



Self-Entrepreneurship Learning to Increasing Teacher Creativity Using Merdeka Belajar Platform

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Abstract

Teacher creativity in strengthening the value of entrepreneurial character so that creativity can be seen from planning, implementation and assessment of learning. Research was conducted on high school teachers in Langsa City. By utilizing the geographical richness of the school environment as a learning resource in applying character values (entrepreneurship) which are integrated in the development of teaching tools by teachers and also in preparing school programs related to the importance of learning innovation for students. Using qualitative descriptive methods, intervention activities were carried out on 5 high school teachers. Activities are divided into three, namely pre-meeting, meeting and post-meeting. At the pre-meeting, assignments were given to teachers regarding the use of the Merdeka Belajar platform, qualitative descriptive research carried out in the even semester using instruments such as observation sheets, interviews and analysis documents. The results of the data analysis show that the increase in teacher creativity in applying integrated entrepreneurial values in subjects, managing learning activities, giving assignments and assessments is character-based.

Keywords: *Entrepreneurship 1; Highschool 2; Learning 3*

Introduction

Education is one of the means to create quality human resources. Quality human

resources are what will build a country so that it can improve the quality of a nation. The development of science and technology (IPTEK) besides influencing the industrial world also influences the world of education in Indonesia. Technology makes a positive effect not only on social life but also on education. As technology becomes increasingly prevalent in educational settings, there is an emerging expectation for educators to leverage digital tools to support classroom teaching. Education units face enormous challenges in educating the younger generation to become intelligent and responsible generations. (uci dwi cahya, Thahura, and Meylia Sari 2021)

Therefore, education is a vehicle for forming young people who are smart, have character, the government continues to develop the quality of human resources, Law Number 25 of 2000 concerning the National Development Program it is stated that there are three big challenges in the field of education namely:

1. Maintain the results of educational development that have been achieved;
2. Preparing capabilities in the field of human resources to be able to compete with changing times;
3. In line with the enactment of regional autonomy, the national education system is required to make changes and adjustments so as to create an educational process that is more democratic, pays attention to diversity, pays attention to the needs of students, and encourages increased community participation.(Uci Dwi Cahya 2023b)

Learning is a process of interaction between teachers and students that is carried out in a planned and conscious manner and is carried out in the classroom in order to improve students' abilities. The combination of the two elements, namely the teacher and students, creates an educational interaction by utilizing language as the medium of instruction. Education that is oriented towards liberating students independently and productively, makes students not alienated (alienated), thus creating a productive generation. Education is basically carried out to realize an effective learning process with the aim of educating students in developing their potential.(Uci Dwi Cahya 2023a)

Entrepreneurship can be applied to other professions, and even to become a teacher. Indirectly, entrepreneurship is attached to someone who works as a teacher. Teachers whose daily duties are to guide, educate and protect students. In this context, a teacher is required to continue to hone his teaching skills and scientific material. Teachers must be able to "upgrade" themselves in any case. Entrepreneurship will produce entrepreneurial spirits, there are many skills that must be possessed. If a teacher has entrepreneurial skills, the effect they will have on their students will be even more powerful. A teacher's entrepreneurial skills are very important and closely related to the correlated curriculum, especially those related to the incidental implementation model. Through good entrepreneurship skills, teachers can carry out learning according to the conditions and situations that occur in their environment. If you do not have good entrepreneurship skills, teachers will have difficulty adapting learning material to situations that occur outside the theme that the teacher has prepared.

Entrepreneurship is very closely related to economic activities. However, entrepreneurship does not mean you have to be a businessman, trader or businessman.

However, in essence, the entrepreneurial spirit is related to how to produce added value to one's profession. A person is said to have an entrepreneurial spirit if he is able to add value to the profession he is pursuing. Inseparable from this is the teacher.

