



## **The Effect of Crafting and Entrepreneurship Learning on Students' Entrepreneurship Interest at SMP Negeri 07 Rarowatu Utara, Indonesia**

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### **Abstract**

This study aims to determine the effect of craft learning on the interest in entrepreneurship in class IX students of SMP Negeri 07 Rarowatu Utara. This research is an Ex Post Facto research with a quantitative descriptive approach. The population in this study were 29 students of class IX at SMP Negeri 07 Rarowatu Utara. Data on craft learning was taken using a questionnaire instrument. Test the validity of the instrument using the Product Moment correlation and test the reliability using Cronbach's Alpha. Test the requirements of data analysis using the normality test and linearity test, while for testing the hypothesis using a simple regression analysis technique. The results showed that: (1) Crafts were in the very high category 6%, high category 17%, medium category 41%, low category 21% and very low category 15; (2) Interest in Entrepreneurship very high category 17%, high category 29%, Moderate category 33%, low category 15% and very low category 6%; (3) the results of testing the hypothesis show that there is a positive and significant influence between the effect of craft learning on interest in entrepreneurship.

**Keywords:** Crafting, Entrepreneurship, Interest

### **Introduction**

As one of the developing countries, Indonesia is required to continue to strive to become an independent country so that it can survive and compete in global competition. One effort that can be done is to prepare human resources in Indonesia through education. In the process of preparing human resources (HR) and realizing the goals of the national education system apart from the preparation of the curriculum as a tool for achieving these goals, namely by improving the quality of education itself, one of which is by improving the quality of learning in schools. At present the curriculum has changed from KTSP to the 2013 curriculum. The 2013 curriculum provides changes in the subject sector, one of which is the existence of new subjects for class IX junior high school students, namely craft subjects.

Craft subjects can be classified into transclene-knowledge, namely developing knowledge and practicing life skills based on art, technology, and economics. This learning begins with practicing expressive-creative abilities to express ideas and ideas to please others, and rationalize them technologically so that these skills lead to appreciation of renewable technologies, ergonomic and applicative results in utilizing the surrounding environment with due regard to ecosystems, management and economy. The purpose of having this craft subject is to provide an overview to junior high school students about the importance of entrepreneurship, besides being something that must be known early on in junior high school because the times are changing, the more human abilities/skills are required to survive.

Entrepreneurship education in Indonesia itself appeared in 1980. Since 2000, entrepreneurship education has been encouraged, the government through the Higher Education has encouraged the development of entrepreneurship education through funding student activities in the field of entrepreneurship (Serian Wijayanto, 2009: 4). Because of the importance of entrepreneurship, the current government has included craft education in the curriculum at the primary to secondary education level as an effort to shape students to have an entrepreneurial spirit and an interest in entrepreneurship from an early age. This can be reflected in the craft subject in junior high school.

Based on the background of the problem, it can be identified that in the process of implementing Craft learning it is felt that it is still unable to foster entrepreneurial demand. So the aim of the study was to determine the level of entrepreneurial interest in Class IX students at SMP Negeri 07 Rarowatu Utara Bombana.

## **LITERARYREVIEW**

### ***Learning Concept***

The word learning comes from the basic word learning, which is a process of gaining knowledge and experience with indicators of changes in individual behavior as a result of individual interaction with the environment as a result of experience. According to the National Education System Law Article 1 Paragraph (20), learning is a process of interaction between students and educators and learning resources in a learning environment.

Learning is an activity that is carried out intentionally by someone who aims to make a change in himself, by learning someone who is not used to doing something, becomes able to do something (Kurriculum and Learning MKDP Development Team, 2011: 123) thus, learning can bring change for someone, whether in the form of knowledge, attitudes, and skills.

### ***Definition of Craft***

According to the Indonesian Dictionary (KBI), crafts are handwork. According to Pesanggaran Guru (2016: 6) craft consists of two words: pre and work. Pre means not yet and work means working to make a product. Craft is the process of working on a work and work (product). Craft as a verb is defined as productive performance orientated in developing dexterity, speed, accuracy, and neatness skills.

On the other hand, according to Suryana (2014: 2), entrepreneurship is a scientific discipline that studies the values, abilities and behavior of a person in facing life's challenges and how to get opportunities with the various risks they may face. The essence of entrepreneurship is the ability to create something new and different through creative thinking and innovative actions to create opportunities (Peter F. Drucker in Suryana, 2014: 5). According to the book

Pesanggrahan Guru (2016, 7), entrepreneurship is a dynamic process between the vision to be achieved with environmental changes and the ability to be creative.

