



Can The Social Mission Model Improve the Students' Interest?

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Abstract

This study aims to determine the effectiveness of entrepreneurship learning models based on social missions to advance entrepreneurial interest in vocational high school students. Experimental research use as a method, with 72 students participating in Class XII of SMK Negeri 1 Kudus. Data collection using questionnaires and learning outcomes. Data analysis using ANOVA and Scheffe test. The results showed that student learning outcomes with social mission learning models and conventional learning models have differences, where the social mission learning model is more useful to improve student learning outcomes and entrepreneurial interest. More than that, the social mission-based entrepreneurship learning model is needed in the curriculum. Entrepreneurship training through social mission will prepare students to become entrepreneurs, in addition to being more concerned about the environment and society. Future research needs to focus more on studying entrepreneurship learning curricula in vocational high schools.

Abstrak

Penelitian ini bertujuan mengetahui efektivitas model pembelajaran kewirausahaan berdasarkan misi sosial untuk memajukan minat kewirausahaan pada siswa sekolah menengah kejuruan. Penelitian eksperimen digunakan sebagai metode, dengan partisipan sebanyak 72 siswa Kelas XII SMK Negeri 1 Kudus. Pengumpulan data menggunakan kuesioner dan hasil belajar. Analisis data menggunakan ANOVA dan uji Scheffe. Hasil penelitian menunjukkan bahwa hasil belajar siswa dengan model pembelajaran social mission dan model pembelajaran konvensional memiliki perbedaan, di mana model pembelajaran social mission lebih efektif untuk meningkatkan hasil belajar dan minat berwirausaha siswa. Lebih dari itu, model pembelajaran kewirausahaan berbasis social mission sangat diperlukan dalam kurikulum. Pelatihan berwirausaha melalui social mission akan mempersiapkan siswa tertarik menjadi wirausaha, di samping lebih peduli terhadap lingkungan dan masyarakat. Penelitian yang akan datang, perlu lebih fokus mengkaji kurikulum pembelajaran kewirausahaan di SMK.

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INTRODUCTION

Character and entrepreneurship education becomes crucial to do, considering the degenerating values, norms, and characters of the nation. The research of the International Center for Research on Women (ICRW, 2015) found that 84% of children in Indonesia are experiencing violence at schools. Therefore, character and entrepreneurship education are essential provisions that every young generation must have to endure various problems. Several studies confirm that character and entrepreneurship education with a comprehensive, integrated approach is valid to effectively improve students' attitudes and interests for entrepreneurship (Aqib, 2011; Darmiyati, 2010; Jumarudin, 2014; Masruri, 2010; Mulyani, 2012b). Theoretically, the entrepreneur is one of the driving factors to enhance the economic growth in Indonesia (Matlay, 2008; H. Matlay, 2009; Suharti, 2012; Zimmerer, 2004).

Murphy (2008) and Nemecek (2018) supported that the main actors in the economy are entrepreneur, so the school should apply the entrepreneurship learning based on meaningful knowledge in order to encourage the student's spirit to be an entrepreneur (Hägg, 2019; Peterman, 2003; Wu, 2008; Yohnson, 2003). Therefore, the schools are demanded to create the quality of graduates in the entrepreneurship field. Entrepreneurial education has been implemented in Indonesia, though it is only oriented to the strengthening of cognitive material knowledge. Garrison (2009), Honig (2004) and C. M. and H. Matlay (2008) found that entrepreneurial learning is one of the most rapidly growing programs at school and university, though it merely focuses on helping students develop their knowledge through conventional methods (lectures, papers, exams) (Cope, 2007; Katz, 2007). Consequently, conventional teaching methods must be supplemented by innovative ways of thinking to develop an entrepreneurial learning model (Gibbs, 2002). Also, it was found that the practices and the value of entrepreneurial spirit are still limited (Syohih, 2008). When entrepreneurial learning is taught by conventional models, it will not be the most effective learning (Kirby, 2004).

Central Statistical Agency (BPS, 2018) explains that the unemployment rate in February 2018 was still dominated by vocational high school graduates, i.e., 8,92%. Because vocational high school graduates are only aimed at finding jobs, they cannot think of creating jobs. A good economy can be achieved by the number of the entrepreneurial community, so the entrepreneurial character is increasingly needed to produce entrepreneurs who have reliable and robust character (Mulyani, 2012a, 2018). Therefore, the application is needed to improve skills and experience to create young entrepreneurs (Ng, 2006; Peterman, 2003; Shepherd, 2004). These models will include learning activities to think critically in finding opportunities so that students can actively participate in controlling the learning situations (Kiesler, 2007; King, 1997; Muhaimin, 1991; Pointer, 2008).

