

## **SCIENCE LEARNING BASED ON THE SASAK TRIBE TRADITION TO DEVELOP STUDENT ENTREPRENEURIAL ATTITUDES**

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**Abstract:** Entrepreneurial attitude needs to be developed as early as possible so that students have the provision of life skills in the future. Students are expected to become job creators or entrepreneurs when they graduate from school so that students can quickly respond to changes. The purpose of this study was to analyze the science learning based on the Sasak tradition to develop students' entrepreneurial attitudes. The research method used is literature review derived from articles in national and international scientific journals. The results of the literature review show that entrepreneurial attitudes that can be developed include: achievement motivation, taking advantage of opportunities, being creative, innovating, committed, responsible, and independent. One of the science learning models that can facilitate the development of students' entrepreneurial attitudes is the 6E learning cycle model (Engage, Explore, Explain, Elaborate, Exhibit, Evaluate). This model can be related to the traditions of the Sasak tribe, such as weaving typical Lombok cloths that utilize the concept of substances and their characteristics, and making traditional snacks using conventional biotechnology concepts. An entrepreneurial attitude can be developed at each stage, especially at the Exhibit stage, students can exhibit products that have a selling value, such as Sukarara woven cloth and jajan poteng reket. Thus, science learning based on the Sasak tradition is expected to be a strong foundation for further education and to shape the entrepreneurial spirit of students so that they become a generation of superior and character.

**Keywords:** Science, entrepreneurship, Sasak tradition.

## **INTRODUCTION**

The 21st century opens the competition for life between nations to be increasingly widespread, and has a serious direct impact on the demands for improving the quality of human resources through the implementation of quality education systems and models, and being able to prepare human resources in facing the challenges of the times. (Hasim & Ramly, 2021). In the world of education, students should be encouraged to develop positive attitudes so that they become independent and employers after graduation. This will reduce the number of unemployed in a country (Etobro, 2020).

Unemployment is one of the serious problems in Indonesia that is still difficult to overcome because the high population growth is not matched by the increase in employment opportunities. Companies are increasingly selective in accepting new employees, but the interest of young Indonesians in entrepreneurship

is still relatively low. In this condition, the world of education has a responsibility to increase the interest in entrepreneurship of the younger generation (Ramadhani & Nurnida, 2016). The higher the level of entrepreneurship education that students receive, the stronger their entrepreneurial decision-making self-efficacy, and the stronger their entrepreneurial intentions (Mei et al., 2020). Students' attitudes towards entrepreneurship can be measured from: leadership skills, technical skills, personal skills, and managerial skills (Al-Ani et al., 2020). Affective attitudes and self-efficacy are the strongest predictors of student entrepreneurial intentions (Vamvaka et al., 2020). This needs to be the government's attention as an effort to reduce the unemployment rate in Indonesia.

Unemployment in Indonesia is dominated by young graduates who have educational backgrounds. The increase in unemployment still occurs in educated young graduates. Entrepreneurship is one solution to

overcome unemployment in Indonesia, therefore entrepreneurial intentions must be nurtured from an early age. The whole series of entrepreneurship materials aims to provide basic knowledge related to entrepreneurship and the ability to determine opportunities that encourage the development of creative ideas in the hope that entrepreneurship education will grow and increase entrepreneurship intentions in students (Sienatra, 2020). The design of the entrepreneurship education curriculum needs to be standardized, so that the quality of the entrepreneurship learning process can be measured properly (Wahidmurni Wahidmurni, 2020). Entrepreneurship module based on the character of successful entrepreneurs can improve students' entrepreneurial attitudes (Wahidmurni et al., 2020).

In the teaching and learning process of entrepreneurship, teachers can teach by using learning models such as discovery or inquiry learning, project based learning, and problem based learning. The use of these learning models in the teaching and learning process of entrepreneurship is a very good step taken by the teacher as seen from the responses or attitudes of students who are enthusiastic, enthusiastic, happy, more active & creative so that they can develop the entrepreneurial character of students such as independence, cooperation, responsible, creative, always want to move forward, dare to take risks, leadership and not easily discouraged. The contribution of school residents in implementing entrepreneurship learning in developing entrepreneurial character in students can be seen from the participatory school community, namely: Providing support in entrepreneurship learning; Creating and innovating entrepreneurial learning; Utilize school partners as resource persons; Building partnerships for entrepreneurial learning (Aulia et al., 2020).