In the 2013 curriculum, the craft subject is not a new subject. In accordance with the orientation and mission of the 2013 curriculum, broadly speaking the principle of craft has an educational objective and basis in order to foster sensitivity to local wisdom products, technological developments and the awakening of an entrepreneurial spirit.

Based on some of the definitions above, it can be concluded that craft is a dynamic process of ability and behavior of a person in facing life's challenges with the ability to create something new and different through creative thinking and innovative action and creative ability.

### ***Craft Learning***

Craft learning is a series of activities carried out by teachers and students in teaching activities to create works/works through creative thinking and innovative actions and students' creative abilities. Craft learning at school includes the provision of materials and assignments during class. Broadly speaking, the principle of craft has an educational objective and foundation in order to foster sensitivity to local wisdom products, technological developments and the awakening of an entrepreneurial spirit. With this, students are expected to be able to create creative work and new business opportunities.

### ***Craft Learning Curriculum***

The aim of forming a craft learning curriculum is to make students recognize and accept entrepreneurial values as their own and be responsible for the decisions they make through the stages of knowing choices, assessing choices, making decisions, and then making a value in accordance with self-confidence.

Craft Learning for students at the Class IX Secondary Education level includes activities and learning materials that as a whole can improve the competence of knowledge, skills, and attitudes needed to create real work, create market opportunities, and create activities of economic value from these products and markets. The learning is designed to be activity-based related to a number of real work domains, namely craft work, technology work, processing work, and cultivation work with examples of concrete work coming from popular work themes suitable for Class IX students. As a subject that contains elements of local content, additional material is extracted from relevant local wisdom

### ***Entrepreneurial interest***

Entrepreneurial interest is a desire within oneself to make ends meet by creating new businesses with the strength that is in oneself. Entrepreneurial interest can arise because of knowledge and information about entrepreneurship. Furthermore, individuals participate directly in seeking experience which ultimately arises the desire to pay attention to the experience that has been obtained, feel happy and want to be involved in these risk-taking activities, for example opening a business.

According to David C. McClelland in Basrowi (2011: 17), entrepreneurship is determined by several things, including achievement motives, optimism, value attitudes, and entrepreneurial status. status). Meanwhile, according to Hendro (2011: 61-62), the factors that influence a person's interest in becoming an entrepreneur include individual/personal actors, level of education, personality, educational achievement, family encouragement, environment and association, wanting to be more appreciated or self-esteem, compulsion and circumstance.

In relation to the school environment, Buchari Alma (2013: 7), argues that factors influencing interest in entrepreneurship for students at school are school teachers, schools that provide entrepreneurship subjects, social friends, family environment, friends who can be invited to discuss business ideas., formal

education, small business experience.

- ✓ In this modern era, there are 8 factors that can drive the growth of interest in entrepreneurship (Maman S, 2006: 46), including:
- ✓ Entrepreneurs are considered as heroes. Someone who is successful in entrepreneurship will definitely benefit the people around him because he can absorb labor.
- ✓ Entrepreneurship education. If education is adequate, a person will be ready to become an entrepreneur and lead his subordinates.
- ✓ Entrepreneurship training media. A reliable entrepreneurship trainer will definitely use interesting media to be able to change one's mindset and attitude about entrepreneurship.
- ✓ Economic and population factors. The increasingly limited employment situation and the increasing number of people make people have to be more creative in competing.
- ✓ Shift from an industrial economy to a service economy. Currently, the service industry is increasingly diverse, which will lead to more and more non-formal business sectors.
- ✓ Technology advances. Increasingly sophisticated technology will make it easier to manage and market your business.
- ✓ Free lifestyle. A free lifestyle will further increase the level of public consumption and become an opportunity for business actors.
- ✓ The opening of international business opportunities. The existence of free trade encourages business actors to continue to compete and facilitate the marketing of their products.

Based on some of these opinions, it can be concluded that there are several factors that influence the interest in entrepreneurship. These factors include individual factors, family encouragement, environment and association, achievement, and compulsion factors.