One of the learning models that can be applied is entrepreneurship learning based on a social mission. It can enhance the social entrepreneurial character, improve the learning outcome, and increase the entrepreneurial interest. The difference between entrepreneurship and social entrepreneurship is the value proposition (Martin Pelucha, 2017; Martin, 2007). For the business entrepreneur, the value proposition is to personal gain, while the social entrepreneurship aims to design the value and benefits for community (Dees, J. G., & Gregory Dees, 2018; Easter, 2015; Faltin, 2011; Martin Pelucha, 2017; Steyaert, n.d.; Tweedie, Dyball, Hazelton, & Wright, 2013).

Consequently, building the social entrepreneurial character through the social mission is reasonable to implement in the entrepreneurship learning model (Choiriyah, 2018; Dhania, 2018; Ghofur, 2013; Ismawan, 2010; Mamuasi, 2010; Sukirman, 2017; Tan, 2005). This model is an entrepreneurial learning innovation by combining the entrepreneurial practice that has social missions. Social mission is a learning model to build the entrepreneurial character and train students to be the entrepreneur who cares about society.

This study aims to determine whether entrepreneurship learning models through social missions can improve the student's interest in becoming entrepreneurs. We developed a social mission model in entrepreneurial learning to train and enhance the experience of students to have a social entrepreneurship spirit. The contribution of this study is to increase the fundamental advancement of the theory and teaching practice in entrepreneurial learning. Also, students are

given the experience to apply to the real world, so this learning model is appropriate to be taught to students.

METHOD

This study used the experimental method and the factorial design. The factorial design adopted from Chen (2014) because this study has two levels, respectively, high level and low level, thus it is a 2x2 factor experimental design. Bliss (1947) and Tuckman (1999) stated that 2x2 factorial design defined as a research structure that includes independent, moderator, and dependent variables where the variant analysis size is equal to the number of independent and moderator variable. In this study, the social mission model was the independent variable, entrepreneurial interest was the dependent variable, and interest was the moderator variable. The population included all students in the third grade of two classes from the business and management program in SMK Negeri 1 Kudus. Random sampling was used in this study. The number of samples was 72 students. Data analysis was used to investigate the hypotheses and determine the effectiveness of the model using scheffe test.

Table 1. Design Research

Group/ Entrepreneurial Interest	Low Interest (M1)	High Interest (M2)
Experimental Group (E)	E M1	E M2
Control Group (K)	K M1	K M2

Table 2. Class Categories

Class	Low Interest	High Interest	Total
E	12	24	36
K	24	12	36

In the first step, the teacher explained the purpose of implementing the social mission model in the material of entrepreneurial practice. After that, the teacher divided the class into several groups consisting of 6 students. Then, the teacher asked the groups to create a business plan, and they should present their planning. After that, once their business plan was approved. Next, students should promote and sell their products or services through both online and offline media. In the sixth step, the implementation of entrepreneurship practice was only one month, and the profit of business would be used for social activities that were useful for the society, such as a donation for the poor, and sharing groceries. The social activities were determined by class agreement. Lastly, students presented the final result and evaluated the learning program.

Learning outcomes were used to determine the successful implementation of the entrepreneurship learning model based on a social mission to entrepreneurial students' interest—the score of achievement standard to prove the success of this model, i.e., 76. When 80% of the students had a score above 76, it meant that this model had succeeded. Linan and Chen (2009) developed the scales of entrepreneurial interest, and it adopts by Suryana (2008) and Ferreira, Raposo, Rodrigues, Dinis, & Paco (2012) It is composed of several indicators, each one being measured by opportunity, income, feeling of delight, family environment, self-esteem, community environment, and education. The questionnaire of entrepreneurial interest used a Likert scale with 13 items, and the reliability coefficient was 0.742. The normality data was tested using Kolmogorov Smirnov (KS), though homogeneity was tested using the F test. Hypotheses were analyzed using two-way analysis (ANAVA). The questionnaire for entrepreneurial interest was analyzed using IBM SPSS Statistic 24 to know the effect of a social mission learning model on entrepreneurial interest.

RESULTS AND DISCUSSION

The students' learning outcomes taught using conventional approaches were included in three categories of the four categories specified (it can be seen in Table 3). Students who got a very high score were nine students or 25%, 20 students or 55.56% got a high score, and seven students or 19.44% got a low score. Furthermore, students who are taught using the social mission model were included in two of the four categories defined. Nineteen students or 52.78% got a very high score, and 17 students or 47.22% got a high score.

