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ABSTRACT

This research is motivated by the inactivity of active learning for prospective teachers in improving the teaching ability of prospective teachers. This research was carried out in the Economic Education Study Program. The problem in this study is whether the Application of the Entrepreneurship Model in Learning Practices to improve the teaching ability of prospective students in the Economic Education Study Program. The research method used is the experimental method with a single group research design pre-test and post-test. The purpose of this study was to find out the difference in teaching ability of prospective student teachers at the initial measurement (pre-test) and after measurement (post test). The results of the study show that applying the Entrepreneurship Model in Learning Practices can contribute significantly to the teaching ability of prospective teachers. Statistically there is a difference between the values at pre-test and post-test. Based on the results of the study, to obtain more maximal results in improving the teaching ability of prospective teachers, it is recommended to apply the Entrepreneurship Model in Learning Practices in the study of the learning curriculum by paying attention to individual differences oriented to the teaching ability of professional teacher candidates, and making learning tools adapted to the development of technology and student needs.

Keywords: learning, entrepreneurship, learning practices.

1. Introduction

Teaching activities in learning carried out by the teacher need to be updated according to the student environment, student character and curriculum structure which is the achievement of competencies that must be possessed and developed by the educational environment, namely, among students in educational and educational institutions (LPTK). difficult concepts to understand and create learners for how to learn and think. One of the main instruments in developing competencies that is directly tied to students is the learning device. This learning tool is an instrument to lead to graduate competency standards (SKL) contained in Ministry of Education and Culture regulations No. 20 of 2016. Indeed, lecturers, teachers and students in LPTK must understand one of the instruments or tools to implement education through learning, namely by developing learning devices. Learning devices are things that must be prepared by the teacher before implementing learning. Learning devices are products of teacher creativity to shape and develop creativity based on student potential. In making teacher learning devices must be able to formulate 21st century competencies that need to be emphasized mastery of soft skills including critical thinking, collaboration, creativity, communication, IT literacy, cross cultural understanding, problem solving, self-directed learning (Framework for 21st Century Learning, 2011). Lecturers are expected to develop the ability of students to communicate and be creative. Through communication activities, students can practice about entrepreneurship because in this class students are trained to express their ideas. In addition, the product of the teacher is a learning device that is a necessity for the development of potential students, based on the view of economics each product has economic value and the second value added these values do not

prioritize profit financially, but individual efforts to meet life's needs rationally and fulfillment through the use of resources and safeguarding them for future generations. Because learning devices are direct instruments to develop the potential of students, the development of learning devices that have values of entrepreneurship is needed, entrepreneurship values which include character building, innovation and creativity need to be utilized in developing learning devices. The development of learning devices is to make learning devices that conform to applicable standards based on Minister of Education and Culture No. 20 of 2016 concerning Graduate Competency Standards b) Minister of Education and Culture No. 21 of 2016 concerning Standard Content. c) Ministry of Education and Culture regulations No. 22 of 2016 concerning Process Standards. d) Minister of Education and Culture No. 23 of 2016 concerning Assessment Standards, which are developed with innovative entrepreneurial values and creativity. Entrepreneurship teachers are teachers who carry out their duties by developing learning through innovative learning tools.

Innovative learning tools, namely learning devices that have high economic value and added value for both teachers and students. Learning tools should be prepared by teachers with technology. Incessant development of fiber-optic networks as the backbone of internet connections throughout the country, for the digital revolution will change education, Changes in technology-based learning activities and competition must be made by teachers and students in the teaching and learning process by applying pre-emptive entrepreneurship model learning learning.

2. Literature Review

Entrepreneurship Learning Model

According to Casson (2012: 3) entrepreneurship is a basic concept that connects various fields of different disciplines including economics, sociology, and history. Casson also explained that entrepreneurship is not only an interdisciplinary field, but is the main points that connect the main conceptual frameworks from various disciplines. Precisely, it can be considered as the key to the building blocks of integrated social science. The core of entrepreneurship is the ability to create something new and different (create new and different) through creative thinking and innovative action to create opportunities. Entrepreneurship (entrepreneurship) arises when an individual dares to develop new business and ideas. The entrepreneurial process includes all functions, activities and actions related to the acquisition of opportunities and the creation of business organizations (Suryana 2001). Suryana (2003: 1) revealed that entrepreneurship is a creative and innovative ability that is used as a basis, tips and resources to find opportunities for success. The core of entrepreneurship is the ability to create something new and different (create new and different) through creative thinking and innovative action to create opportunities. In this case the teacher must be able to create opportunities in his learning package that is packaged through learning which is one instrument or tool to carry out education, through learning that is by developing learning devices. Learning devices are things that must be prepared by the teacher before implementing learning. Learning devices are products of teacher creativity to shape and develop creativity based on student potential. In making teacher learning devices must be able to formulate 21st century competencies that need to be emphasized mastery of soft skills including critical thinking, collaboration, creativity, communication, IT literacy, cross cultural understanding, problem solving, self-directed learning