Entrepreneurship is a form of activity to carry out difficult, compact and risky work, quickly taking action or initiative so that profits can be obtained. Entrepreneurship as a process, namely the process of creating something new (new creation) and making something different from what already exists (innovation). Entrepreneurship arises when someone is always active, creative, creative and innovative to develop new businesses and ideas. Entrepreneurship can be formed through education. Entrepreneurship is not synonymous with entrepreneurial character/characteristics alone, because entrepreneurial traits are also possessed by an entrepreneur. Many literatures reveal that the essence of entrepreneurship is creating added value in the market through the process of combining resources in new and different ways in order to compete. Every successful entrepreneur has four main elements, namely:

1. Ability (relationship with IQ and skills)
2. Courage (connection with emotional Quatient and mental)
3. Determination (relation to self-motivation) Creativity which requires inspiration as the origin of ideas to find opportunities based on intuition (relation to experience). (Nurul Novitasari 2019)

Entrepreneurship arises when an individual dare to develop new businesses and ideas. The entrepreneurial process includes all functions, activities and actions related to obtaining opportunities and creating business organizations. The essence of entrepreneurship is creating added value in the market through the process of combining resources in new and different ways in order to compete. (Dwi Ermavianti and Wahyu Sulistyorini 2021)

The characteristics of entrepreneurship are as follows:

1. A strong desire to stand alone.
2. Willingness to take risks.
3. Ability to learn from experience
4. Motivate yourself
5. Spirit to compete
6. Orientation to hard work
7. Believe in yourself
8. Encouragement to achieve

Creativity very influence for human live in this modern era. People demanded more creative toconfortn challenge in the future for better life because by creativity mostly people can create something new that has value. Creative thinking be able to appear some idea which is make people to make something new and opportunity for others. Those reasons motivate the researcher to investigate the relationship between creative thinking and entrepreneurship.(Roy Wahyuningsih 2019)

The current situation is that entrepreneurship education in high school is currently still in the form of text books. The provision of material and assignments by teachers is no longer relevant to the current situation and developments in the business world. This

makes students less interested in studying entrepreneurship more deeply. Students' disinterest in entrepreneurship education is what makes it difficult for students to develop an entrepreneurial spirit. (Heny Kusdiyanti et al. 2022).

creative teacher is a teacher who is able to foster, educate and develop the potential and creativity of students through a creative learning process. Teachers are required to be creative role models by providing inspiration and motivation in creating a class atmosphere, materials, creative learning methods and techniques for the progress and development of students. (Novebri 2021) To foster entrepreneurial interest in schools, the role and creativity of a teacher in presenting Learning materials are related to fostering interest in entrepreneurship, therefore a teacher must be able to be selective in choosing methods and using available learning media. This means that learning media cannot be separated from the learning process. Without media the teaching and learning process cannot occur. (Rahmatullah and Nur Halim 2021)

Teachers who have creativity will provide creative inspiration to students. They set goals and intentions, build an environment conducive to the growth of creativity, organize learning using various techniques and strategies to facilitate the birth of creativity, stimulate curiosity and exploration, support a positive outlook, provide balance and opportunities to choose and discover, encourage self-confidence and courage taking risks, encouraging imagination and fantasy, building motivation, encouraging the achievement of certain knowledge, building basic skills or basic abilities, developing self-management, namely metacognitive abilities or skills, and focusing on mastery of knowledge and competition. (Marta Florentina Simangunsong et al. 2023)

Method

The approach taken in this research is descriptive qualitative. This research was conducted on several high school teachers in Langsa City. This research was carried out for 6 months (odd semester) among 5 teachers who observed changes in students' attitudes in each class. In general, high school teachers have PNS and non-PNS status and have been teaching for more than 2 years. Meanwhile, high school students have the same characteristics as other students their age. They are in the teenage phase of human development, who are generally experiencing puberty, have curiosity, and want to experiment, be a little rebellious. The characteristics of this development will be directed towards more positive things, namely activities that seek to instill entrepreneurial values such as creativity, hard work, action orientation, courage to take risks.

Persentasion	Interpretation
95-100	Hight Score
80-94	Hight
70-79	Enough
60-69	Low

Dare to take risks 50-59	Very Low
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Table 1. Teacher Creativity Achievement Level

The data from this research comes from the results of observations, interviews and analysis of documents created by researchers after carrying out interventions which began with assignments given to teachers regarding the use of the Merdeka Belajar platform as discussion material in the form of articles and microlearning videos related to good practices carried out by other schools. related to the application of entrepreneurial values, local wisdom and other life skills in learning and school programs. Teachers are asked to discuss the material provided face-to-face with their groups at school. Next, virtual face-to-face sessions are held to discuss and listen to ideas/concepts or discuss problems found by all teachers. Post-meeting is used for group/individual interviews to strengthen understanding. Data from observations includes actions taken by teachers in building students' conceptual understanding during learning and includes observations of students' attitudes and behavior. In particular, observations were made when students and their homeroom teachers managed their respective class parks or gardens.

