# Implementation of Creative Industry In Learning Creative Product and Entrepreneurship Lesson In Vocational High School In Surakarta

Singgih Prastawa, Muhammad Akhyar, Gunarhadi, Suharno

*Graduate Programme of University of Sebelas Maret, Surakarta, Central Java, Indonesia*

***Abstract:*** **This study aims to describe 1) creative industry is implemented in creative product and entrepreneurship lesson in vocational high school (VHS), and 2) the benefit of creative industry for vocational high schools' students. This research used Survey method. The population was all of students of some private vocational high schools in Surakarta in the academic year 2019/2020, and the sample was second grade students in the private Vocational High Schools. Data collection techniques in this research used test, questioners, interviews, and document analysis. The data were analyzed using descriptive qualitative. The result of the study showed that creative industry was not taught in previous teaching and learning process. Besides that, the creative industry could encourages students to be active, inovative and independent. Creative industry should be implemented in vocational high schools.**

***Keywords:*** **vocational high school, creative product and entrepreneurship lesson, and creative industries**

## I. INTRODUCTION

Education is the first milestone for prosperity. As the mandate about the National Education System (Number 20 in 2003) aims to develop the potential of students to become people who have faith and fear to Almighty God, noble, health, knowledgeable, skilled, creative, independent, and become democratic citizens and responsible (Lidyasari, 2014). Gaining education, humans will get happiness both physically and spiritually. Reflected from this, education becomes an inseparable part of human life. Education is also able to change the fate of people for the better future. In accordance with needs, education plays an important role in human life experiencing a lot of progress and development. As Surachim (2016: 2) said that education as an investment, has become an alternative choice for the community in designing the future, and has proven to be able to deliver people to a better life. The development of education is also related to improving the quality of education itself. Improving the quality of education now that refers to technology and the education system itself. The advanced education system will create quality education that is able to educate the nation's life with high competitiveness and creativity.

The education system also enters the creation of an education system that includes learning, curriculum, learning theory, management, and education policy by promoting integrity that is capable of producing intelligent, innovative, creative and character-driven children of the nation. Apart from the hopes and concepts of education that cover these components, the components of the vocational high school (VHS) learning process do not distract. Structurally, vocational high school is a schooling system that is designed and organized by government, instead of education held by the business community and industrial world (Iswanto, 2015). In the implementation of education in schools is reflected by learning both outside the classroom and in the classroom. Learning as the process where knowledge is created through the transformation of experience (Marin, 2015).

Learning in class room might use student centered or teacher centered approach. Learning was also conducted by teachers with excessive teacher empowerment has a negative impact, namely teacher centered, to the contrary to existing conditions. The core of the teaching process is the arrangement of the environment within which the students can interact and study how to learn (Joyce and Weil, 2003: 11; Dewey, 1916). This condition, it can be sure that learning will follow the conditions in the field. Learning conditions that exist today appear with rapid progress marked by 21st century learning. According to Sahin (2009) people need to know more than core subjects. They need to know how to use their knowledge and skills. The 21st century learning leads to inductive learning approaches. The learning has indicators that refer to the development of competencies, learning the concepts of thought through character. The three learning indicators that refer to the 21st century curriculum lead to the 2013 curriculum. According to Hosnan (2014: 2) 2013 curriculum development policy with the theme is producing Indonesian people who are productive, creative, innovative, and affective through strengthening attitudes (knowing why), skills (knowing how), and integrated knowledge.

