WORKSHOP OF STRENGTHENING ENTREPRENEURSHIP THROUGH VOCATIONAL SUBJECTS IN SMK DWITUNGGAL TJ.MORAWA MEDAN

Aprilda Yanti[1], Henny Purnama Dewi[2], Danyl Mallisza[3]

[1] Program Manajemen Retail, Universitas Battuta.
[2] Program Kewirausahaan, Universitas Battuta.
[3] Program Diploma III Manajemen Informatika, Fakultas ekonomi, Universitas Ekasakti
E-mail: aprildayanti@battuta.ac.id, dewipurnamahenny@gmail.com,
    danylmallisza2483@gmail.com

ARTICLE INFO

Correspondent

Aprilda Yanti
aprildayanti@battuta.ac.id

ABSTRACT

This Community Service activity was carried out to provide insight to teachers at Dwitunggal2 Vocational School in using a variety of vocational learning media in the classroom to arouse students' enthusiasm and interest in entrepreneurship. This Community Service is carried out at Dwitunggal2 Vocational School which is located at Jl. Medan Tanjung Morawa KM 14.5 Bangun Sari Baru Kec. Tanjung Morawa District. Deli Serdang, Medan City. Participants in this activity were 32 teachers from SMK Dwi Tunggal2 Tanjung Morawa Medan. The results of the workshop activities carried out by participants gained insight into the variety of learning media that can be applied to optimize vocational learning activities to increase students' interest in entrepreneurship in the classroom. Through open discussions, participants had the opportunity to share views on the paradigm shift regarding education thanks to the development of information which accelerates the flow of knowledge, as well as ways to optimize the quality of learning through vocational subjects by utilizing information technology.

INTRODUCTION

The world of education is currently being hit by change, where everything in the education system is entering the era of digitalization, especially conditions that are completely open without knowing distance and time, that's why every country needs to make changes to the education system by adapting to current developments, especially in the Revolutionary era. Industry 4.0 today (Amalia & Karisma, 2020). Very complex technology requires teachers, especially teachers,

to be able to utilize technology as an interactive learning medium that can support teaching and learning activities in the classroom. Technological progress cannot be avoided, because technological progress will continue to go hand in hand with scientific progress. In the digital era, technology in particular was created to bring positive benefits to human life, especially in teaching and learning activities (Siswanto & Priosetiono, 2020).

Effective learning is learning that increases students' ability to acquire skills that support future success. The role of the teacher is very important in learning. The quality of teachers greatly influences students' attitudes and behavior as well as their learning outcomes. Zakir & Musril, 2020) Information and communication technology currently plays an important role, both in the fields of education, economics, society, culture, geography, religion, but also in many other fields. Information and communication technology can be used as a way to show whether a country is developing or not. Information and communication technology is seen as something that can improve the country's image; Countries in the world are competing to develop technology, information and communication (Riwayadi, 2013). The scientific object of learning technology is learning and learning. Teaching and learning have recently experienced extraordinary changes and transformations, especially at the turn of the millennium and the beginning of the 21st century. The current shift in learning paradigms brings signs of change in school services and the role of teachers. Good school services require cross-sectoral collaboration and intensive and sustainable efforts involving various actors (Warsita, 2017).

Educational institutions in Indonesia are starting to compete to utilize information and communication technology (ICT) for educational purposes by building hardware infrastructure, internet networks, purchasing software, etc., all of which are applied in business to meet the need for efficient and effective learning methods. (Budiman, 2017). Information and communication technology refers to all forms of use or use of computers and the internet for learning purposes.

There are 5 forms of utilization/utilization of information technology, namely:

1. Tutorial, is a program where the material is delivered in the form of instructions, especially a concept that is presented using text, still images and animated images and graphics.

2. Practice and practice, to find out how to train students to master a skill or strengthen their mastery of a concept. These programs usually ask a series of questions.

3. Simulation, in particular, aims to simulate an event that has or has not occurred and often contains a risk, such as an accident or plane crash, a disaster that occurred, etc.

4. Trial or experimentation, this program is similar to stimulation, but is aimed more at experimental activities, such as practical activities in science, biology or chemistry laboratories

5. Games refer to the learning process and with this multimedia program it is hoped that learning activities can occur while playing (McKeown, in Munti & Syaifuddin, 2020).

Learning media can be interpreted as an intermediary for conveying learning messages to students, with the aim of creating a conducive learning environment so that learning objectives are achieved (Pratiwi & Januardi, 2020). One of the learning media used by educators is known as multimedia, namely the integration of more than one media in communicating or combining various media such as text, sound, graphics, animation, video, images and spatial models in a computer system, while interactive learning media is an effective communication system. computer-based that creates, stores, presents and re-accesses information in the form of text, graphics, sound, video or animation (Marti'ah & Theodora, 2021).

Indonesia continues to strive to increase innovation in the field of education, especially in teaching and learning, because a quality education system cannot be separated from the success of teachers in designing and implementing the learning process (Oktavian & Aldya, 2020). Creating a learning environment is an important aspect to create a conducive independent learning environment, where the learning environment in the education 4.0 era leads to the development of facilities that provide freedom for students to be able to process learning activities by providing flexible support and easy access, one of which is learning through internet (Drouin et al., 2013).