Results

Self-entrepreneurship learning method makes learning activities more effective and efficient because teachers become creative and innovative. This is because the learning process that is usually carried out in class is replaced with activities that focus on practice to solve problems that cannot be solved independently. The research carried out over six months has provided several results that are beneficial both for the school environment and for students' knowledge and behavior. The increasing creativity of teachers in organizing learning with an entrepreneurial spirit in the independent learning program proves the significance of implementing a group-based approach. The research results which show the significance of the influence of teacher creativity can be interpreted as meaning that teachers at Langsa City High School are optimal in implementing the learning process, especially regarding fostering student interest in entrepreneurship. Teacher creativity in this research is based on two indicators, namely indicators for the selection and development of learning methods and indicators for the selection and development of learning media that have been carried out by teachers at Langsa City High School. Based on these two indicators, teacher creativity is considered unable to foster entrepreneurial interest. The results of this research are caused by various factors, including the competence possessed by teachers in selecting and developing appropriate media in the learning process which is very good and efficient because it is supported by the independent learning curriculum.

Discussion

There are 4 indicators examined in this research related to the creativity of high school teachers in Langsa City. (1) teacher creativity is seen from the aspect of being open, based on the results of data processing, indicators of teacher creativity in this aspect are in

the sufficient category with an average score of 7.8, but there is still a need for improvement, especially in aspects of being open to developments in science and technology such as using educational television as a medium in the learning process which is still rarely done by teachers.

One form of teacher creativity in using learning media is with a variety of learning media, starting from audio media, visual media, and audio visual. Along with the challenges and developments of the times, the roles and responsibilities of teachers have become increasingly complex, especially in the current era of digitalization, so that teachers are required to constantly improve their competence and creativity. If the teacher is not responsive to this, then he will be left behind professionally. (2) Teacher creativity seen from the creative aspect in solving problems is in the high category with an average score of 8.5. Among the 10 aspects that were rated as average, all were in the high and very high categories, this is worth maintaining. A professional teacher is required to be creative in solving the problems he faces, whether related to planning, processes, learning evaluation and classroom management (3). Teacher creativity seen from the humorous aspect is in the high category with an average score of 8.0. There are 10 aspects assessed. Humor is needed to create a pleasant classroom atmosphere, so that it can increase students' motivation and interest in studying harder. Teachers who have high creativity will have a positive influence on student success and improve the quality of education. Teacher creativity plays a role in increasing students' interest in learning.

Teachers who intersperse the learning process with educational humor will make the learning atmosphere relaxed and not seem stiff. Teacher creativity can be seen from how the teacher conveys subject matter using various learning methods and media that are interesting and fun for students, thereby eliminating boredom in the classroom during the learning process. Teacher creativity is very necessary to create a pleasant classroom atmosphere. Teacher creativity in implementing learning can be done through entrepreneurship, namely a teacher must be able to create a pleasant learning atmosphere (person), a teacher must be creative in planning, implementing and evaluating learning (process), a teacher must be able to encourage and invite students to participate actively in the learning process (press), and a teacher must be creative in creating teaching materials, methods and learning strategies that are effective in the learning process (product).

Indicator assessed was (4) teacher creativity seen in the innovative aspect was in the sufficient category with an average score of 7.5. Teachers can demonstrate innovation in the learning process through conducting classroom action research to find out what needs to be corrected and improved in encouraging students to learn, both in terms of methods, approaches, strategies and learning media used. The form of teacher creativity in improving the quality of learning can be done by creating interesting material, applying varied learning strategies/methods, utilizing learning support facilities, teachers respecting the various intelligences of students. Teacher creativity can also be demonstrated by using varied methods and media, good classroom management, holding daily evaluations in a fun way. So overall it can be concluded that the creativity of teachers

at Langsa City High School who implement self-entrepreneurship has a high score in the learning process.

Conclusion

Increasing teacher creativity in strengthening the value of entrepreneurial character so that creativity can be seen from planning, implementation and assessment of learning. Research was conducted on high school teachers in Langsa City. By utilizing the geographical richness of the school environment as a learning resource in applying character values (entrepreneurship) which are integrated in the development of teaching tools by teachers and also in preparing school programs related to the importance of learning innovation for students. Using qualitative descriptive methods, intervention activities were carried out on 5 high school teachers.

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