

Evaluation of the Implementation of Entrepreneurship Learning to Strengthen Life Skills in the Field of Dental Nursing Study at the Health Polytechnic Department of Dental Nursing in West Java

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Abstract—The research is driven by the lack of interest of graduates in entrepreneurship in dental nursing. There are around 1.5% of graduates from 2015 to 2018 Diploma III dental nursing programs who have become entrepreneurs in the field of dental nursing. Also, graduates work as civil servants or employees in private clinics. The purpose of this study was to analyze the application of entrepreneurship learning as a strengthening of life skills for dental nursing graduates in the health polytechnic of the West Java region. This research was conducted using a mixed-method, namely quantitative and qualitative methods. The quantitative method is done by collecting data through questionnaires, study or document analysis. Then the qualitative method is carried out with data collection techniques through observing the learning process and interviews. The research subjects were the Secretary, the head of the study program, academic administration, the team of entrepreneurial lecturers and Diploma III students in dental nursing. The results of the analysis can be identified that the first findings of the effectiveness of the quality of syllabus and RPS documents are included in the high category (very good) following the content standards. The second finding is that the quality of learning planning is generally high (very good) according to the process standard. The third finding explains the teaching and learning activities of lecturers is high, but the utilization of lecturer learning resources is relatively low. The fourth finding regarding the use of student learning resources is relatively low intensity. Fifth finding, evaluation quality is classified as high quantitatively. Research recommendations regarding the dimensions of learning evaluation consisting of Contexts, Inputs, Processes, and Products, are given to the Chairperson of the Department to make policies and curriculum development team for the dental nursing department, the team of supporting lecturers and subsequent researchers.

Keywords—*Evaluation, entrepreneurship learning, Dental, Nursing*

I. INTRODUCTION

Entrepreneurship learning oriented to the formation of life skills must align with four principles, namely learning to know entrepreneurship, learning to do entrepreneurial activities, learning to practice entrepreneurial activities and learning to be with others in social entrepreneurial interactions [1,2,3]. These four principles are in line with the four pillars of learning [4], put forward namely knowledge, skills, independence and the ability to adapt and cooperate. Entrepreneurship learning in the Dental Nursing Department tends to be more directed to care services, and entrepreneurial learning is only done by giving the concept of entrepreneurship by learning in class. Though many things need to be explored and given to students, to undergo entrepreneurial practice in the field of dental nursing as a form of providing entrepreneurial readiness for students in the community, This research is motivated by the low D-III graduates of dental nursing becoming entrepreneurs in the field of dental nursing [5], data obtained from 2015-2018 graduates as many as 320 people spread to work in several health service clinics with the following details : working as a civil servant (5%), working in a private dental clinic (62.5%), working in hospitals and health centers (as an unofficial worker): (27.5%), working as an entrepreneur not in the field of dental health (3, 5%) and (1.5%) work in self-care service clinics. with the data above shows how low the life skills of D-III graduates in dental nursing in entrepreneurship in the field of dental nursing

independently. In general, the tendency of graduates to become civil servants or as private dental clinic assistants rarely is willing and able to create and develop jobs according to the competencies of being an entrepreneur in the field of dental nursing.

II. RESEARCH METHOD

This research uses a mixed-method, namely quantitative and qualitative methods [6]. The quantitative method is done by collecting data through questionnaires, study or document analysis. Then the qualitative method is carried out with data collection techniques through observing the learning process and interviews. The subjects of the study were the Secretary, the head of the study program, academic administration, entrepreneurial lecturer team, and students. The research population was 92 people consisting of 2 study programs, 2 secretaries, 2 academic sections, 6 lecturers supporting courses, and 80 students. This study does not use the population in general, because it is limited to explore the depth of the phenomenon. The collection of purposive sampling determination of samples with certain criteria under the needs of researchers. Sample is a Diploma (D-III) student in dental nursing in the area of West Java who took an entrepreneurship subject within the study contract in an odd semester particularly semester V.

