MODEL-BASED LEARNING ENTREPRENEURSHIP DEVELOPMENT EFFORTS IN THE FORMATION OF CHARACTER

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ABSTRACT

This study aims to find a learning model based entrepreneurs in establishing the character of the nation in the quality of SMK. Development of a model of collaborative learning in a synergistic and able to produce maximum competence in learning. Improvement in the quality of human resources and the establishment of a reliable national character with the pattern of development and learning strategies, models built through research involving the development of a community vocational knowledge, has core competencies that teachers and students as intellectual capital able to transform into a monetary increase added value into research and development of technology to create new products and improve the quality of education and the development of science and technology in an effort to build human and national competitiveness (Human Development and Competitiveness).

Keyword: *model development learning, based entrepreneurship, formation of character*

INTRODUCTION

Vocational education is a form of education in which people equipped with practical skills that will enable them to engage in careers that involve manual or practical abilities. School-to-Work opportunity is very significant policy development in the field of workforce preparation. Development of technology and vocational education needs to consider the relationship between several factors that are techno-cultural. The four factors are: (1) industrial relationships; (2) innovation; (3) work organization; and (4) skills. Rapid changes in the economic, social and technological society requires all need to develop the knowledge and skills on an ongoing basis, so that they can live and work well in the knowledge society.

At this time vocational education faces many challenges and opportunities as a result of changes in the occupational structure of society and the development of technology. This situation raises a new share issues such as: how the position of vocational education in an era of change and how to reposition the vocational education system to produce a superior workforce to face the change?. Understanding the challenges and opportunities associated with the development direction if vocational education at the level of secondary education and higher education covering aspects of relevance, the relevance of the process and outcomes of education with the needs of stakeholders. The success of the relevance of educational institutions (vocational and college) measured from the performance of its graduates in carrying out their profession in the world of work with the stock of knowledge, skills, attitudes and values acquired in educational institutions.

Improving the quality and process of learning in vocational needs creatively developing concepts for new learning and education more comprehensive and competitive. This can be done by updating the model, strategies, methods, and media that is more flexible, by placing students as subjects (student-centered learning = SCL), rather than as an object of education. The concept of education also need to be designed to foster partnerships with du/di, an entrepreneurial spirit and an increase in vocational skills, soft skills and success skills, so that vocational graduates will have the character of high confidence, has the wisdom of the social values of quality and character of the nation, the independence and strong leadership.

Integrated system of entrepreneurship education in vocational schools should be designed to involve all elements of school education as a learning process in the classroom, extra-curricular, personal development and school culture. In addition it should also pay attention to the process of the formation of entrepreneurship. In general, vocational and industrial technology group experienced problems in the practice of entrepreneurship in schools. With the design of integrated learning model of entrepreneurial learning is expected to not only lead to business alone, but also leads to the entrepreneurial character education so that its sustainability can be maintained.

The phenomenon that occurs in SMK because no matter how big contribution in printer graduates generally prepares graduates into the job seeker rather than job creators. One alternative solution to reduce unemployment vocational graduates is to add the entrepreneurship curriculum through the concept of Entrepreneurship Hidden Curriculum (EHC), which equip students skills soft skills and hard skills in entrepreneurship by including both the substance of the charge entrepreneurial values of entrepreneurship and its application on each the learning process.

On that basis, character education is not just to teach what is right and what is wrong, more than that, character education inculcate the habituation of which one is a good thing so that learners come to understand (cognitive) about what is right and wrong, able to feel (affective) good value and usually do (psychomotor). In other words, a good character education should involve not only the aspect of "good knowledge of (moral knowing), but also" feel good or loving good (moral feeling), and moral action.

Entrepreneurship-Based Learning Model

The learning model is the use of learning systems approach. For vocational skills training necessary to match the learning using learning model that is used. Many learning models developed by experts in their field, each model has different characteristics and different uses. Basically all the developed learning model aims to improve learning outcomes.

Developing a good learning model adapted to the specific conditions. This condition is a little big or complex case of an educational institution, the scope of the task of educational institutions, as well as the ability of the manager. Joyce (1997) describes the learning model is a plan that is used as a guide in the classroom learning or learning in tutorials and tools to determine learning and lead us to design a way of learning to help learners to achieve the learning objectives. Thus the learning model is essentially a step pattern that includes analysis, development, and manufacture of the material, and the evaluation of learning outcomes in order to provide ease of students to achieve learning outcomes.

Gunter et al (1990) defines an instructional models is a step-by-step procedure that leads to specific learning outcomes. Joyce and Weil (1980) defines learning model as a conceptual framework used to guide the conduct of learning. Thus, the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve learning objectives. So learning models tend prescriptive, which is relatively difficult to distinguish

from learning strategies. An instructional strategy is a method for delivering instruction that is intended to help students Achieve a learning objective (Burden & Byrd, 1999).

