



EFFECTIVENESS OF CREATIVE PRODUCT LEARNING AND ENTREPRENEURSHIP OF THE LIGHT VEHICLE ENGINEERING PROGRAMME AT SMK NEGERI 1 BINTAN UTARA

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ABSTRACT

This paper discusses the effectiveness of creative product learning and entrepreneurship in the light vehicle engineering Programme at Class XII of SMK Negeri 1 Bintan Utara. The method the researchers used was a quantitative descriptive method with a formative evaluation model. The research object was creative product learning and entrepreneurship of class XII. Data collection techniques used tests and observation. Data were analyzed descriptively. The results imply that the presentation for the learning process was 72.5% and students' learning outcome was 53.85%. Thus, it can be concluded that 1) the creative products and entrepreneurship learning process in the light vehicle engineering program at SMK Negeri 1 Bintan Utara is still in the sufficient category, 2) students' learning outcome of creative products and entrepreneurship in the light vehicle engineering program at SMK Negeri 1 Bintan Utara is still in the less category, and 3) the effectiveness of creative product learning and entrepreneurship in the light vehicle engineering program at SMK Negeri 1 Bintan Utara is still not effective.

Keywords: *creative product and entrepreneurship, light vehicle engineering program, vocational students' learning outcomes*

EFEKTIVITAS PEMBELAJARAN PRODUK KREATIF DAN KEWIRAUSAHAAN PROGRAM KEAHLIAN TEKNIK KENDARAAN RINGAN DI SMK NEGERI 1 BINTAN UTARA

ABSTRAK

Tulisan ini membahas efektivitas pembelajaran produk kreatif dan kewirausahaan program keahlian teknik kendaraan ringan di kelas XII SMK Negeri 1 Bintan Utara. Metode yang peneliti gunakan adalah metode deskriptif kuantitatif dengan model evaluasi formatif. Objek penelitian adalah pembelajaran produk kreatif dan kewirausahaan kelas XII. Teknik pengumpulan data dengan teknik observasi dan tes. Data dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa persentasi untuk proses pembelajaran sebesar 72,5 % dan hasil belajar siswa sebesar 53,85%. Dengan demikian dapat disimpulkan bahwa 1) proses pembelajaran produk kreatif dan kewirausahaan program keahlian teknik kendaraan ringan di SMK Negeri 1 Bintan Utara masih berada pada kategori cukup baik, 2) hasil belajar siswa pembelajaran produk kreatif dan kewirausahaan program keahlian teknik kendaraan ringan di SMK Negeri 1 Bintan Utara masih berada pada kategori kurang, dan 3) efektivitas pembelajaran produk kreatif dan kewirausahaan program keahlian teknik kendaraan ringan di SMK Negeri 1 Bintan Utara masih belum efektif.

Kata Kunci: *produk kreatif dan kewirausahaan, program keahlian teknik kendaraan ringan, hasil belajar siswa SMK*

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INTRODUCTION

Education is an important element in building the life of the nation. Education has a major influence on changing one's way of life (Vandini Intan, 2016). In Law no. 20 of 2003 explains that education in Indonesia is an effort that is carried out consciously and needs planning

so that an atmosphere of learning and an active learning process is created so that students can develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character. , as well as the skills needed by himself, the community, the nation and the State.

The quality of human resources is one of the benchmarks for a country in measuring the country's progress in the era of globalization. According to Zahara Tengku in (Zain Ahmad, 2017) the quality of human resources is said to be high, if they master science and technology and have responsibility for human life and other living things and feel that humans have a functional relationship with the social system, then development can be carried out properly as that has been done by developed countries in nation building and has been oriented towards the future. Many developed countries that have succeeded in increasing the welfare of their people are nations that were initially poor but have quality human resources.

