



Regional Potential-Based Project Learning in Entrepreneurship

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Abstrak

Pendidikan vokasi memiliki peran penting dalam arus revolusi industri 4.0. Peran dan fungsi yang strategis dalam menghasilkan lulusan bermutu menjadi tugas dalam pendidikan vokasi di abad 21. Untuk mampu bersaing di era revolusi industri 4.0, pendidikan vokasi harus memiliki perencanaan program pembelajaran berbasis kompetensi dan keterampilan. Keterampilan yang di tuntut pada abad 21 yakni critical thinking skills, creativity, collaboration, and communication (4 C's). Hal ini sebagai upaya dalam mentransformasikan teknologi di era revolusi 4.0 kedalam pendidikan vokasi. Inovasi pembelajaran dalam menerapkan 4 C's salah satunya dapat memunculkan pengembangan dalam eksplorasi potensi suatu daerah. Di mana peserta didik memiliki keterampilan dalam menghasilkan produk sesuai potensi daerah sebagai bekal kedepannya dalam menghadapi persaingan kerja di era revolusi 4.0.

Kata Kunci: potensi daerah, kejuruan

Abstract

Vocational education has an important role in the current industrial revolution 4.0. To be able to compete in the era of the industrial revolution 4.0, vocational education must have competency and skills-based learning program planning. The skills demanded in the 21st century are critical thinking skills, creativity, collaboration, and communication (4 C's). This is an effort to transform technology in the era of revolution 4.0 into vocational education. One of the learning innovations in applying the 4 C's can lead to development in exploring the potential of an area. Where students have the skills to produce products according to regional potential as a provision for the future in facing job competition in the era of revolution 4.0.

Keywords: regional potential, vocational

INTRODUCTION

In facing the era of the industrial revolution 4.0, learner development is one of the references in producing human resources (HR). Vocational education as an educational institution that must be able to keep up with the development of the 21st century is expected to create a generation

that is skilled and expert in dealing with technological developments. Improving the quality of learning is needed in the era of the industrial revolution 4.0 to produce productive and adaptive graduates (Ratnata, 2012). The unemployment rate of SMK graduates is 8.63% and Diploma III is 6.89% (BPS, 2019), it is concluded that the highest unemployment rate is vocational

education. The lack of absorption of vocational education graduates in the industry makes many graduates from vocational education look for jobs that are not in accordance with their competence (Larosa, & Munadi, 2019). Therefore, in the era of revolution 4.0, students are required to have 21st century skills (Kivunja, 2014) in the form of critical thinking skills, creativity, collaboration, and communication (4 C's) (National Education Association, 2012).

Technological developments that play an important role in producing learning experiences must be adapted to learning strategies and models in facing the 4.0 revolution era. One of the skills that support in the era of industrial revolution 4.0 is creativity. A learning model that helps teachers or students in improving learning creativity is project-based learning (Dewi & Sutisna, 2019). The project-based learning model is a systematic learning process that involves the knowledge and skills possessed by students through integrated direct experience in building academic knowledge and skills (Mikulec, & Miller, 2011).

Project-based learning is able to create a learning system that focuses on student center learning (SCL). With project-based learning, students can learn independently centered on students to develop their own knowledge through experience in completing projects given to students. Research results, (Lima, Mesquita, & Coelho, 2017). revealed that project-based learning has a role in vocational education, it can be used for vocational based on skill development with the 4 C's. Learning that produces projects will provide more value if it has use value according to the potential of the learner's area. Therefore, the development of project-based learning can be developed with regional potential as a form of exploration of the potential of a region to

prepare human resources in facing global competition in vocational education. In Schumpeter's theory, to produce success in the economic field, innovation and entrepreneurship are needed. An understanding of entrepreneurship that can direct the results of regional potential produced can provide an increase in livelihood and be able to compete with the market world.