Learning models that can develop entrepreneurial attitudes as mentioned above, such as discovery or inquiry learning, project based learning, and problem based learning are learning models that are in accordance with the nature of science as a product and process, as well as scientific attitudes. Another student activity-based learning model that can be used in science learning is the 5E learning cycle model (Engage, Explore, Explain, Elaborate, Evaluate). This model was modified into the 6E learning cycle model, which is an additional step called Exhibit as an effort to develop students' cultural

awareness. The Exhibit Stage helps students to develop an entrepreneurial attitude through exhibitions of works or products (Hikmawati et al., 2020). Project-based learning models, in the form of product or work exhibitions, will provide practical experiences that will be useful in the future when students work and compete globally (Pal'Ová et al., 2020).

This paper will discuss the science learning model based on the tradition of the Sasak tribe to develop the entrepreneurial attitude of junior high school students. Various traditions of the Sasak tribe have a close relationship with the concepts that exist in science subjects. This needs to be discussed in more depth as an effort to develop students' entrepreneurial attitudes from an early age so that students have the skills to compete globally in the future.

## **METHOD**

The research method used is literature review from textbooks/references and articles in national and international scientific journals. The data collected is in the form of science learning problems in terms of: evaluation implementers, evaluation domains, evaluation materials, evaluation implementation techniques, and scoring and reporting evaluation results.

## **RESULTS AND DISCUSSION**

Entrepreneurship can be defined as a creative and innovative ability (create new and different) that is used as tips, basics, resources, processes, and struggles to create added value for goods and services carried out with the courage to face risks. Entrepreneurship is basically the spirit, attitude, behaviour and ability of a person in handling businesses and or activities that lead to efforts to find, create, implement new ways of working, technology and products by increasing efficiency in order to provide better services and or obtain maximum profits (Wahyuni, 2008). Entrepreneurial characteristics are: initiative, assertive, act on opportunities, efficiency orientation, attention to high quality work, systematic planning, monitoring, commitment to work, realize the importance of business relationships (Sudarmiatin, 2009).

Education should be able to play a role in increasing the number of entrepreneurs in Indonesia. With the increase in entrepreneurship, unemployment can be reduced, because an entrepreneur not only provides work for himself

but also provides employment for others. Therefore, entrepreneurial readiness in students must be developed. Teachers as facilitators should be able to give more direction to students to become entrepreneurs. This will support students in increasing their entrepreneurial readiness. Students are expected to increase involvement in the Business Centre, entrepreneurial attitude, and entrepreneurial motivation to be more enthusiastic in learning so as to increase entrepreneurial readiness (Utami & Denmar, 2020). There is a significant relationship between teacher attitudes towards gender roles and the level of entrepreneurship (Seçgin & Tural, 2020). Thus, the attitude of the teacher will also affect students' opinions about entrepreneurship in the future.

Some important things that must exist or be done by schools to support the process of implementing effective entrepreneurship education are: establishing entrepreneurial institutions or organizations, cooperation with the business world / companies / associations, collaboration with financial institutions (banking / non-banking), forming business units (companies, student cooperatives), conducting various competitions, conducting/participating in various seminars and training (Kasih, 2013). Industrial practice can serve as a medium to provide direct experience for students in managing a business, including experience in managerial aspects, skills application, and even personality formation (social aspects) as an entrepreneur (Nurbudiyani, 2015).

In general, the characteristics of the attitude that must be owned by an entrepreneur include, achievement motivation which means encouragement to achieve goals, taking advantage of opportunities is to look at the future optimistically, creative is thinking new things and different, innovating is making something new, committed is having a commitment in managing the business. seriously, responsibility is fair and accountable to all stakeholders, independent is not dependent on others in thinking, dare to face risks, management and personal. This entrepreneurial attitude is the basis that a person must have in starting a business. So this must be understood by an educator that teaching and practicing entrepreneurial attitudes to students is the main core of entrepreneurship material (Wirawan et al., 2020).