Based on the Central Statistics Agency (BPS) in 2021 the open unemployment rate by level of education reported that the majority of unemployment in Indonesia came from the highest Vocational High School (SMK) graduates among other schools, namely 11.13 percent. The next highest TPT was in SMA at 9.09 percent. In other words, there is a supply of labor that is not absorbed, especially at the vocational and high school education levels. Those with low education tend to be willing to accept any job, it can be seen from the TPT SD and below that it is the smallest among all levels of education, namely 3.61 percent.

SMK Negeri 1 Bintan is one of the State Vocational Schools in North Bintan Regency which provides creative and entrepreneurial product learning. SMK Negeri 1 Bintan always strives to carry out the functions of SMK both in terms of learning and practical training for its students to support the achievement of the specific goals of SMK. SMK Negeri 1 Bintan strives to be able to mold its students to become young people who are competent in national development. As a sub-system of national education, SMK Negeri 1 Bintan is required to prepare an educated and skilled workforce in various areas of expertise but it also encounters various problems that have always been a polemic for Vocational High Schools (SMK), namely regarding the incompatibility of SMK graduates with the needs and developments of the

business world or world. a rapidly growing industry.

Based on the results of observations of graduate data on pafa students in 2021, it can be seen that most of the students choose to work and continue their studies, while 3.8% are entrepreneurs. This data shows that students' interest in entrepreneurship is still very low. And from this data there are no 2021 graduate students who choose to do business in the light vehicle engineering expertise program. If this is allowed to continue, it is feared that it will trigger an increase in unemployment along with the increase in the number of SMK graduates and contrary to the goals in SMK, the result will be fewer available jobs. For this reason, current entrepreneurship learning needs to be studied for its effectiveness because effective learning is a determinant of an effective school. entrepreneurial learning has an effect on students' interest in entrepreneurship, it can be said that the learning process carried out greatly influences student learning outcomes (Febriyanti Serlyna, 2020). Therefore, teacher competence is important for the implementation of an effective learning process (Hadam, et al, 2017).

In relation to the background that has been described, it is important to conduct this research with the title "Effectiveness of Learning Creative Products and Entrepreneurship in the Light Vehicle Engineering Expertise Program at SMK Negeri 1 Bintan Utara".

LITERATURE REVIEW

Learning Effectiveness

Effectiveness is a key element to achieve the goals or objectives that have been determined in every organization, activity or program. It is called effective if the goals or objectives are achieved as specified (Rosalina, 2012). Learning effectiveness according to (Abu Ahmadi and Supriyono, 2014) refers to the power and effectiveness of all learning components that are organized to achieve learning objectives. Effective learning includes all learning objectives, both in terms of mental, physical and social dimensions. Effective learning makes it easier for students to learn something useful. It can be concluded that the effectiveness of learning

Creative Products and entrepreneurship is a measure that states how far success in learning entrepreneurship covers all learning objectives both in the cognitive, affective and psychomotor domains.

Learning process

The general understanding of the learning process is the interaction between students or students with educators or teachers and learning resources in a learning environment, which includes teachers and students exchanging information (Arsad, 2017). According to (Yolandasari, 2020) Learning is also interpreted as a process of providing guidance or assistance to students in carrying out the learning process. From the several opinions above, it can be concluded that the learning process is an activity that is carried out consciously which is systematic, communicative, interactive and directed between teachers, learning resources, the environment and students in the learning process as an effort to achieve educational goals. Learning can be done either face to face or indirectly using learning media. With the hope that learning brings changes in behavior in students with new knowledge.

Learning outcomes

According to (Benjamin S. Bloom in Rusmono 2017) learning outcomes are changes in behavior which include three domains, namely the cognitive, affective, and psychomotor domains. The cognitive domain includes learning objectives related to retrieving knowledge and developing intellectual abilities and skills. According to (Sobry Sutikno 2013) learning success is the achievement or mastery of the material or subject matter which is marked by the mastery of learning objectives. From the several opinions above, it can be concluded that learning outcomes are a result of the final assessment obtained by someone from the learning process and effort that has been done to determine the level of success in

the learning process which includes the cognitive domain, the affective domain, and the psychomotor domain.