## **METHODOLOGY**

### ***Research design***

The research design used is Ex Post Facto research because it examines causal relationships that are not manipulated or treated by researchers. The existence of a causal relationship is based on theoretical studies, that a variable is caused or motivated by certain variables or results in certain variables Syaodih (2013). The research results in the form of quantitative data were analyzed using statistical techniques. This study aims to find out whether there is an influence of craft learning on entrepreneurship interest in class IX students of SMP Negeri 07 Rarowatu Utara.

### ***Population and Research Sample***

According to Sugiyono (2013: 117), population is a generalization area consisting of subjects or objects that have certain qualities and characteristics set by researchers to study and then draw conclusions. The population in this study were students of class IX at SMP Negeri 07 Rarowatu Utara Bombana. The number of students in class IX at SMP Negeri 07 North Rarowatu which was used as a population was 28 students.

### ***Data collection technique***

#### ***Questionnaire method***

According to Sugiyono (2013: 199) a questionnaire is a data collection technique that is carried out by giving a set of questions or statements to the respondent to answer. In this study, a closed questionnaire was used, namely a questionnaire whose answers had been provided by the researcher so that the respondents only had to choose. The questionnaire method was used to obtain data

on students' craft learning and entrepreneurial interest.

#### *Documentation method*

According to Suharsimi Arikunto (2010: 274) the documentation method is to find data in the form of notes, transcripts, books, newspapers, magazines, minutes, calendars, agendas, and so on. The documentation method in this study was used to obtain the number of class IX students of SMP Negeri 07 Rarowatu Utara for the 2018/2019 academic year who have taken the Craft subject.

#### *Research Instruments*

According to Sugiyono (2013: 147) the research instrument is a tool used to measure observed natural and social phenomena. The instrument used in this study was a questionnaire to obtain data on the implementation of learning and entrepreneurial interest. The development of the instrument is based on the theoretical framework that has been prepared in the questions. The questionnaire used is a closed questionnaire, which is a questionnaire that has been equipped with answer choices so that students only have to choose an answer.

#### *Data analysis technique*

Descriptive analysis is the most basic analysis to describe the general state of the data for each variable. The purpose of the descriptive analysis is to explain the description of the data studied based on data from the acquisition of the questionnaire, but it is not intended for hypothesis testing. Descriptive statistical analysis used includes the mode, average, standard deviation, maximum value and minimum value. The presentation of the results of the descriptive analysis can be in the form of frequencies and percentages, cross-tabulations, various forms of graphs and charts on categorical data, as well as group statistics such as the average value (Saifuddin Azwar, 2004: 126).

## **RESEARCH RESULTS AND DISCUSSION**

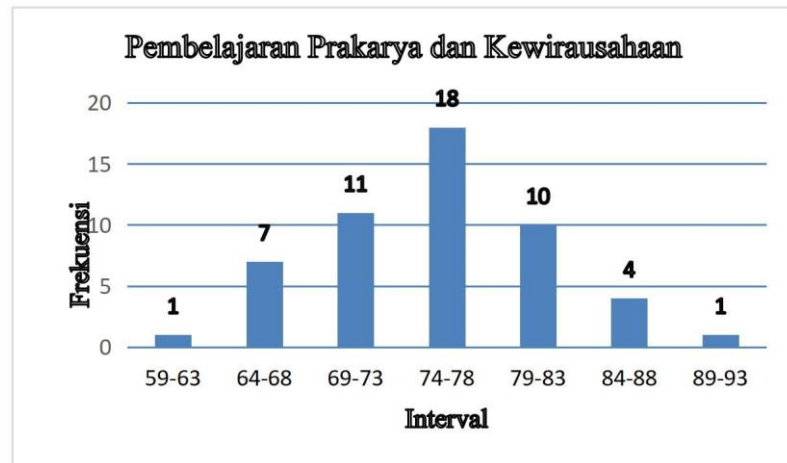
### *Result*

After the research steps have been carried out, the results of the research that have been carried out can be described. In this section a description of the data for each variable will be presented including the mean (M), median (Me), mode (Mo), and standard deviation (SD). Data processing is done with the help of SPSS Version 17.0. Data on the implementation of Craft learning was obtained from a questionnaire given to 28 Grade IX students at North Rarowatu 07 Public Middle School.

