

# The Learning Model of INS Kayu Tanam in Instilling the Entrepreneurial Spirit

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**Abstract-***This research aims to discover several aspects relating to learning model applied in INS Kayu Tanam in inculcating the entrepreneurial spirit, including explaining the procedure of learning model development in INS Kayu Tanam, determining validity, practicality, and effectivity of learning model in INS Kayu Tanam. This study applies research and development (R and D) methodology with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. 26 of eleventh-grade students of SHS INS Kayu Tanam consisting of 14 students from social science class and the others from natural science class are involved in research as a group of the trial subject to this learning model. Besides, the foundation administrators, the principal, the head of the dormitory, the teachers, the officers, the alumni, and the students also happen to join this research which has been selected purposively. The data are analyzed with descriptive statistic and technique. This research produces a learning model book *The Instilling of Entrepreneurial Spirit*, along with the development of syllabi, lesson plan, learning activities (opening, content, closing), and the learning syntax and evaluation. From the research, it is found that the result of validity, practicality and effectivity tests for the learning model is valid, practical, and effective used by teachers and students.*  
**Keywords:** *Learning Model, ADDIE Model, SHS INS Kayu Tanam*

## I. INTRODUCTION

The 4.0 industrial revolution is a momentum and a real challenge that must be faced, where technology is growing rapidly coupled with a trend in the industrial world which combines automation technology with cyber technology. Some challenges constantly changing, include digital automation, globalization/ international and collaboration/ flexibility. This has caused a change in the way our young generation works because in this era and some work segments will be replaced by robots. Some major changes will occur in the revolutionary era 4.0, including 35% of core skills will be lost by 2025, 45% of our students will work in fields that do not yet exist now and 14.2% of the workforce will immigrate in ASEAN. It is estimated that in 2030 each type of work will experience a significant change in which routine work and manuals will focus on human and problem solving, strategic and creativity and continuous innovation that is owned by a company [1]

Only those who have 21st-century skills can compete and win this intense competition [2]. The skills that must be possessed in the 21st century include: having a strong entrepreneurial spirit as a global citizen, having work-ready capability in his field of expertise, having the ability to think, critical, creative, innovative and problem solving, having communicative and collaborative work, capable collecting data and using it, being able to use technology and media tools and integrity and discipline in carrying out the tasks. The point is those who have innovation and creativity and ability to see opportunities and anticipate and take risks, namely those who have the spirit of entrepreneurship [3]. Things like this should be produced in the current INS Kayutanam learning. The fact today is that there have been a number of phenomena that show discrepancies between expectations and the reality where there has been a shift in entrepreneurial values

in INS Kayutanam learning, which is increasingly fading and tends to be like ordinary public schools. Even though entrepreneurial values such as being active, creative and innovative as well as confident are the identity and spirit in the INS Kayutanam Education system. This is in accordance with the alumni's statement on the 88th anniversary of INS Kayutanam, October 31, 2014, which stated that lately there tends to be a decline in the implementation of INS values, which is a concern for the increasingly disappearance and existence of INS in the future.

The specific problem in this study focuses on how the Learning model can instill an entrepreneurial spirit in INS Kayutanam so that it can produce the ideal conditions needed, namely students who have the soul of entrepreneurship. In order to anticipate this difficult challenge, it is necessary to develop a learning model that can instill an entrepreneurial spirit in the school. The education pillar is a pillar of education teachers. UNESCO provides four pillars of education which consist of learning to know, learning to do, learning to be, and learning to live together in peace. But to achieve the National Education Goals, it is not

enough with the four pillars, then in Indonesian education is added with the education pillar "Learning to strengthen faith, piety, and noble character".

This is in line with Presidential Regulation No. 87 of 2017 concerning Strengthening Character Cultivation Education which can be achieved through learning to cultivate entrepreneurship in integrated education units in every learning through harmonization of heart, feeling, thinking, body with involvement and collaboration between educational units, families and the community, as part of the National Mental Revolution Movement (Chapter I Article 1 of Presidential Regulation No. 87 of 2017). Planting The spirit of entrepreneurship is the ability to internalize the talents, engineering, and available opportunities. While an entrepreneur is a person who dares to take risks, be creative, innovative, never give up and be able to anticipate opportunities precisely. More than that the spirit of entrepreneurship is also urgent in determining the progress and economy of a nation.

In the Indonesian context, with a small number of entrepreneurs, entrepreneurship is a necessity and is the key to the nation's progress in the future. Indonesia needs creative, innovative people and is able to take risks intelligently. Therefore, education and learning are needed to cultivate an effective entrepreneurial spirit. The shift in the culture of independence, where the internal needs of schools such as chairs, cupboards, student desks in dormitories, clotheslines, and others, are usually produced by students and teachers in workshops through skills practice, but today tend to be bought.