REASERCH METHOD

This research was conducted at SMK Negeri 1 Bintan Utara. The time for the research was carried out in July 2022 until it was completed. This research is an evaluative research with a descriptive quantitative approach formative model. The object of this study is creative product and entrepreneurship class XII lessons in the field of light vehicle engineering expertise. Data collection techniques with observation and tests. Observation of the learning process is carried out by teachers who are professionals in their fields with a guide consisting of 25 statements that have a score range from 1 to 5, and to find out students' understanding of the material, multiple choice tests are given to students of class XII light vehicle engineering expertise program with 25 questions. Data were analyzed descriptively. The effectiveness of the learning process is measured through indicators of preliminary activities, core activities, and closing activities. The effectiveness of learning outcomes is measured through indicators of student knowledge. The effectiveness of learning outcomes was analyzed by comparing the knowledge test scores with the KKM.

RESULTS AND DISCUSSION

1. The process of learning creative and entrepreneurial products

The results of observations on the implementation of creative product learning and entrepreneurship in the light vehicle engineering expertise program in class XII at SMK Negeri 1 Bintan Utara show that according to the aspects of the introductory and closing activities, learning is classified as good. However, the core learning activities are still quite sufficient. The results of observations on the implementation of learning can be presented in Table 1. below.

Table 1. Observation Results of the Learning Implementation of Creative Products and Vocational Entrepreneurship Subjects in the Field of Class XII Light Vehicle Engineering Skills at SMK Negeri 1 Bintan Utara.

No	Observed aspect	Amount
i	Introductory Activity	22
	1. The teacher greets and asks students to pray	5
	2. Student attendance absences	5
	3. The teacher gives motivation to learn to students	4
	4. The teacher conveys the learning objectives or KD to be achieved	4
	5. The teacher conveys an outline of the scope of the material and an explanation of the activities students will carry out to solve problems or assignments at this meeting	4
ii.	Core activities	46
	Scientific approach to scientific learning 5M	
	a. Observing (M1)	
	6. Students are given the opportunity to make observations through viewing activities	3
	7. Students are given the opportunity to make observations through listening activities	3
	8. Students are given the opportunity to make observations	4
	9. through listening activities	2
	b. Ask (M2)	
	10. 5. Students are given the opportunity to ask questions	2
	11. 6. Students are given the opportunity to carry out discussions	4
	c. Collect (M3)	
	12. 7. Students are given the opportunity to collect information	2
	13. from the book	3
	14. Students are given the opportunity to collect information	4
	d. Associating/processing information (M4)	
	15. Students are given the opportunity to carry out activities to analyze data/information	3
	16. Students are given the opportunity to do activities conclude the data analysis	3
	e. Communicate (M5)	3
	17. Students are given the opportunity to do activities in convey learning outcomes orally	4
	18. Students are given the opportunity to do activities in	4
	19. Pemanfaatan Sumber/Media Pembelajaran dalam Pembelajaran	2
iii.	Closing activities	19
	20. The teacher together with students makes	3

21. The teacher evaluates and reflects on	3
22. activities that have been carried out	3
23. The teacher provides feedback on the process and	5
24. learning outcomes,	5
Total	87
value	72,5

In the implementation of core activities, it is generally classified as sufficient, however, if you look at the sub-aspects that score in a poor category, namely sub M1 (observing) students are given the opportunity to make observations through reading activities, M2 (ask) students are given the opportunity to ask questions, M3 (gathering) students are given the opportunity to collect information from books, and use learning resources/media. In general, the implementation of learning in the Creative Products and Entrepreneurship Subject can be said to be still quite sufficient with a value of 72.5%.

2. Student learning outcomes

Learning outcomes are a result of a final assessment obtained by a person from the learning process and the effort made to determine the level of success in the learning process. Data regarding learning outcomes for students of the light vehicle engineering expertise program in class XII at SMK Negeri 1 Bintan Utara were obtained through test scores. The results of the descriptive analysis of learning outcomes can be seen in table 2.