(Framework for 21st Century Learning, 2011)

a. Components of the 2017 revised curriculum in entrepreneurship-based learning

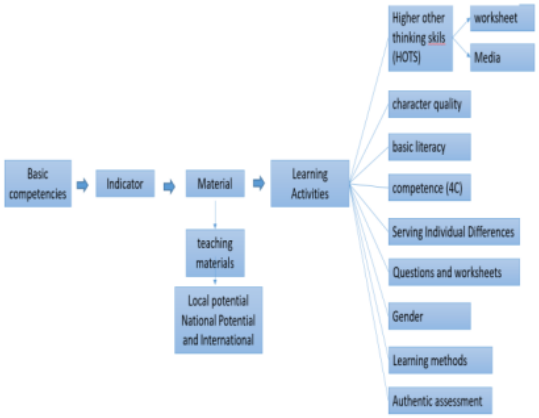

Figure 1 Components of the 2017 revised 2013 curriculum in entrepreneurship-based learning

In the regulation of the Ministry of Education and Culture No. 21 of 2016 concerning content standards by paying attention to the specific scope of material for each subject matter formulated based on the Competency Level and Core Competence to achieve graduate competencies at a minimum at certain levels and types of education. The learning material presented to students is simplified by teaching materials that explain the relevance of material to regional, national and international potential. Through learning activities by implementing Higher Other Thinking Skills (HOTS) as well as preparing HOTS work sessions and HOTS media, character quality, basic literacy, competence (4c), serving individual differences, questions and worksheets, gender, learning methods, authentic assessment.

b. The components of teaching materials in entrepreneurship-based learning

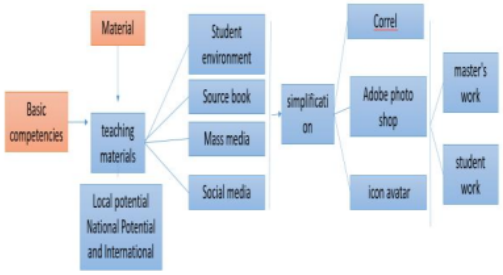

Figure 2 Components of teaching materials in entrepreneurship-based learning

Teaching materials are learning tools in simplifying material to achieve basic competencies. Simplification of material is carried out by teachers by developing teaching materials tailored to the potential of students. Teachers must be able to formulate good teaching materials because teaching materials are made from various sources related to material both from students, books, mass media, and social media. In addition, students can systematize basic material that is simplified through teaching materials, where the teaching materials explain in a simple way about the local potential developed to create local works. Teaching materials must have appeal, so that students' motivation in learning is better. Teaching materials that attract students' attention are teaching materials that have high economic value and added value, namely by simplifying them through animated images built by teacher skills both with correlates, adobe photo shop and avatar icon. This is expected to be able to create teachers and students who are creative and innovative.

3. Methodology

The design used in this study is a single group design with pretest and posttest or One Group Pre-test and post test Design (Ali and Asrori (2014, pp. 81-82). The type of experiment used in this study is pre-experimental design It is said that pre-experimental design because this design is not yet a real experiment because there are still external variables that have an influence on the formation of dependent variables, the implementation of which is done by selecting one group in a row, and the group given the initial test before giving treatment or pre -test (O1), then the group was given treatment (X), and post-treatment (O2) was given after treatment.

4. Results and Findings

The Implementation of the Entrepreneurship Model in Learning Practices aims to Improve the Ability to Teach Prospective Teachers. The results of this study will explain how the Implementation of the Entrepreneurship Model in Learning Practices is obtained through pre-test and post-test.

1) Pre test

The research conducted a preliminary test on students before the learning process using the entrepreneurship model in this study was carried out. Tests given to students are used to measure the teaching ability of students before being given the treatment model of entrepreneurship (pre-test).

Table 1

Average Teaching Ability Score Before being given Treatment

No	Student name	*Pre-test*	
		Skor	**Value**
	Avarage	**21**	**52**
	Standar Deviasi	**4,22**	

Source : data is reprocessed

The results of the average student teaching ability score before being given treatment of the entrepreneurship model (pre-test) are 52. Based on the results of observations, students appear to be less enthusiastic in the teaching process which tends to prioritize transferring knowledge during the previous learning process.

2) Post tes

Tests given to students are used to measure the ability to teach students after being given the treatment model entrepreneurship (post-test).

Table 2

Average Teaching Ability Score After being given Treatment

No	Student name	*Post-test*	
		Skor	**Value**
	Avarage	**27**	**68**
	Standar Deviasi	**4,13**	

Source : data is reprocessed

The results of the average teaching ability of students after being given the treatment of the entrepreneurship model (post test) in the economic education study program are 68. Before the post-test, students get learning in the form of learning practices using the entrepreneurship model.

Implementation of learning goes well, student activities in implementing the entrepreneurship learning model run well according to the steps in the entrepreneurship model.

Table 3

Student Teaching Ability Results

Before (pre-test) and After (post-test)

No	Name	*Gain*
	Avarage	**0,33**

Source : data is reprocessed

Table 3 informs that after getting treatment using the entrepreneurship model, there is progress and increase in value and presentation with a 33% increase. Noting the interpretation criteria of the average results of students 'teaching abilities before (pre-test) and after (post test), researchers can interpret that students' teaching abilities before (pre-test) and After (post test) in economic education study programs with sufficient interpretation criteria.

5. Conclusion

There is a difference in the average value of teaching ability between before and after treatment in economic education study program students seen in the value of pre-test and post-test. teaching ability is very markedly improved after being given treatment using entrepreneurship models. Then it can be concluded that the entrepreneurship model has a positive effect on students' teaching abilities.

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