In developing the curriculum, according to Madjid (2014: 37) the development of the 2013 curriculum was oriented toward competencies of attitude, skills, and knowledge. This is in line with Law No. 20 in the year 2003 as stated in the explanation of article 35: graduate competence is a qualification of the ability of graduates to produce attitudes, knowledge, and skills in accordance with agreed national standards. This is in line with the development of a competency-based curriculum that was pioneered in 2004 by covering integrated attitudes, knowledge and skills competencies. In the implementation of

the 2013 curriculum, mastery of concepts is no longer as a top priority, but there is an integrated mastery of knowledge, attitudes and skills. Efstratia (2014) adds that students develop apart from cognitive skills, significant abilities that can change our world to a better one, while they enhance their learning outcomes. This is reflected in the stages of the implementation of learning carried out by such students as observation, asking, exploring, experimenting and presenting in learning. This stage refers to 21st century learning and skills. At the learning level, it is related to communication, creative, collaborative, and critical thinking with innovation and problem solving. To develop these skills, pupils need opportunities to engage in collaborative learning and teaching must move away from the obstructionist approach (Girvan, 2016), besides those, there are literation developing of characters and the last is competence of high order thinking skills. The 21st century skills refer to student teachers' desirable characteristics and qualities of professional experiential training of student teachers, when measured by 21st century skills, which consist of 1) learning and innovation, 2) information, media, and technology, and 3) life and career (Khuanwang, 2016).

In learning creative product and entrepreneurship that takes place at vocational high schools, learning experiences have many technical problems. According to Triyono (2015) teaching a subject in vocational high school needs specific strategy, which is a part of instructional design. In the field, there is an obstacle of learning relies only on mechanics, even in entrepreneurial learning beforehand it only went according to the needs of teaching time, which is only filled with theoretical learning. This learning, it often even eliminates contextual learning or even the practice needed by learning. Actually contextual is needed to manage condition in teaching and learning process, contextual means experience. Experiential learning is important to student or child who wants to involve environment of learning. As Nikolouli (2020) stated that experiential learning that is the active involvement of the child n the educational process, certainly helps towards this direction in order to strengthen his positive characteristics and promote his/her emotional well-being and health.

This condition creating entrepreneurship learning in vocational high school tends to be monotonous, time-consuming, and inefficient and does not accommodate the needs of students studying in vocational high school. In addition, micro problems exist in the classroom, other problems that arise are lack of space to be creative, competence is not in accordance with the knowledge to be applied and students are not productive enough to produce less skilled workers, and less technological literacy. According to Azimi (2013) the future of development of new technologies has been paid attention to, especially with emphasizing on the path from school to industry.

The implementation of entrepreneurship learning in Vocational High School (VHS) is not in accordance with curriculum design. Entrepreneurship according to Khuzaemah (2019: 1) is a process of developing, identifying, and bringing vision into the living world. Vision can be opportunities, ideas, innovation and can be a better way of doing things. Starting from this, entrepreneurship has a real impact in the industrial world and in schools. That is because entrepreneurship education aims to help students acquire skills and knowledge that are crucial for the development of an entrepreneurial mindset (Guardia, 2014; Khoiruddin, 2014: 11). From that statement is different with the fact. The reality in the field was that entrepreneurship learning tended to be monotonous, teachers were less varied in teaching, and the learning environment was inadequate so that the creation of noise in teaching, learning did not match of the needs of students (observation implemented in the teaching and learning process). This also tends to be disliked by the emergence of many theories of the lack of learning practices, not following the existing phenomena such as following the development of the creative industry in entrepreneurial learning.

Problems that arise at Vocational High Schools consists of two matters. They are macro problem and micro problem. the macro problem signed with more jobless created by Vocational high schools. The data mentoned as below:

| Education | February 2018 | February 2019 |
|---|---|---|
| Elementary School (SD) and below | 2.67 | 2.65 |
| Junior High School (SMP | 5.18 | 5.04 |
| High School (SMA) | 7,19 | 6.78 |
| Vocational High School (SMK) | 8.92 | 8.63 |
| Diploma I / II / III | 7.92 | 6.89 |
| University | 6.31 | 6.24 |

Table 1 National Open Unemployment Rate in %
Source: BPS Official Statistics News (2019)

The problem of teaching and learning at schools, gotten by the results of observations taken by researcher. It noted that learning that prioritizes teacher empowerment was still high, but this made something negative, because it drove students more passive. The passivity of these learners spurred learning in the classroom only prioritized teacher centered learning, data from obsertvation. Teacher centered learning would make students passive. It supported by Henson (1999: 269) it said that learners should be active rather than passive. This condition will make students far from dependence on the teacher. The other, Bilen (2010) added that traditional style teachers who oppose the natural actions of students, such as questioning, discussion, proving and sharing, found themselves very tired at the end of the lesson. It is a matter of course that after a while in the monotous and boring teaching environment, the students who are not allowed to exhibit any creative or intellectual process indulge in objectionable behavior that disturbs the class atmosphere.