In addition to considering the theoretical rationale, objectives, and outcomes to be achieved, the learning model has five basic elements of Joyce and Weil (1980), namely (1) syntax, the operational steps of learning, (2) social system, is the atmosphere and the norm apply in learning, (3) principles of reaction, illustrates how teachers should perceive, treat, and respond to the student, (4) support system, all facilities, materials, tools, or learning environment that supports learning, and (5) instructional and nurturant effects of learning outcomes obtained directly based on targeted goals (instructional effects) and learning outcomes beyond those targeted (nurturant effects).

Relation to the development of the learning model serves to direct us to design learning that is used as a guide in the implementation of learning in order to achieve effective learning, efficient, powerful pull, and humanist. Joyce (1996) describes the learning model is a plan or a pattern that is used as a guide in the classroom learning or learning in tutorials and learning tools to determine device and point us in the design of such learning to help learners to achieve the learning objectives.

Innovative which means new ideas or techniques, is the adjective of innovation which means renewal, also comes from a verb meaning innovate the make change or introduce new thing (ideas or techniques) in order to the make progress. Learning, a translation of which means learning to learn, or learning. Thus, innovative learning is learning that is packaged by the learners at the instigation of a new idea which is the product of learning how to learn to take steps to learn, so as to obtain the progress of learning outcomes. Innovative learning also means learning packaged by the teacher or other instructor is a form of an idea or a new technique that is deemed to be able to facilitate learners to make progress in the process and learning outcomes.

In the learning process, a new paradigm of learning as a product innovation provides a process for students to restore the essence of his nature as a man who has all the potential to experience becoming process in developing his humanity. Therefore, any facility in order to facilitate the creation of student and facilitator who will accompany the students to learn Learning objectives that emerged from the original impulse (mode = intrinsic motivation). Learning paradigm that is capable of disturbing the students to raise their mode should be the initial focus in developing a learning facility. Paradigm heart will evoke a positive attitude towards learning, so that students are ready to do the process to think, feel, and soul in living event learning.

Marzano et al (1993), formulating learning dimension into five levels, (1) positive attitudes and perceptions toward learning, (2) acquisition and integration of new knowledge, (3) the expansion and refinement of knowledge, (4) the use of knowledge in a meaningful, and (5) familiarize effective and productive thinking. The five dimensions of learning will be internalized by the students when they are able to do by the thought, taste, and body in learning all sourced from the deepest impulses.

Improving the quality and relevance of education basically covers the development of the moral aspects, morals, manners and character, knowledge, skills, health, arts and culture. The development of these aspects, leads to the improvement and development of life skills, which is realized through the achievement of based competence to survive, and be able to adapt in order to succeed in society.

Standards of competence and basic competences entrepreneurship subjects serve as a reference for curriculum development. Curriculum development is basically tailored to the potential and characteristics of each region. Subjects Entrepreneurship aims for vocational students can express themselves in entrepreneurial behavior. Entrepreneurship course content focuses on entrepreneurial behavior as an empirical phenomenon that happens within the students. In this regard, students are required to study a more active economic events that occur in the environment.

Entrepreneurial learning can result in entrepreneurial behavior and spirit of leadership, which is strongly associated with how to manage the effort to equip the student to be tried independently.

Framework of integrated entrepreneurship education in vocational education involving entrepreneurial character can be done through: (1) the implementation of character education into all subjects of entrepreneurship, (2) learning entrepreneurial class, (3) the extra curricular entrepreneurial activities, (4) entrepreneurial activities through the development of self and (5) development of school culture as a medium for the internalization of the entrepreneurial character to the school community (Puskur, 2010). However, the implementation of character education in vocational entrepreneurship especially in the areas of technology and industry are usually not as easy as the field of tourism. Therefore, the process of entrepreneurial education if it is not possible for the implementation to the business practices (implementation and growth), can be carried to the point innovation and triggering. For the implementation of entrepreneurship at the stage of implementation and growth can be done after the graduate with the knowledge and the results of the internalization of entrepreneurial character that has been done in the SMK.

Based Learning Entrepreneurship with Character Building

Entrepreneurship is not just a mere managerial and business skills, because entrepreneurship also includes aspects of mental attitudes and behaviors that reflect the characteristics of an entrepreneur. So the discussion of entrepreneurship means also highlighted on the profile of a man who has the characteristics and distinctive properties. Entrepreneurship is always inseparable from creativity and innovation. Innovation created because of high creativity. Creativity is the ability to bring something new into life. Creativity is an important source of competitive strength, as the rapidly changing environment. To be able to react to changes, people have to be creative.

According to Meredith (1996), an entrepreneur is a person who has the ability to see and assess the business opportunity; gather the resources needed to take advantage of it and take the appropriate action, to ensure success. In other words, entrepreneurs are action-oriented individuals who are highly motivated and take risks in the pursuit of its objectives.