III. RESULT AND DISCUSSION

Four things will be revealed from the implementation of entrepreneurial learning to strengthen life skills in the field of dental health, namely: 1. Planning/learning planning, 2. Implementation / learning process. 3. Evaluation/evaluation of learning and 4. Monitoring in the learning process [7, 8].

A. *Planing*

1) *Syllabus Document*

There are twelve syllabus elements assessed in the range 1-5 and the results are as in table 3.1 most (8 elements) are in the high category and only 4 elements are in the medium category with an average score of 3.37. This means that the syllabus documents are of very good quality. On average there is a syllabus document but it does not show the originality developed by the Department. And there is no curriculum development team in the Dental Nursing Department in the West Java region.

2) *Lesson plan Document*

The results of the evaluation of the thirteen elements of the RPS showed a high category with an average score of 3.5 which implies that the RPS document is of very good quality. On average there are learning methods, with learning objectives and material characteristics, and pay attention to the situation and condition of the students but not fun. on average there are learning activities and details but do not reflect E2C (Exploration, Elaboration, and Confirmation), include assessment of learning outcomes but only in the form of technical statements and the form of assessment accompanied by questions to be tested. However, the problem was not developed from indicators of

competency achievement. listed learning resources that fit the needs of achieving basic competencies but only one textbook [9].

3) *Results of Respondents' Answers (supporting lecturers) in preparing a syllabus*

The preparation of the syllabus from no. 1 to no. 8 illustrates that the average respondent often or almost always includes learning resources used for teaching in the entrepreneurial syllabus. Overall the preparation of the RPS is included in the high criteria with an average score of 3.62 which means that the quality is very good.

B. *Implementation/Learning Process of Entrepreneurship*

1) *Lecturer Version Learning Process*

Overall the entrepreneurship learning process for strengthening life skills in the field of dental health is included in the high criteria with an average score of 3.52, which means the quality is very good. A more complete picture regarding entrepreneurship learning to strengthen life skills in the field of dental health

Overall the entrepreneurship learning process for strengthening life skills in the field of dental nursing is included in the medium criteria with an average score of 2.48 which means effective. A more complete picture regarding entrepreneurship learning to strengthen life skills in the field of dental nursing based on the acquisition of an average score is as follows. First, the average respondent (student) sometimes answers the lecturer before starting learning asking questions that relate prior knowledge to the material to be learned in entrepreneurship courses. Secondly, the average respondent (student) answers often the lecturer explains the learning objectives of entrepreneurship / basic competencies that will be achieved Third, the average respondent (student) answers often deliver material coverage and explanations according to the entrepreneurial syllabus. Fourth, the average respondent (student) answers sometimes tends to often ask students to find information about topics or themes to be learned from various sources about entrepreneurship. Fifth, the average respondent (student) answers sometimes tend to often use a variety of learning approaches, learning media and other learning resources (Ls). Sixth, the average respondent (student) answers sometimes tend to often facilitate interaction between fellow students, lecturers and students, the environment and other learning resources (Ls).

Seventh, the average respondent (student) answers often tend to always lecturers actively involve students in every learning activity (Ls). Eighth, the average respondent (student) partially answered never 26.2% and some of the answers frequently 28.8% facilitated students to conduct experiments in the laboratory, studio or field (Ls). Ninth, the average respondent (student) answers sometimes tends to often accustom students to read and write a variety of tasks through entrepreneurship (Ls). Eighth, the average supporting lecturer sometimes involves students actively in every learning activity (Ls). Ninth, the average lecturer