From the background and reality above, the writer can conclude that it is necessary to develop a learning model that can cultivate an Entrepreneurship spirit. From this point of view raises a belief for the writer that INS Kayutanam requires the development of existing learning models so that it can be used as a guide especially in implementing the educational values of Engku M. Sjafei.

## II. METHODOLOGY

This study applies research and development methods which involve the ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation) as it is stated by Ressler and Mollenda (1990).

This research focuses on preparing a model, namely INS Kayutanam's Learning Model in Instilling Entrepreneurship Souls. This model is compiled and evaluated, and then tested through a series of research activities. This model is also known as a procedural model, which is a descriptive model that describes the flow or procedure that must be followed to produce a particular product. The five ADDIE steps can be grouped into three research stages as follows: Descriptive research, development research, and research on validity and practicality testing

The subjects of the learning model were carried out in the eleventh grade of INS Kayutanam High School, which numbered 26 students, consisting of 12 students majoring in Natural Sciences, and 14 Social Studies students involving teachers who taught in those classes. A technique recommended in qualitative approaches such as observation, interviews, document studies and questionnaire and the quantitative technique used is the t-test.

## III. FINDINGS AND DISCUSSION

The development of a school vision and mission-oriented towards entrepreneurship includes preparing citizens who are devoted, independent, innovative, creative, entrepreneurial, and ready to build a nation and country with professional skills based on knowledge, talents, as well as noble, work ethic, and can be a role model.

The four development missions of INS Kayutanam are as follows:

- 1) Educating, bridging and developing the talents in accordance with the students' willingness,
- 2) Educating and encouraging entrepreneurial spirit and independence living in society by not leaving the ability to think critically and logically,
- 3) Educating and encouraging students to think and be broad-minded in the future, persistent, have continuous innovation and creativity, do not give up easily and work ethically and educating students to become a part of a virtuous and noble society that deserves to be adhered to.

The syllabus is developed based on Graduates' Competency Standards (SKL) and Content Standards (SI) for primary and secondary education units in accordance with the learning patterns in each particular school year. The syllabus is used as a reference for developing lesson implementation plans (RPP). Syllabus for entrepreneurial soul planting learning at INS Kayutanam contains at least:

- a) Identity of subjects,
- b) School identity includes the name of the education unit and class,
- c) Core Competence (KI), covering aspects of attitudes, knowledge, and skills.
- d) Basic Competence (KD), is a specific ability that must be achieved according to the subject matter.

- e) The main material contains relevant facts, concepts, principles, and procedures and is written in the form of items in accordance with the formulation of indicators of achievement of competence.
- f) Learning, namely activities carried out by educators and students to reach the expected competencies.
- g) Assessment is the process of gathering and processing information to determine the achievement of student outcomes, including monitoring the assessment of planting entrepreneurial spirit.
- h) Allocation of time according to the number of hours of learning in the curriculum structure for one semester or one year of study.
- i) Learning resources can be in the form of books, print media, and electronics, natural or other relevant learning resources.
- j) Entrepreneurship values to be instilled through the integration of learning to start from the preliminary, core and closing activities according to the characteristics of the learning material.

The lesson plan is developed from the syllabus to direct students' learning activities in an effort to achieve basic competencies. Every teacher in INS Kayutanam is obliged to prepare lesson plans in a complete and systematic manner by including entrepreneurial values that will be integrated in learning so that learning takes place in an interactive, inspiring, fun, challenging, efficient, motivating, and providing enough space for initiative, creativity, and independence in accordance with the talents, interests and physical and psychological development of the students. The learning plans are arranged based on basic competence (KD), which are held one meeting or more. The lesson plan component to instill an entrepreneurial spirit in INS Kayu Tanam need to do some adaptation, includes:

- a. Addition and or modification of indicators and learning objectives that contain entrepreneurial values to be instilled.
- b. Addition and or modification of learning activities so that there are learning activities that instill entrepreneurial spirit.
- c. Addition and or modification of assessments, so that there are valuation techniques that can measure the development of planting entrepreneurial values for students.