Table 1. Frequency Distribution of Craft Learning Variables

No	Interval	FreQ.	Percentage
1	59-63	1	1,92%
2	64-68	7	13,46%
3	69-73	11	21,15%
4	74-78	18	34,62%
5	79-83	10	19,23%
6	84-88	4	7,69%
7	89-93	1	1,92%
Jumlah		52	100%

Sources: Data Primer yang diolah



**Figure 2. Histogram of Frequency Distribution of Data on Craft and Learning Entrepreneurship**

From the above calculations it can be categorized into 5 classes as follows:

Very High :  $X > M + 1.5 \text{ SD}$

Height :  $M + 0.5 \text{ SD} < X \leq M + 1.5 \text{ SD}$

Enough :  $M - 0.5 \text{ SD} < X \leq M + 0.5 \text{ SD}$

Low :  $M - 1.5 \text{ SD} < X \leq M - 0.5 \text{ SD}$

Very Low :  $X \leq M - 1.5 \text{ SD}$

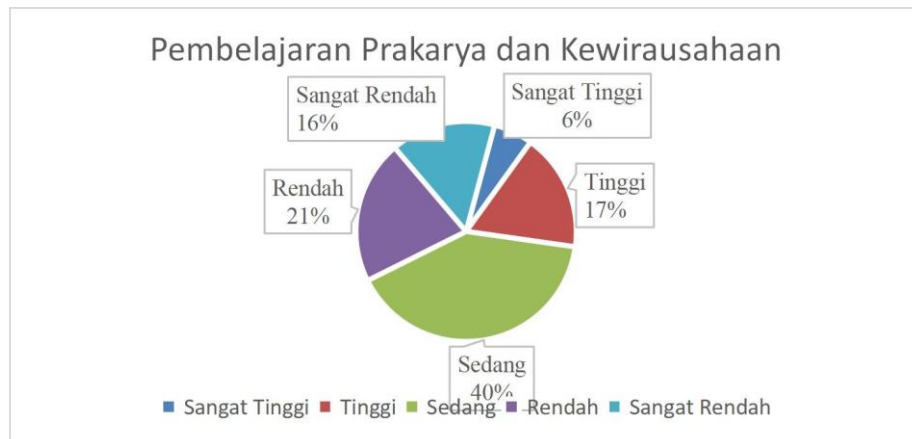
Based on these calculations, a trend distribution table can be made, while the distribution of trends in craft learning variables is as follows:

**Tabel 2 . Distribution of Trends in Prakarya and Learning**

No	Category	Interval	Freq.	Relative
1	Very high	$X \geq 84,5$	3	5,77%
3	Currently	$73,16 \leq x < 78,83$	21	40%
4	Low	$67,5 \leq x < 73,16$	11	21%
5	Very low	$X < 67,5$	8	15%
Jumlah			52	100%

Sources: Data Primer yang diolah

From the distribution table of learning and craft data trends, it can be converted into a Pie Chart graph as follows:



**Figure 2. Pie chart of craft learning trends**

Based on the Pie Chart table and graph, for Craft learning variables which are in the Very High category 6% with 3 students, 17% High category with 9 students, Moderate category 41% with 21 students, Low category 21% with 11 students and very low category 15% with a total of 8 students. So it can be concluded that craft learning has a moderate category of 41% with 21 students.

Interest in entrepreneurship data was obtained from a questionnaire given to 28 Class IX students at SMP Negeri 07 Rarowatu Utara Bombana. Based on the results of the descriptive analysis, the following data were obtained:

**Table 3 . Variable Descriptive Analysis**

No	Size	Score
1	Amount	52
2	Means	76
3	Median	76
4	mode	79
5	Standard Deviation	8
6	Maximum Score	96
7	Minimum Score	48

Sources : Data Primer yang diolah

Based on these calculations, a trend distribution table can be made, while the distribution of trends in craft learning variables is as follows:

**Table 4. Tendency Distribution of Interest in Entrepreneurship Data**

No	Kategori	Interval	Frekuensi	Relatif
1	Sangat Tinggi	$X \geq 84$	9	17%
2	Tinggi	$76 \leq x < 84$	15	29%