Table 2. Frequency Distribution of Learning Outcomes

No	Interval	Category	Frekuensi	Presentase
1	93-100	Very good	0	0
2	84-92	Good	3	7,69
3	75-83	Enough	15	38,46
4	<75	Not enough	21	53,85
			38	100

From Table 2 it can be concluded that student learning outcomes in the light vehicle engineering expertise program at SMK Negeri 1 Bintan Utara are in the less category, this is indicated by the average student getting a score of <75 for daily test scores with a percentage of 53.85%.

The Effectiveness of Learning Creative Products and Entrepreneurship in the Light Vehicle Engineering Expertise Program at SMK Negeri 1 Bintan Utara.

The results of observations on the implementation of creative product learning and entrepreneurship in the light vehicle engineering

expertise program for class XII at SMK Negeri 1 Bintan Utara show that the aspects of introductory and closing learning activities are relatively good. However, the core activities are quite sufficient.

Student learning outcomes are in the less category, this is indicated by the average student getting a score of <75 for daily test scores with a percentage of 53.85%. Poor student learning outcomes show that teacher learning is still not effective (Sumarno, 2021). The ineffectiveness of learning can be seen in the results of observing the learning process with a poor score where in the M1 (observing) sub-aspect, namely the lack of students being given the opportunity to make observations through reading activities and M3

(collecting), namely the lack of students being given the opportunity to collect information from books to make student learning outcomes low. Lack of reading activities then the results are not good. This is supported by the research results of Fatayan Arum et al (2022) which states that there is an effect of reading interest on learning outcomes if reading interest is high, learning outcomes will be high and vice versa if reading interest is low, then learning outcomes will also be low.

In the M2 sub-aspect (asking questions), namely the lack of students being given the opportunity to ask questions. The activeness of students in asking questions during learning affects student learning outcomes, the lack of asking activities results in not being good. This is supported by the research results of Rahmayanti Dita et al (2022) saying that there is an influence of student activity on student learning outcomes, and the sub-aspect of using learning resources/media is classified as lacking in learning activities, learning media is needed to support the process of teaching and learning activities in the classroom . The media is an intermediary for conveying messages (Dwi Pamungkas, Henny. 2021)

The large percentage of students' knowledge competence in the less category illustrates that students' entrepreneurial knowledge competence is still lacking. The knowledge competence of students who are still classified as lacking shows that learning has not been effective (Hadam et al, 2017). The above opinion is supported by research conducted by Sumarno (2021) which says that learning is said to be effective if the effectiveness of the learning process, and the effectiveness of the learning outcomes obtained by students are in the good category, whereas according to Putri, Hanjani, et al (2022) states that learning is said to be effective if the value obtained by students is in accordance with the goals and expectations of the school, which can exceed the KKM limit that has been determined.

CONCLUSIONS AND RECOMMENDATION

Based on the results obtained in this study, it can be concluded: 1). The learning

process for creative products and entrepreneurship in the light vehicle engineering expertise program at SMK Negeri 1 Bintan Utara is still in the pretty good category, 2). The learning outcomes of students learning creative products and entrepreneurship in the light vehicle engineering expertise program at SMK Negeri 1 Bintan Utara are still in the less category, 3). The effectiveness of learning creative products and entrepreneurship in the light vehicle engineering expertise program at SMK Negeri 1 Bintan Utara is still not effective.

In order to improve learning creative and entrepreneurial products more effectively and optimally, this study proposes suggestions to: 1). For schools, in order to: a) complete creative and entrepreneurial product activities at least in accordance with the PKK program developed through the Directorate of Vocational Development of the Ministry of Education and Culture, b) guide/guidance teachers in preparing and implementing PKK learning for more comprehensive entrepreneurial purposes. And 2). For teachers, to develop their professional and pedagogical competencies in accordance with the demands of the competency needs of students, graduates, and also the community

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