In vocational subjects, we strive to educate and equip students to have an entrepreneurial spirit and competence. Therefore, entrepreneurship is not only taught theoretically, but more importantly provides practical experience in entrepreneurship. Selecting and using the right media can make students more interested in learning entrepreneurship and can motivate students to achieve the desired learning outcomes and achieve learning objectives as expected. Students can use all learning resources including audiovisual and audiovisual media (Maharani, 2020).

Students can learn business in a variety of ways, one of which is through the use of an online learning environment. The internet has a big influence in this era of globalization, students can get information about all businesses through online media (Satria and Jaya, 2019). The application of cartoon media can also be applied in professional learning, the unique cartoon format can make students comfortable because it provides a fun aspect so that students don't get bored. because learning through cartoon media can increase interest in reading in students who don't like reading, because cartoons not only contain writing that makes children bored quickly, but also contain pictures and are full of color to motivate students in learning and the learning process (Fradani and Astuti, 2020).

Apart from using online media which can be used at any time, and cartoon films which require quite a lot of effort from the teacher, teachers can also facilitate learning at the student's place. directly involved in the implementation of entrepreneurship. such as the application of project-based learning, where students are tasked with completing small business projects by providing imagination and objects to students such as learning media that utilizes environmental waste (K5PBB) which is designed for visuals. media as K5PBB waste can be seen using the sense of sight, but based on a list of educational media groups which include the Human and Environmental Source categories (Lestari and Toyib, 2017).

Based on the above background and based on Law Number 20 of 2003 concerning the State Education System, Law Number 14 of 2005 concerning Teachers and Lecturers as well as Government Regulation Law Number 19 of 2005 concerning State Education emphasizes that faculties implement one element One of the Tridharma of Higher Education is Community Service (PkM).

So lecturers at the Faculty of Business, Battuta University, Medan, held a workshop with the title "Workshop on Strengthening Entrepreneurship through Vocational Subjects at SMK Dwitunggal2 Tj. Morawa Medan". This PkM activity was carried out in order to fulfill the responsibilities of teaching staff towards the Tridharma of Higher Education as the academic community within Battuta University as well as share knowledge and experience with teachers at SMK Dwitunggal2 Tj. Morawa, Medan City.

IMPLEMENTATION METHOD

Community Service Activities (PkM) will be held on Thursday, May 30 2024, 09.00 to 12.00 WIB, at Dwitunggal2 Private Vocational School located at Jl. Medan Tanjung Morawa Km 14.5 Kab. Deli Serdang, Medan City. The method used in this community service activity is through several stages starting from interviews with several teachers at Dwitunggal2 Private Vocational School Tj. Morawa Medan, to find out the conditions of vocational learning in the classroom and the difficulties faced by teachers in order to improve the quality of learning, then the team offered solutions to solve existing problems.

Furthermore, workshop activities are carried out according to the agreed schedule, by means of presentations and demonstrations carried out by resource persons. At the end of the session there was a question and answer session so that it was easier for the teacher to understand the material provided. Next is an evaluation of the activities carried out to determine the teacher's understanding of vocational learning media to increase students' entrepreneurial interest which has been conveyed by the speaker. The criteria for successful implementation of this PKM activity is that at least 60% of teachers understand innovative learning media. If there are still obstacles experienced by teachers, then the implementation team will explain again. Participants in this Community Service (PkM) activity were 32 teachers who taught subjects from the Dwitunggal2 Private Vocational School in Tj. Morawa, Medan City.

RESULTS AND DISCUSSION

Community service activities (PkM) are carried out as

one of the lecturers' efforts to share experiences with teaching staff at the Dwitunggal2 Vocational School in Medan City. Activities that

carried out by lecturers in the Retail Management and Entrepreneurship study program, Faculty of Economics & Business, Battuta University, Medan, it was carried out well and completed within the specified time. This series of activities started with one of the lecturers providing an opening and introduction as well as directions regarding the aims and objectives of holding Community Service activities.

The presenters take turns providing material according to their respective themes.

The first material discusses the basic understanding of entrepreneurship. From this presentation, several valuable lessons can be learned for activity participants and other presenters, including the importance of entrepreneurship in vocational education, not only that, teachers also increasingly understand how creativity and innovation are formed.

Second Material Discusses learning models that can be used to teach entrepreneurship in vocational schools, as well as the steps in implementing it and examples of what activities can be carried out.

Third Material Discusses how to evaluate good learning outcomes to increase students' enthusiasm and interest in wanting and being able to become entrepreneurs.

Fourth Material Discusses the conclusions from the material that has been presented and a question and answer session with the participants so that two-way communication occurs and the message conveyed can be understood properly and correctly.

IMAGES OF ACTIVITIES

CONCLUSION

Conclusions obtained from Community Service activities that have been carried out include: Teachers get an overview of the use of a variety of learning media to facilitate meaningful learning activities and make it easier for students to understand learning material and increase entrepreneurial motivation among students. The teacher's motivation and desire to create and developing other innovative entrepreneurship learning media that is more interesting and easy for students to understand, especially highlighting local wisdom and environmental waste. This community service activity also increases and raises the professionalism of lecturers in the study program at the Faculty of Economics & Business, Battuta University, Medan in implementing the Tri Dharma of Higher Education Tall.

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