Students' entrepreneurial interest is determined by the desire (motive), feelings of pleasure, attention, environment and experience

(Sahade dan Ngampo, 2016). Factors that can influence students' entrepreneurial intentions are academic, attitude, and environment. The environmental variables consist of parental support, support from close friends, while the attitude variable consists of the desire to be a boss, the desire to be independent, the desire to earn a large income, the desire to have freedom, like work with involvement in the process of business activities, and have the belief to be successful if entrepreneurship. The academic variables consist of field work practices, entrepreneurial practices, entrepreneurship education from schools, and school support in the form of facilities provided (Bangsa, 2020). Thus, an entrepreneurial attitude can shape a person's intention to become an entrepreneur (Khasanah et al., 2017). Student entrepreneurship interest is significantly influenced by student entrepreneurship attitude (Muliadi & Mirawati, 2020). Knowledge of entrepreneurship and students' subjective norms also affect students' self-efficacy (Muliadi et al., 2021).

Teachers can develop learning models and learning media with an entrepreneurial perspective to develop students' entrepreneurial attitudes (Mulyani, 2009). One of the learning models in question is the 6E learning cycle model. This model is in accordance with the characteristics of science learning (Hikmawati et al., 2020). The 6E model (Engage, Explore, Explain, Elaborate, Exhibit, Evaluate) can be applied to the Sasak tradition-based science learning model to develop the entrepreneurial attitude of junior high school students. The traditions of the Sasak tribe on the island of Lombok that are related to science concepts include: measurement with non-standard units in building traditional houses in Sasak Sade village; Classification of living things in the Bau Nyale tradition; Substances and Characteristics in the tradition of weaving Seseq Sukarara woven fabrics; Vibrations, Waves, and Sounds on the traditional musical instrument Gendang Beleq; and Biotechnology and Food Production in the manufacture of traditional Poteng Reket snacks (Hikmawati et al., 2021).

The conceptual model of learning science based on the Sasak tribe tradition to develop the entrepreneurial attitude of junior high school students, in the form of the 6 E learning cycle model (Engage, Explore, Explain, Elaborate, Exhibit, Evaluate) is as follows:

1) Engage. Teachers can provide motivational apperceptions by telling students about

various traditional snacks, especially in the Sasak Sade village, which are usually made at traditional events and holidays. This activity can be orally or by providing photos or playing a short video with information about traditional snacks. The teacher conveys the basic competencies and learning objectives. Students are asked to express their initial ideas and beliefs about the material "Conventional Biotechnology and Food Production" that will be taught. The teacher does not justify or blame students' ideas. Entrepreneurial attitudes that can be developed are: achievement motivation and taking advantage of opportunities.

- 2) Explore. The teacher provides guidance to students to form small groups (3-5 people) in order to conduct an investigation of the traditional poteng reket snack. The teacher facilitates students to conduct investigations with the help of worksheets based on the Sasak ethnicity. Entrepreneurial attitudes that can be developed are: creative.
- 3) Explain. Students can discuss with each other in their respective groups about the results of the investigation assisted by Worksheets based on the Sasak tribe tradition. Students can be advised to make a report on the results of the investigation by linking the material with the tradition-based Sasak tribe in making traditional poteng reket snacks. Students report the results of their investigations on the blackboard. Entrepreneurial attitudes that can be developed are: innovate.
- 4) Elaborate. Students present the results of their investigations in front of the class and other students are given the opportunity to refute or provide comments. The teacher asks open-ended questions to check students' basic competencies and the Sasak tradition in making poteng reket snacks related to the topics they have studied, namely conventional biotechnology and food production. Entrepreneurial attitudes that can be developed are: committed.
- 5) Exhibits. In this stage the activity can be filled with local cultural exhibitions in the form of Sasak tribal traditions, it can be in the form of serving Poteng Reket snacks that have been made at home with the help of parents, exhibitions can be held in front of the class or in the field, or in the school canteen, or by exhibiting the work is in accordance with the relevant topic/material and traditions of the Sasak tribe. Exhibit/exhibition activities can

be filled by selling food products produced from group project assignments. Entrepreneurial attitudes that can be developed are: responsible.