Table 3. Learning Outcomes Criteria

Criteria	Categories	Control Class		Experiment Class	
		F	%	F	%
Score > Mi + 1.5 Sdi	Very high (86-100)	9	25	19	52.78
Mi < Score > Mi + 1.5 Sdi	High (76-85)	20	55.56	17	47.22
Mi - 1.5 Sdi < Score > Mi	Low (66-75)	7	19.44	0	00.00
Score > Mi - 1.5 Sdi	Very low (0-65)	0	00.00	0	00.00

The result of the hypothesis through a two-way analysis of variance is presented in Table 4. Table 4 shows that the value of the F table is 0.553, with a probability error of 0.874. If the F table is more significant than F count with a significance level of 0.005, it means that H0 is accepted, and H1 is rejected; thus, there is no interaction significantly between the social mission model and entrepreneurial interest in influencing the students learning outcomes.

Table 4.
The Result of ANAVA

Variance	JK	db	Mean	F count	F table	P
Model	220.178	1	220.178	1.619	1.483	0.027
Interest	280.758	1	280.758	2.983	1.483	0.010
Model*Interest	75.164	1	75.164	0.553	1.483	0.874
Probability Error	366.050	69	5.305			
Total	4269111	72	-			
Corrected total	1100.319	71	-			

R Square = 0.667 (Adjusted R Square = 0.325)

The effectiveness of models can be known using scheffe test. Test results are presented in Table 5. The scheffe test was used to find the difference between treatment models, whether there was a difference between entrepreneurship learning models based on social mission and conventional learning models (H2). The results indicate that the value of t-count is 3.583, and the value of t-table with the significance level of 5% gets 1.994 and 2.6648 for a significance level of 1%. Hence, H0 is rejected, and H2 is accepted. It means that there is a significant difference in learning outcomes taught through the social mission learning model and the conventional learning model.

Table 5. Scheffe Test Output

Average	t count	t table	Information
K dan E	-4.350	1.994	t-count < t-table
K M1 dan E M1	4.314	1.994	t-count > t-table
K M2 dan E M2	4.667	1.994	t-count > t-table

Table 6. The Output of Scheffe Test from Learning Outcomes

Explanation	Mean
Mean of Experimental group	85.11
Mean of Control group	80.44
t-count	3.583
t-table (0.05)	1.994
t-table (0.01)	2.648

The results show that the average value for experiment class with the social mission model is 85.11, and the average for control class with the conventional model is 80.44. Therefore, the learning outcomes from entrepreneurial practice among student taught using social mission model is more significant than students taught through the conventional model, and the differences are significant. It proves that entrepreneurial learning based on the social mission was active for improving the learning outcomes and entrepreneurial interest. Moreover, the linear relationship between the social mission learning model for entrepreneurial interests was analyzed using regression analysis (see Table 7).

Table 7. Coefficient Test Result

Information	Mean
R	0.690
R Square	0.476
Adjusted R Square	0.469
SE of the Estimate	3.221

The results of the analysis show that R (Correlation) is 0.690. The value can be interpreted that the relationship between the two variables was in a healthy category. Table 7 presents that R square is 0.476 or 47.60%, so it can be concluded that the social mission model influenced 47.60% of entrepreneurial interest variables.

Table 8. Significance value test output

Information	Mean
Mean square	660.190
F count	63.614
Sig.	0.000

Table 8 is used to determine the significance or linearity of a regression. Criteria were determined based on a test of significant value in which the significance value was smaller than 0.05. The table obtained a significance value of 0.000; it means that the value of significance was less than 0.05. Hence the regression equation model was significant.

Information	Mean
B	0.599
SE	0.075
Stand. Coef. Beta	0.690
t count	7.976
Sig.	0.000

Table 9 shows that the t-count is 7.976, while the t-table is 1.994, with a significance level of 5%, so the value of t-count is more significant than t-table. Thus, the hypothesis indicates that there is an influence between the social mission learning model of entrepreneurial interest and H4 is accepted.

DISCUSSION

The previous analysis result showed that entrepreneurial interest is influenced by the learning model. Exceptionally, the social mission model can be applied to advance entrepreneurial interest. The application of this model can be a learning model in solid material for students, and it can be implemented in daily life. The model increases the students' awareness of teamwork ingroup and caring for society. Moreover, the use of learning strategies in entrepreneurial practices based on social missions can teach and develop student's character to manage the conflict and increase the entrepreneurial interest with social objectives (Ishak, S., Omar, A. R. C., & Moen, 2015; Majid, 2014).