Findings in the field showed that students were still dependent on teachers. Besides that, learning in classroom only referred to theory only by ignoring practice, so that the portion of practice was much less. Vong (2017) expressed that learning is related to learners' experience, using various techniques and activities and requires practicing. Even According to (Byrnes, 2009: 47; Heinich: 8) practice helps students internalize skills and form meaningful abstractions. Thus, the suggestion that practice is somehow implicit to meaningful learning is unfounded. Practices in the field occur only in a small part, although they should be in accordance with curriculum references, 60% practice and 40% theory. The problems that arise in entrepreneurship learning did not follow the phenomena that occur in society, it was creative industry referring to the empowerment of creative and innovative independent work.

According to Abele (2015) the industry now demands interdisciplinary training, which underlines the proven education and training of a learning factory. It means that industry can be a part of creative industry. Creative industry consists of government, business, and academicians. It needs the creative and valuable works, so the field needs creativity and inovation. According to Rustiadi (2015) creative industries require every creative worker to constantly innovate if they want to continue to grow. Following this point, education institutions are able to support the development of creative economy by offering a variety of academic programs that caters to the need of the growing industries.

Creative industries are part of the empowerment of macro and micro economics that aims to develop the creative economy with encouragement of creative industries. According to the Ministry of Tourism and Creative Economy in Wiryono et al (2015) creative industry is the new era of economy activities which intensify on creativity and information by relying on the ideas and stock of knowledge as the main factor. In the creative industry, it will create facilities to achieve the people's welfare targets both directly and indirectly. The real form of the creative industry is the empowerment of human resources as well as individual and group competencies in the form of productivity. Productivity is the key determinant of living standards, long-term state and root causes of per capacity of its industry (Cho, 2003; Hutabarat, 2012).

Natural resources that support the community both for human empowerment will be better and even preserved. Creative industry is also a tangible manifestation of individual creativity that is accommodated in the form of innovation, creativity and even the production of goods and services. Human sustainability will be empowered by the development of creative industries which are embryos of the creative economy. The emergence of a creative economy attracts market participants to use trade as an instrument to grow the economy both macro and micro. According to Soenaryo et al (2002: 127) after Indonesia's independence, especially since the 1970s, economic development received great attention. The aim is to improve the standard of living of the people. In this connection, qualified human resources prepared through education largely determine economic doubts, especially development in general. In economic growth marked by the emergence of many economic sector drivers, especially in microeconomics, namely the growth of e-commerce trade or electronic commerce often with the development of increasingly advanced times. This progress is evident with the presence of an online shop both service and product nature. By the advent of online shop, it has become part of the macro economy and is even willing to absorb employment that is felt to be lacking.

As a research implemented by Mirzanti et al (2015) with a title "*Mapping Entrepreneurship Policy in Indonesia*" it says that Entrepreneurship will develop creativity and innovation as implementing competencies in the field. Dealing with these shortcomings, the learning of creative and entrepreneurial products must prioritize creativity to build innovation and competencies that are able to produce products that match expectations. Creativity comes from the Latin word Creatus, which means making an obedience or adherence to a practice, that is, to bring out the creativity inherent in a person to use real practice (Suharman, 2011; Sutadji & Wedi 2017).

Using creativity, learning creative products and entrepreneurship will increase, by bringing up something that has a sale value and novelty. In Vocational high school, creativity, innovation and productivity will be achieved along with learning objectives in the realm of knowledge and skills. The evidence as being mentioned by the article by Martini, et al (2012) titled "*Triple Helix Collaboration to Develop Corridors as Knowledge Hub in Indonesia"*. The content of the article says that Vocational programs are needed to produce skilled graduates. It is suitable with the developing of economic. Each economic corridor has its own potential, which requires many skilled graduates. It should be aligned with the potential characteristics of each corridor.