- 6) Evaluate. The teacher facilitates students to comment, ask questions, and clarify the topics being studied related to the Sasak ethnic tradition as well as to reflect. The teacher confirms the results of the student's investigation. The teacher provides positive feedback in the form of written and verbal praise on student success. The teacher conducts an assessment/assessment during the process. Entrepreneurial attitudes that can be developed are: independent.

Through science learning, students can learn the process of processing a material into a product that is useful, has economic value, and raises students' interest in entrepreneurship (Kadarwati et al., 2010); (Ismulyati & Ikhwani, 2019). The variables of students' personal attitudes and self-control have a positive influence on their entrepreneurial intentions (Aditya, 2020). Entrepreneurial attitude and entrepreneurship education have an important role in increasing entrepreneurial intentions (Moses Kisame Kisubi, 2020). In this case, the teacher's attitude towards entrepreneurship education depends on the teacher's years of teaching experience (Al-Otaibi & Al-Ghobaiwi, 2021).

In other words, the entrepreneurial spirit is not only grown during economics or entrepreneurship lessons. However, the entrepreneurial spirit can be grown in almost all subjects, including science subjects at the junior high school level, as well as biology, physics, and chemistry at the high school level. This is because each lesson has its own characteristics that can be developed into entrepreneurship learning (Adinugraha et al., 1967). Entrepreneurship education programs in schools can be integrated through subjects. The integration of entrepreneurship education in the learning process is the process of internalizing entrepreneurial values in the core learning activities. Through this integration, it is hoped that students will gain awareness of the importance of entrepreneurial values in everyday life, through learning processes both taking place and outside the classroom. Therefore, it can be said that entrepreneurship education is a planned and applicable effort to increase the knowledge, intentions/intentions and competencies of students to develop their potential by manifesting

themselves in creative, innovative behaviour, and dare to manage risk (Sofwah, 2021).

Entrepreneurship-based learning ultimately has a goal to produce individuals who are able to increase competitiveness and create job opportunities and not just look for work. Strategies that can be done include the teacher sorting out subject matter that is relevant to the spirit of entrepreneurship, choosing the right learning method, teaching which was originally monotonous in class is turned into attractive learning that can be indoor or outdoor, many activities are directed at self-development. Teachers are advised to develop themselves and create varied and fun activities for students. Entrepreneurship-based learning can be designed to equip children from an early age about the mental value of entrepreneurship which leads to character building with life skills values, the ability to overcome or solve problems, the ability to explore and develop self-potential, increase self-confidence, independence, creative, innovative and productive so that they get meaningful learning outcomes for their lives, which will affect the quality of self to increase competitiveness (Wulandari, 2017).

## CONCLUSION

The science learning model based on the Sasak tradition that can develop entrepreneurial attitudes is the 6 E learning cycle model (Engage, Explore, Explain, Elaborate, Exhibit, Evaluate). Entrepreneurial attitude can be developed at all stages, especially the Exhibit stage, where students exhibit work or products that have a selling value. Sasak traditions related to science concepts are: measurement with non-standard units in building traditional houses in Sasak Sade village; Classification of living things in the Bau Nyale tradition; Substances and Characteristics in the tradition of weaving Sesek Sukarara woven fabrics; Vibrations, Waves, and Sounds on the traditional musical instrument Gendang Beleq; and Biotechnology and Food Production in the manufacture of traditional Poteng Reket snacks. Exhibitions of works or products that have selling points are: introducing tourism icons of the Sasak Sade village traditional house and traditional musical instruments Gendang Beleq through social media, selling various processed foods from Nyale, selling Sasak-style sesek woven cloth and traditional snacks poteng reket at school cooperatives or school cooperatives. through social media. Thus, the entrepreneurial attitude of

junior high school students that can be developed at the 6E learning cycle model stage is achievement motivation, taking advantage of opportunities, being creative, innovating, committed, responsible, and independent.

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