Firstly, the hypothesis states that student learning outcomes with the social mission model are more effective than the conventional model. It can be proven based on empirical data. The social mission model is more effective for growing cognitive and psychomotor skills rather than conventional models. Hamburg (2015), Kitsantas (2013), Ramsgaard (2018), and Tyrie (2011) found that the learning model through practice can directly increase students' interest in learning something because students can observe and examine the reality in the field. Theoretically, Hidi & Harackiewicz (2000) determines that students who have an interest in what they want to learn will improve higher academic performance, and they will remember the material more in the long-term. It is in line with the previous research stating that the implementation of the learning model through practice can increase student scores and interest (Muhson, 2012).

Secondly, the hypothesis describes that learning outcomes between students who have high entrepreneurial interests with the social mission learning model are more significant than conventional learning models. The students that have a high entrepreneurial interest can be seen that the students can think critically and creatively and work hard to achieve better standards of learning. Imansari (2017), Marniati (2016), Tarmedi, E., A. Surachim (2020) found that growing interest was not natural, so teachers had to use various strategies to increase the student interest. One of the strategies that teachers did is briefing so that students can perform their duties and roles.

The social mission model facilitates students to create or modify products/services to their wishes and encourage them to be creative both in making, promoting, and marketing the products or services. It can build their mindset and attitudes toward career choice for being an entrepreneur (Dewi Karyaningsih, 2017). Besides, the social mission learning model can improve the learning quality in the classroom. Dwijayanti (2017), Lestari, S. K., & Ningrum (2016) confirmed that the entrepreneurship learning model has a significant effect on entrepreneurial interests. Also, Farida et al. (2017), Ginting (2016), Nurwahyuni (2018), Rahmania (2015), Suratman (2017), and Trisnawati (2017) indicated that practice learning model such as social mission is one of the learning strategies that started with solving problems by real context.

Thirdly, the hypothesis affirms that learning outcomes between students who have low entrepreneurial interests with social mission models were higher than conventional learning models. Students' entrepreneurial interests depend on opportunities, and students with low-

entrepreneurial interests prefer structured learning into the classroom to challenging learning. Therefore, the social mission learning model can facilitate students who have low entrepreneurial interests to actively participate in the learning process, so that their entrepreneurial interests are expected to increase. The fact that supports the statement shows that the average score of learning outcomes with low entrepreneurial interests with social mission models is higher than conventional models.

Fourthly, the hypothesis indicates that there is an influence between the social mission learning model and entrepreneurial interest in learning outcomes that cannot be empirically proven by the data. It means that the social mission model can be applied to all groups. It can be concluded that the effectiveness of entrepreneurship learning based social mission models cannot be affected by entrepreneurial interest.

In implementing the entrepreneurship practice based on the social mission model, students collaborate in groups. Hence this model enables students to express themselves and respect each other's opinions. Farida et al. (2017), and Huddleston (2003) explained that collaboration could improve the respect, attitude, and solidarity in the team. Mujiono (2002) stated that learning outcome is the highest achievement in the learning process, while learning can be defined as a series of cognitive processes through information procession to become new capabilities. Consequently, a student will have entrepreneurial character if they have interest and motivation to learn and practice about entrepreneurship (Aprilianty, 2013; Azizah, 2017; Munawar, 2019; Puspitaningsih, 2017).

The results of linear regression analysis show that the social mission learning model has a significant effect on the student's interest in becoming an entrepreneur. The results show that the determination coefficient in this study was 0.476, and it means that the social mission learning model has a positive effect of 47.6% on the increasing interest of students to be an entrepreneur. Meanwhile, 52.4% was another factor that affected entrepreneurial interest that is not investigated in this study.

Furthermore, the results of the t-test analysis show that there is a significant effect between the social mission learning model on entrepreneurial interest. Also, the value of the t-count is more significant than the t-table ($7.976 > 1.994$) with a significance level of 5%, so the hypothesis is acceptable. Therefore, it can be concluded that the social mission learning model is proven to influence entrepreneurial interest significantly. Endang (2014), Mopangga (2014), and Murtini (2016) stated that the model of practice learning would increase student interest in entrepreneurship. Training or practicing in entrepreneurship learning can directly improve entrepreneurial skills and interests (Moedjiono, 2008).

CONCLUSIONS AND SUGGESTION

The implementation of entrepreneurship learning based on social mission model can improve the learning outcomes and increase the entrepreneurial interest. Hence, this model aims not only to learning outcomes but also foster an entrepreneurial interest. From the evidence of this study, a social mission learning model that suggests entrepreneurial interest rest on an experiential and practicing learning applied for students. Further research can explore more variables that affect the effectiveness of the model.

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