Based on the description above, the purpose of this research is to find out 1) how creative industries are implemented in the creative products and entrepreneurship lesson in vocational high school, and 2) the benefits of creative industry for vocational high schools' students.

## II. METHOD

This research was conducted in several private Vocational High Schools (VHS), in Surakarta This research used survey method. This is based on empirical experience which was showed learning creative product and entrepreneurship in vocational high school took place in classroom. The population of this study was all second grade students of some private vocational high schools in Surakarta. The sample was 3 private vocational high school with high, middle, and low degrees. Cluster random sampling was taken from the population. Data collection techniques were using interviews, questionnaires, observations, and documentation. Questionnaires were distributed to students of Vocatonal high schools in Surakarta. Observations were made while learning

and teaching process was on the way, interviews conducted on teachers and students in the school. Analysis of the data used was using qualitative analysis.

## III. RESULTS AND DISCUSSION

Creative industries are able to encourage learning to be even more capable of creating creativity and innovation that can create independence. The independence created by the combustion of creative products is based on the achievement of learning objectives which are the previous concepts of learning. Findings in the field in interviews with teachers who taught creative product and entrepreneurship lessons were students able to be creative based on creative industry-based learning. Interruptions in the classroom experience in practical learning that participants were able to create by creating something that has a high value of creativity. Still in experience, learning creative product and entrepreneurship in the classroom had used a student centered approach, this was noted in the field notes also led to the independence of students. The direction of teacher learning tended to be contextual which led to the needs of students in the field.

A description of the results of the student questionnaire related to the affective domain is described in the column below. The picture related to the realm of attitude shows that 60% of students were able to present new ideas. With these new ideas, students tried to dare to present ideas in discussions which accounted about 55%. The condition of students who started regularly after presenting the creative industry in learning was in line with the lessons of creative and entrepreneurial product that showed students 70% interested in the subject. Students' interest in the subject was in line with the creative industry showing 77%. Creative industry was able to encourage student independence was recorded at 60%. Learners realized that creative products and creative industries were compatible or interrelated, it showed 65%.

Practical learning according to students was very important so 65% showing practice should be more portions. Adaptive and productive lessons were so important that 70% showed this. Creative industries were very important for students, so 65% of students believed that creative industries were able to sustain innovation. The realm of skills and knowledge increased with the presence of the creative industry, this is indicated by 62%. Overall description recorded in the results of the questionnaire described as below:

| NO | ASPECT | PERCENTAGE |
|---|---|---|
| 1. | Students presented new ideas | 60 |
| 2. | Students tried to discussion | 55 |
| 3. | Students were interested in creative product and enterpreneurship | 70 |
| 4. | Creative industry motivated students to be productive | 77 |
| 5. | Being Independent after learning creative industry | 60 |
| 6. | Creative product and entrepreneurship lesson is suitable with creative industry | 65 |
| 7. | Creative industry encouraged more practices than theories | 65 |
| 8. | The integration of productive and adaptive subjects is useful for students | 70 |
| 9. | Creative industry supports inovation | 65 |
| 10. | Creative industry makes cognitive and psychomotor domains increase well | 62 |

Table 2. Result of Questionnaires

Learning that follows the development of the times, by referring to the phenomena produce achievements in accordance with the objectives of learning. Learning outcomes are based on findings in the field. Findings in the field of learning still referred to teacher/teacher centered. The pursuit of creative product and entrepreneurship still prioritized theory with a small portion of practice, learning did not refer to industries, especially creative industries, and lack of creativity and innovation so that it is less able to be independent after leaving Vocational High School. Referring to the above problems, the need for solutions that can overcome the problem of entrepreneurial learning that has been integrated with productive learning. With integration, it is expected that learning will easily adopt something that is able to solve problems in the field. The problems are related to the phenomenon by presenting creative industries in daily learning, especially in the study of creative and entrepreneurial products.

