adapt to the environment (Poerwanti, 2013). Regardless to theories about attitude change of the planting process values of entrepreneurship in schools can be through learning activities are carried out in a planned manner to change the mindset of students to become entrepreneurs, not make learners of job seekers who rely on the work of others (Maulida, 2017).

### Observations of Learning Process of Eksperimental Class

Observations was also carried out in the research to support the data obtained from the questionnaire responses during the learning process in the eksperimental class by using a role play based entrepreneurial pedagogy approach and control class by using the expository method. Observations made in the form of a general observation to see the response or activity of students during the learning process. The data of observation can be seen in the following Figure 1.

Based on Figure 1, it can be seen that the experimental class has a score that is increasing at every meeting. These results were obtained during the learning process in which the experimental class by using role playing based entrepreneurial pedagogy approach. According to Mukhlisin (2017), teachers need to avoid behavior of learners which is only as a spectator and being receptive to the learning process. So

that they can actively participate in the learning then create a conducive, comfortable and enjoyable atmosphere. Therefore, the model selection of role playing based entrepreneurial pedagogy approach can be one of the solutions to the problem.

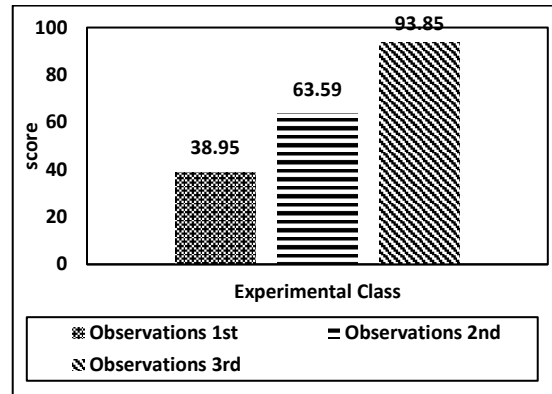
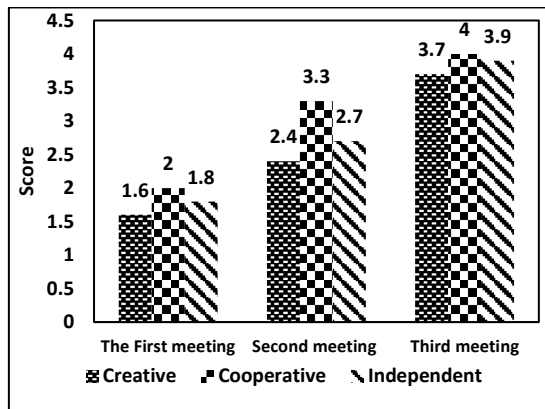


Figure 1. The Acquisition of Score of Observations

Results in the eksperimental class observations showed that during the learning process, the students were very enthusiastic. They asked many questions to the teacher on how to keep them playing well, this led into a rowdy class. Originally the class was noisy but as they are more focused learning process with the objective of their respective groups and enthusiastic about working together, playing a drama with the creativity and independence of their respective groups. They became happy since the learning process was more enjoyable without any demands or restrictions on the actions of the teacher.

Education in this case intended as the formation of the nation's character. The strategy of character development through education in schools, families and communities into a single unit supporting each other (Yatmiko, 2015: 79). So that when the learning process and cultivation of the values of entrepreneurship is growing then it should be maintained and applied in the form of actions that reflect the values of entrepreneurship. Character education in schools to do well in the learning process, extracurricular and daily lives with the community (Yatmiko, 2015). In the learning process, the values of entrepreneurship in observations covering,

creative, cooperative and independent. These three aspects have some higher tendency. Here are the results of observations in the learning process of role playing entrepreneurial approach to pedagogy based on the theme 8 "Lingkungan Sahabat Kita" (Our Neighborhood) focuses on the subject matter of the study social science. The data is presented in the following Figure 2.



**Figure 2.** The Average Score of Acquisition in Experiment Class

Based on Figure 2, it indicated that in each meeting, learners experience an increase in the values of entrepreneurship which was applied during the learning process. The higher aspects on a private-owned cooperative learners are achieving a score of 4. As for the second place was occupied by independent learning with the acquisition of a score of 3.9 hereafter low values of entrepreneurship is creativity with the acquisition of 3.7. The increase in scores at each meeting reinforce the results of which states that the role playing based entrepreneurial pedagogy approach is very effective in instilling the values of entrepreneurship among students in grade 5 SDN 1 Pelemkerep.

Aspects of cooperation is high enough which is motivated by role playing itself that is essentially a cooperative learning where the learning process focused on the cooperation between learners. In addition, the role playing models including of cooperative learning that has a certain purpose for gaining skill through teamwork, these skills can be a problem solving (Rochmawati, 2017). Since in the learning process by using Role playing based

entrepreneurial pedagogy approach is an activity of cooperation with peers, it is able to train problem-solving activities. Solving problems related to the role plays and discussions during the learning process. The prominence aspects of cooperation reinforced by the opinions of (Cikrez, et al. 2012) who agree that the role playing done in class able to develop cooperation through the bonds of friendship relationships between learners.

In addition, not only the role playing that led to the aspect of cooperation become aspects of the highest among other aspects, but also the approach of entrepreneurial pedagogy that contributed significantly, it is revealed by Pesonen, et al (2012), which revealed that entrepreneurial pedagogy is able to help teachers create an environment where participants students are not only listen to theory but also able to practice or work together to try and create new things suit to current needs. Therefore, it is no surprising if the aspect of cooperation was into the highest aspect.

The implementation of learning in this research by using role playing based entrepreneurial pedagogy approach, indirectly, the teacher has met the four pillars of learning: (1) learning to know is concerned with understanding the concept of matter and the values of entrepreneurship, (2) learning to do and learning to live together related the role playing activity where learners can communicate, work together and build social relationships with friends and teachers, (3) learning to be related to processing information obtained either during the role plays and discussions (Daryanto, 2017).

Integrates the values of entrepreneurship can be done through the syllabus, lesson plans and teaching materials in various ways, for example using innovative models like role playing based entrepreneurial approach to pedagogy in the learning process. Teachers must not only continually create labor but also generations that have the character or the value needed for the future. According to Syifauzakia (2016) in the research of The National Child Development Study (NCDS) stated that most of the young entrepreneurs who are in the age of 33

years old is a result of the cultivation of the values of entrepreneurship from an early age. Syifaузakia (2016) also added that everything is embedded in the self-learners carried out early can affect the further development of life. The values of entrepreneurship will increase creativity, cooperation and independence as one of the skills needed in the 21<sup>st</sup> century.

## CONCLUSION

The use of role playing based entrepreneurial pedagogy approach for the learning process is effectively foster the values of entrepreneurship which includes creativity, cooperativeness and independent as indicated by the acquisition of the independent sample t-test results which indicated that the Sig. (2-tailed) 0, 000 less than 0.05. These results acquisition strengthened the score observations include the 1<sup>st</sup> meeting at 38.95, 2<sup>nd</sup> meeting at 63.59, and 3<sup>rd</sup> meeting at 93.85 which is rising continuously. In aspects observed in the test as well as the cooperation has the highest score compared to other aspects. Observations show a significantly improved and indicated in the category of "excellent". Based on the test results of independent sample t-test and observation, it can be concluded that role playing based entrepreneurial pedagogy approach is effective in foresting entrepreneurial values in the subject matter of the study social science grade V SDN 1 Pelemkerep.

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