The concept of project-based learning is to organize learning in the form of a project that requires students to participate in responding to thinking skills by working in teams (Lima, Mesquita, & Coelho, 2017) and (Chiang, Chin-Ling, and H. Lee, 2016; Masril et al., 2020; Timor et al., 2020). According to the use of project-based learning model can improve learners' skills with professional activities. A project that students must complete to achieve competence, by connecting a discipline in the form of both technology and science in analyzing and identifying a problem and problem solving process. The process of skills that occur in the form of self-learning, project management, collaboration, communication and collaborative knowledge construction which integrally applies 21st century skills, namely the 4 C's, by giving responsibility to students in carrying out completing their practice that has use value (Edström, & Kolmos, 2014) and (Palmer, & Hall, 2011). For this reason, project-based learning is a learning process that is aligned with professional practice, which is student-centered (Acero, Payan, & Espinosa, 2017).

Regional potential which includes natural, human, technological, and cultural resources can be developed to build national independence (Alimah, Hendrawijaya, & Indrianti, 2018). The potential contained can be utilized as a learning resource. From a development perspective, it is realized how important human capacity is in an effort to increase

the independence and strength of a region (Rakib & Syam, 2016). The abundance of the potential of an area can involve human resources as a driver of the entrepreneurial world (home industry) (Anisa, 2017). This accuracy is obtained from teaching that is able to provide knowledge, in the form of an overview of a region's potential to students in accordance with regional characteristics, with the development of learner competencies integrated in learning materials that can make it easier to solve problems in the environment (Situmorang, 2018) by improving attitudes and skills, the entrepreneurial world will be present to appreciate the potential of a local area (Lia, Syamwil, & Widayani, 2017).

Entrepreneur is a person who has the ability to see situations that provide opportunities in the world of business or business that is able to manage so as to produce wealth or added value in life in the form of an economy. The ability to optimize creativity and innovation to produce a product that is needed and used to succeed is a competency in entrepreneurs that must be owned (Siswoyo, 2009). The need for an entrepreneurial spirit as a science that bridges the gap between science and the ability to see market opportunities (Astuti, 2019). The need for entrepreneurs as the driving force of the Indonesian economy to reduce the level of domestic unemployment.

METHOD

The method used in this research is a qualitative method that is descriptive. Descriptive research is research that only reveals an existing problem with existing circumstances. Therefore this research is only limited by existing facts and does not use hypotheses in research.

RESULTS AND DISCUSSION

Based on the results of the research, the Project Based Learning model is able to provide a learning centered on meaningful questions and problems, problem solving, decision making, the process of finding various sources, providing opportunities for members to work collaboratively, and closing with the presentation of real products. The Project Based Learning model is project-based learning. The use of this model will provide opportunities for students to complete a project provided by the teacher.

So that later learners can explore the potential of their area into a project that has use value in society and the environment. Therefore, after graduating from education, students already have an expertise and skills that can be marketed to the community. This concept will change the mindset that vocational education is a graduate who produces entrepreneurs.

In the research that was developed, adopting some existing research, and adding the value of novelty. So as to produce the development of learning tools using a project model based on regional potential. With the research steps, namely, the preliminary stage, the analysis stage, the planning stage, the development stage and the testing stage. Project-based learning model based on regional potential in vocational education is carried out by giving students a project based on the potential of an area that is conceptualized with the 4 C's skills.

The impact of the results that will be achieved from the application of the potential-based project model in vocational education in the course, namely students acquire 4 C's skills such as: a) achieving competence, being able to analyze and identify a problem and problem solving process. b) and being able to learn independently, project management, collaboration, communication and collaborative

knowledge construction. c) being able to produce a project based on the potential of a region that has use value in society with creativity. d) being able to see business opportunities from regional potential that has economic value. e) can market a product produced.

CONCLUSION

In the era of the industrial revolution 4.0, high competition in the world of work makes graduates from vocational education must have skills that can compete in the global community. The skills that students must have in the 21st century are critical thinking skills, creativity, collaboration, and communication (4 C's). Vocational education in facing the era of the industrial revolution 4.0 is a serious topic in the world of education. It requires the role of educators to create the right learning scenarios in learning. The learning scenario in question is a learning tool that contains four skills. The Project Based Learning model is project-based learning. The use of this model will provide opportunities for students to complete a project provided by the teacher. So that later students can explore the potential of their area into a project that has use value in society and the environment. Therefore, after graduating from education, students already have an expertise and skills that can be marketed to the community.

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