Creative industries encouraged students to become independent by bringing up creativity and innovation that is able to bring independence, noted by researcher. In learning and teaching process with creative industry is able to make students active, creative, inovatif, and ndependence. In addition to independence, learning referring to the creative industry will reduce learning that uses a teacher centered approach. Learning refers to the creative industry encouraging practical lessons so that learning theory itself is reduced and practice takes precedence. Entrepreneurship learning that is integrated with productive lessons becomes creative and entrepreneurial products, making learning more complete. According to contextual and work-based learning with proportional portions of practice and theory, it may increase cognitive and psychomotor competences. The competences might be seen in the observation done by researcher.

## IV. CONCLUSION

Based on the findings, it can be concluded that the implementation of the creative industry in learning creative products and vocational entrepreneurship in Surakarta is as follows: Learning creative products and entrepreneurship is based on the need for independence in students. Starting from independence as a necessity, the need for encouragement for students to be able to achieve the intended target. In the implementation of these lessons, it refers to the creative industry that is able to encourage students to be creative, innovative and productive so as to create independent students

who are competent and have quality and selling points. The creative industry is also able to encourage the learning of its emphasis on skills, this is driven by practice, so that it brings up innovation or novelty which is the spirit of the creative industry. Implementation in the pursuit also leads to the basic concept of the creative industry, which is the process of becoming a product. This is implemented in products produced in the form of creativity in the form of products that are worthy and have a sale value. The creativity of learning creative products and entrepreneurship based on creative industries in classroom implementation is based on contextual, skills and productivity.

Obviously the creative industry encourages the improvement of microeconomics that is able to create jobs and open opportunities to develop individual creativity in the form of products, both goods and services. Starting from the results, the benefit of the creative industry in entrepreneurship learning is that the creative industry is able to create competencies that come from creativity and innovation. Based on these findings the creative industry is able to encourage more independent learners free from dependence on institutions and governments with the creation and innovation that comes in the form of an increase in the realm of knowledge based on the concept of creative industries that are able to develop values. In the domain of knowledge that is the creative industry is able to encourage the independence that is present in opening opportunities to create a new working field. The role of creative industry could decrease jobless.

## REFERENCES


[1] Abele. Eberhard, Metternich. Joachim. Michael Tisch, Chryssolouris. George, Sihn. Wilfried ElMaraghy. Hoda, Hummel. Vera., Ranz. Fabian. (2015). Learning Factories for Research, Education, and Training. *Procedia CIRP 32*. 1-6.

[2] Azimi, S & Fazelin, P. (2013). New Trends and Approaches in Instructional Design and Technology. *Procedia – Social and Behavioral Sciences 82*. 525-528.

[3] Billen, S. (2010). The Effect of Cooperative Learning on the Ability of Prospect of Music Teacher to Appy Orff-Schulwerk Activities. *Procedia-Social and Behavioral Sciences 2. 4872-4877*.

[4] Byrnes, P. J. (2009). *Cognitive Development and Learning: Third Edition*. Boston: Pearson Education Inc.

[5] Cho, Dong - Sung, Moon, Hwy Chang (2003). *From Adam Smith to Michael Porter: Evolusi Teori Daya Saing*. Jakarta: Salemba Empat

[6] Efstratia, D. (2014). Experiential Education through Project Based Learning. *Procedia- Social and Behavioral Sciences 152*. 1256-1260.

[7] Girvan, C, et al. (2016). Extending Experiential Learning in Teacger Professional Development. *Teaching and Teacher Education 58*. 129-139.

[8] Guardia, L, D, et al (2014). A Game Based Learning Model for Entrepreneurship Education. *Procedia- Social and Behavioral Sciences 141*. 195-199.

[9] Heinch, R. (2009). Instructional Media and Technologies for Learning: Seventh Edition. New Jersey: Pearson Education, Inc.

[10] Henson, T, K & Eller, F, B. (1999). *Educational Psychology for Effective Teaching*. California: Wadsworth Publishing Company.