sometimes facilitates students to conduct experiments in the laboratory, studio or field (Ls). Tenth, the average lecturer sometimes tends to often accustom students to read and write a variety of tasks through entrepreneurship (Ls). Eleventh, the average lecturer often facilitates students to make entrepreneurial tasks through discussions, etc., to come up with new ideas, both verbally and in writing (Ls). Twelfth, the average respondent (supporting lecturer) often gives opportunities to think, analyze, solve problems, and act without fear (Ls). Thirteenth, the average supporting lecturer often facilitates students in cooperative and collaborative learning entrepreneurship (Ls) Fourteenth, the average supporting lecturer sometimes tends to often facilitate students to compete healthily to improve learning achievement in entrepreneurship material (Ls). Fifteenth, the average lecturer sometimes tends to often facilitate students to make an entrepreneurial report in the field of dental exploration that is carried out, both verbally and in writing, individually or in groups (Ls) Sixteenth, on average the lecturer often facilitates students doing exhibitions, tournaments, festivals of products produced in the field of dental nursing (Ls) Seventeenth, the average supporting lecturer often facilitates learners doing entrepreneurial activities that can foster pride and confidence in students (Ls) Eighteenth, the average supporting lecturer often provide positive feedback and reinforcement in the form of oral, written, signaling, or gifts to the success of the Nineteenth, the average lecturer sometimes provides confirmation of the results of exploration, elaboration of students through various Twenty sources, the average supporting lecturer which facilitates students to reflect to get the learning experience that has been done.

3.2.1. Facilities

Overall facilities and infrastructure supporting entrepreneurship learning to strengthen life skills in the field of dental health are included in the high criteria with an average score of 3.45, which means the quality is very good. A more complete description regarding the entrepreneurial learning facilities and infrastructure for strengthening life skills in the field of dental nursing based on the acquisition of an average score is as follows. First, the average respondent answered that there is rarely an allocation of funds from the center each year for maintenance of buildings in the Department of Dental Nursing especially Polytechnic Tasikmalaya Second, the average respondent answers that there is rarely the application of educational funding standards allowing for equal distribution of education services. Third, the average respondents answered rarely stated that education funding was also the responsibility of the community, and the Department could collect funds from parents to finance education. Fourth, the average respondent answered that sometimes there was a provision of one table for one student. Fifth, the average respondent answered that there were no facilities and infrastructure for entrepreneurial practice within the campus of the Dental Nursing Department. Sixth, the average

respondent never tended to rarely have office stationery for entrepreneurial practice Seventh, the average respondent answered there was never every year new tools were bought to support entrepreneurial practice Eighth, the average respondent answered rarely bought every year supporting materials for entrepreneurial practice

3.3. Assessment/Learning Evaluation

3.3.1. Evaluation of The Implementation of Entrepreneurial Learning

Overall evaluation of the implementation of entrepreneurship learning in strengthening life skills in the field of dental nursing is included in the medium criteria with an average score of 1.899 which means effective. A more complete picture regarding entrepreneurship learning to strengthen life skills in the field of dental nursing based on the acquisition of an average score is as follows. First, the average respondent answered (yes) 100% that entrepreneurial lecturers always make syllabus and RPS themselves. Secondly, the average respondent answered (yes) 100% that entrepreneurship lecturers always make the entrepreneurship learning process on campus take place as planned in the syllabus and RPS. Third, the average respondent answered (yes) 100% that the entrepreneurial lecturer always results in student entrepreneurship learning in general as expected. Fourth, the average respondent answered (yes) 100% that entrepreneurship lecturers in the entrepreneurship learning process always carry out their planning, implementation, and evaluation. Fourth, the average respondent answered (yes) 100% that entrepreneurship lecturers in the entrepreneurship learning process always carry out their planning, implementation, and evaluation [10].

4) CONCLUSION

- The effectiveness of the syllabus and Lesson plan document quality is included in the high category (very good) following the content standards, but the syllabus document does not indicate the originality developed by the Department because this has not yet formed a curriculum development team. in the Department of dental nursing in West Java.
- The quality of learning planning is generally high (very good) according to the process standard.
- Teaching and learning activities managed by entrepreneurship lecturers are very high which means very good but the use of learning resources is still relatively low intensity. In learning entrepreneurial practices, one of the Dental Nursing Departments in West Java has never been funded for direct observation in the field.
- The quality of evaluations is classified as high quantitatively, but there are no evaluation service evaluations (eg. helping educational institutions or decision making), there is no analysis of the context of entrepreneurship learning and there are no clearly

defined and detailed objectives of the entrepreneurship learning evaluation procedures.

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