Changes and adaptations of learning components are carried out so that the entrepreneurial spirit can be integrated into learning. Therefore, teachers need to add orientation to each or a number of learning activities with the attainment of certain attitudes or values, such as hard work, trust, innovative creativity, and others. learner-centered learning activities. Learning that facilitates autonomous learning and student-centered automatically will help students gain many values. Learning examples include discussion, experimentation, debate, presentation, project work, problem-solving learning, discovery learning and so on. In an effort to cultivate the value of entrepreneurship in INS Kayutanam, it is known as the Educator Space concept. The concept of space means a large place where schools, garden gardens, ponds, agricultural areas, plantation areas, sports fields, dormitories, and workshops are used as learning tools. Whereas all teachers, employees, staff, and field officers are educators who must provide examples and foster students together according to their respective roles and tasks. The implication of this concept is what makes schools implement the concept of boarding school. In order for students to be facilitated, especially in internalizing the INS values in instilling entrepreneurial spirit, students must be given an active role in learning where at INS Kayutanam it is known as the Active-Creative concept. These roles include participant discussions, experimenters, presenting works, creating poetry, creating designs and works of art and skills with imitating concepts worth not imitating forms, active roles in exhibitions and festivals, writing literature, playing music, playing theater, sports and participation in the practice of noble moral, worship and leadership in the dormitory. The participation of students in every educational process must be able to make the student be active. It is not easy to say no, cannot and do not know. Students must be accustomed to conducting a series of activities in showing creativity based on talent. This is so that they are accustomed to working hard, never giving up and not easily complaining by prioritizing positive positivity. In the opening, the lesson activities must give students learning motivation contextually according to the benefits and application of teaching the material in daily life by giving examples and comparisons and giving motivation to students about opportunities and choices of the entrepreneurial profession in addition to being civil servants and employees. The learning syntax of instilling the entrepreneurship spirit in INS Kayutanam is as follows:

- a. Warm up the learning atmosphere and motivate the choice of profession as an entrepreneur besides being a civil servant
- b. Explain the entrepreneurial soul values contained in face-to-face material that will be studied.
- c. Conduct apperception activities and relate them to the previous material and connect with the importance of planting the value of entrepreneurial spirit.

- d. Explain the scenario of entrepreneurial soul planting learning starting from the introduction, core activities, and closing.
- e. Conduct an affection process in the form of planting the values of entrepreneurial spirit such as hard work, innovation, creativity, trust in yourself and others.
- f. The teacher asks students to make a contextualization of the value of the entrepreneurial spirit that is instilled in everyday life
- g. Teachers and students together reflect on the value of entrepreneurial spirit and learning activities that have been carried out.
- h. The teacher together with students concludes the learning outcomes that have been learned
- i. The teacher conducts evaluations and learning processes including monitoring and evaluating the value of the entrepreneurial spirit instilled.
- j. The teacher asks students to follow up in the form of internalization.

#### The Principles of Entrepreneurial Spirit Instilling Learning in INS Kayutaman

According to Engku M. Sjafie' i (1953), education and teaching are efforts to bring children to physical and spiritual perfection. Therefore, education is not enough to fill the brain with science alone, but hands must be equipped with skills and hearts with ethical and aesthetic morals. This is known as the educational synergy of three fields, namely the brain, hands, and hearts in the INS Kayutanam education system.

Creative and active learning at INS Kayutanam is based on the philosophy of Outspread nature as teachers (Alam Takambang Jadi Guru). That is, as a religious nation we should recognize nature as the immutable constants of God's system (Sunnatullah) which must be guided and learn from the phenomena and dynamics of life and events that can be learned and lessons learned. In Engku M. Sjafie'i's education concept, it is emphasized that creative active education is intended to achieve the development and harmonization of three vital human components, namely the brain, soul and hands.

The implementation of creative active learning in the cultivation of entrepreneurial spirit in INS Kayutanam is carried out by applying the following principles:

- 1) Promoting positive active and negative activeness,
- 2) Learning based on talent,
- 3) Adapting to the child's learning type,
- 4) Application of coaching with the concept of the Educator's Room,
- 5) Application of the Self-Belief Principle next to God,
- 6) Creative and the ability to improvise.

Based on the test results of the experimental class students (classes using the development model) and the control class (classes that do not use development model) can be identified the significance value is  $0,000 < 0,05$ , thus  $H_0$  is rejected, meaning there are differences in student learning outcomes in the experimental class (classes using the development model) with students who do not use the development model (control class). This data shows that the learning device in the form of a book model of learning planting entrepreneurial spirit in INS Kayutanam developed can be said to be effective.

#### IV. CONCLUSION

Based on the results of the study, conclusions can be made, as follows: The product of the development of learning models that cultivate an entrepreneurial spirit in INS Kayutanam is a model book that includes planning, implementation, and learning syntax as well as assessment models, Syllabus and lesson plans. This type of research is Research and Development. The model used is the ADDIE Model (Analysis, Design, Development, Implementation, Evaluation) as stated by Reiser and Mollenda (1990). The results of the development of the learning model show valid, practical and effective categories.

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