[11] Hosnan, M. (2014). *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21*. Bogor: Penerbit Ghalia Indonesia.

[12] Hutabarat, Z. (2012). The Potential Growth of Creative Industries in Province Riau. *Procedia – Social and Behavioral Sciences 65*. 839- 844.

[13] Iswanto, P. (2015). The Development of the Values Education in Vocational High School in Indonesia. *International Journal of Vocational Education and Training Research. 215*; 1(1): 1-4.

[14] Joyce, B, and Weil, M. (2003). Model of Teaching: Fifth Edtion. New Delhi: Prentice Hall of India.

[15] Khuanwang, W. (2016). Development of Evaluation Standart for Professional Experiential Training of Student Teachers. *Procedia–Social and Behavioral Sciences 217*. 878-886.

[16] Khuzaemah, R. (2019). *Produk Kreatif dan Kewirausahaan*. Jakarta: Bumi Putera.

[17] Khoirudin, M, A. (2014). *Produk Kreatif dan Kewirausahaan*. Surakarta: Putra Nugraha.

[18] Lidyasari, T, A. (2014). Developing PGSD Students Character through Experience Learning Theory. *Procedia – Social and Behavioral Sciences 123. 189-195.*

[19] Madjid, A. (2014). *Implementasi Kurikulum 2013: Kajian Teorits dan Praktis*. Bandung: Interes Media

[20] Marin, E. (2015). Experiential Learning: Empowering Students to take Control of their Learning by Engaging them in An Interactive Course Simulation Environment. *Procedia–Social and Behavioral Sciences 180*. 854 -859

[21] Martini, L. (2012). Triple Helix Collaboration to Develop Economic Corridors as Knowledge Hub in Indonesia. *Procedia - Social and Behavioral Sciences 52* (2012) 130 – 139

[22] Mirzanti, I. (2015). Mapping on Entrepreneurship Policy in Indonesia. *Procedia-Social and Behavioral Sciences 169.* 346 – 353

[23] Nikolaudi, T, Sofia. (2020). Positive Psychology and Creative Writing in Education. *Journal of Modern Education Review. Volume 10, No. 3, pp. 174–180*

[24] Rustiadi, S. (2015) Creating Better Education System, Building Stronger Human Capital: A Creative Industries Perspective. *Procedia - Social and Behavioral Sciences 169. 378 – 386.*

[25] Sahin, C, M. (2009). Instructional Design Principles for 21st Centuty Learning Skill. *Procedia- Social and Behavioral Sciences 1*. 1464-1468.

[26] Soenaryo. (2002). *Sejarah Pendidikan Teknik dan Kejuruan di Indonesia*. Jakarta: Dirjen Pendidikan Kejuruan dan Pendidikan Dasar dan Menengah Depdiknas RI.

[27] Suharnan. (2011). *Creativity: Theory and Development*. Surabaya: Laros.

[28] Surachim, A. (2016). *Efektivitas Pembelajaran Pola Pendidikan Sistem Ganda*. Bandung: Penerbit Alfabeta.

[29] Triyono, B, M. (2015). The Indicators of Instructional Design for E-Learning in Indonesian Vocational High Schools. *Procedia-Social and Behavioral Sciences 204*. 54-61.

[30] Vong, A, S. Et al. (2017). Instructional Model Development to Enhance Critical Thinking and Critical Thinking Teaching Ability of Trainee Students at Regional Teaching Training Center in Takeo Province, Cambodia. *Kasetsart Journal of Social Sciences 38*. 88e95.

[31] Wiryono, K, S. (2015). Risk Mapping on Dynamics Creative Industry: Case Study at Bandung City, Indonesia. *Procedia – Social and Behavioral Sciences169*. 125-130.

[32] BPS. (2019). February 2019: The Open Unemployment Rate (TPT) is 5.01 percent '. Retrieved 24September 2019, from https://www.bps.go.id/pressrelease/2019/05/06/1564/februari-2019--tlasi-pengunemployment-terbuka--tpt--sebesar-5-01-persen.html