3	Sedang	$68 \leq x < 76$	17	33%
4	Rendah	$60 \leq x < 68$	8	15%
5	Sangat Rendah	$X < 60$	3	6%
Jumlah			52	100%

Sumber : Data primer yang diolah

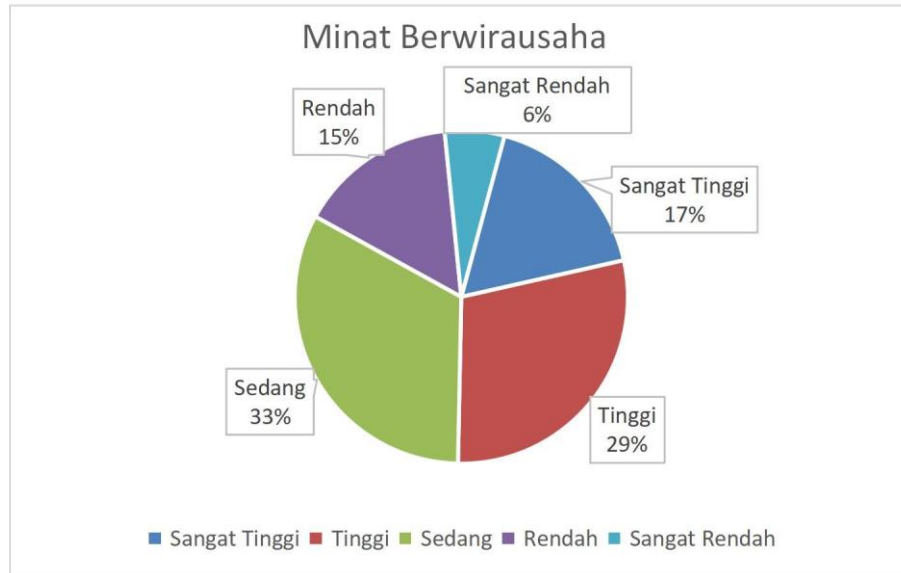


Figure 3, Pie Chart of interest in entrepreneurship

Based on the Pie Chart table and graph, for the interest in entrepreneurship variable it is categorized as Very High 17% with a total of 9 students, High category 29% with a total of 15 students, Moderate category 33% with a total of 17 students, Low category 15% with a total of 8 students and categories very low 6% with 3 students. So it can be concluded that interest in entrepreneurship has a Medium category of 33% with 17 students.

## Discussion

The results of the study show that the implementation of craft learning has a positive and significant influence on entrepreneurial interest. The results of the analysis obtained t count 6,090 and a significance value of  $0.000 < sig = 0.05$ . This shows that there is a positive and significant influence between the implementation of craft learning and its impact on the entrepreneurial interest of Class IX students at SMP Negeri 07 Rarowatu Utara Bombana. The influence of the implementation of craft learning and its impact on entrepreneurial interest by 42.6% and 57.4% is another factor that can influence entrepreneurial interest.

These results support the theories put forward by Maman S (2006:46) stating that there are 8 factors that can drive the growth of entrepreneurial interest in this modern era, namely the opinion that entrepreneurship is a hero; entrepreneurship education; entrepreneurship training media; economic and population factors; the shift from an industrial economy to a service economy; technology advances; free lifestyle; and the opening of international business opportunities. Craft learning is part of the driving factor for the growth of entrepreneurial interest in the form of entrepreneurship education. The results of this study are further strengthened by the presence of supporting theoretical studies. Thus, craft learning has a positive and



significant influence and its impact on the Interest in Entrepreneurship of Grade IX students at SMP Negeri 07 Rarowatu Utara for the 2021/2022 Academic Year.

## CONCLUSION AND SUGGESTION

### *Conculsion*

Based on the results of the research and discussion, several conclusions can be drawn as follows:

- ✓ Interest in Entrepreneurship in Class IX students of SMP Negeri 07 Rarowatu Utara in the Very High category 17% with 9 students, High category 29% with 15 students, Medium category 33% with 17 students, Low category 15% with 8 students and very low category of 6% with a total of 3 students. So it can be concluded that Interest in Entrepreneurship has a Medium category of 33% with 17 students.
- ✓ There is a positive and significant influence of craft learning on entrepreneurial interest. The analysis results obtained tcount 6.090 with a Sig value of 0.00 <significance level of 0.05, while the value of determination ( $R^2$ ) = 42.6%. The contribution to the implementation of class IX students' craft learning at SMP Negeri 07 Rarowatu Utara is 42.6% so that there are still 57.4% of other factors that can influence entrepreneurial interest.

### *Suggestion*

Based on the results of the research, discussion and conclusions obtained, the suggestions that can be given are as follows because of the positive and significant influence of craft learning on students' interest in entrepreneurship, it is better if the implementation of craft and entrepreneurship learning must be carefully planned so that it can really foster an interest in entrepreneurship in students .

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