Characteristics and Nature of Entrepreneurs according to Meredith (1996), as illustrated in the following table: (1) confidence, include: confidence, independence, individuality, optimism; (2) task-oriented and results, including: the need for achievement, profit-oriented, perseverance and fortitude, determination and hard work, have a strong drive, energetic and initiative; (3) the risk takers, include: the ability to take risks, like a challenge; (4) leadership, including: acting as a leader, can get along with others, responding to suggestions and criticisms; (5) originality, include: Innovative and creative, flexible, has many sources, versatile; and (6) oriented to the future, include: perceptive foresight.

In the current era of globalization, people's attention focused on tips that must be created to be able to join and play together in this era. In this competitive era, it is imperative that every person, every group of people, and each nation is required to always be creative and innovative, if you do not want to get run over by age. The world of education, it has a strategic role in shaping the quality of human resources, not only in mastering the science, but especially the readiness to enter the real working world. But reality or empirical conditions that exist today shows the gap between the growth of the labor force by employment growth, where the growth of the labor force is much larger than the growth of employment opportunities.

Thus, an important issue is a priority to do is to stay educated workforce through formal vocational education institutions absorbed in the world of work that remains a potential asset in this era of globalization with the formation of good character and quality. This is where the importance of understanding and study of entrepreneurship in vocational education as an alternative to entering

the workforce are no worse than civil servants or private office, not even a small income promises. It just requires the birth of certain characteristics that not only diligent and tenacious but also creative and innovative.

Acculturation character (moral) and noble necessary to the realization of noble character who is the ultimate goal of the educational process is highly coveted by every institution that organizes the educational process. Culture or cultures that exist in the body, good schools, colleges, and others, was instrumental in building a noble character among academicians and employees. Therefore, educational institutions have the duty and responsibility to conduct moral education (moral education) to learners and also build a culture of moral values in the society.

Character education is an education for shaping the personality of children being personally thoughtful, respectful, and responsible through the habituation of mind, heart, and action on an ongoing basis the results are seen in action daily at school. A habit would require constant practice and strong self control. Internally self-control is closely related to feelings of guilt (moral feelings) which, according to Erikson has been growing at a time when the child was 4 years old. Self-control is what can prevent a person from a variety of bad behavior and there is always a desire to improve themselves for the better. This is the source of power that can enable moral knowledge can be implemented effectively so that one has a consistent character. This aspect, too, who is less a place and time in the learning process in schools.

Character education teaches habitual ways of thinking and behaviors that help individuals to live and work together as a family, community, and state and make decisions that can be accounted for. Character is the reference as contained in The Six Pillars of Character issued by the Character Counts! Coalition (a project of the Joseph Institute of Ethics). Six types of characters in question are as follows: (1) trustworthiness, character shapes that make a person: integrity, honesty, and loyalty, (2) Fairness, the shape of the character that makes a person have an open mind and do not like to take advantage of others, (3) caring, the shape of the character that makes a person have an attitude of care and concern for others and the social conditions of the environment, (4) respect, the form of the character that makes one always appreciate and respect others, (5) Citizenship, the shape of the character that makes one conscious laws and regulations as well as care for the natural environment, and (6) responsibility, form the character that makes a person responsible, disciplined, and always do things as good as possible.

In order to further strengthen the implementation of character education has identified 18 values derived from religion, Pancasila, culture, and national education goals, namely: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) self, (8) democratic, (9) curiosity, (10) the national spirit, (11) love of the homeland, (12) the achievements, (13) friends / communicative , (14) love peace, (15) are fond of reading, (16) environmental care, (17) social care, and (18) responsibility (the center of the curriculum. the development and education of the nation's culture and character: school guidance. 2009). The education process is based on the totality of the psychological character that covers all potential human individual (cognitive, affective, psychomotor) and function in the context of the totality of sociocultural interaction in the family, the education unit and the community.

Learning activities within the framework of character development vocational learners can use a contextual approach as the concept of teaching and learning that helps teachers and students find connections between what is taught by real-world situations, so students are able to make connections between the knowledge possessed by its application in their lives . By doing so, through contextual learning learners have more comprehensive results not only on the cognitive level (though the thought), but at the level of affective (heart though, taste, and intention), and psychomotor (sports). Contextual learning includes several strategies, namely: (a) problem-based

learning, (b) cooperative learning, (c) project-based learning, (d) service learning, and (e) work-based learning. These five strategies can provide a nurturant effect character development of students, such as: intelligent character, open thinking, responsibility, curiosity.

This model focuses on the formation of student character as the character of a nation is an important aspect that determines the progress of a nation. The character of a nation is dependent on the quality of the character of human resources (HR). Hence the character of quality need to be established and nurtured from an early age. According to Freud's personality good planting failure at an early age will be problematic in shaping the future adult life. Parents guide their children's success in dealing with personality conflicts at an early age is very critical to the success of children in social life in later adult life (Erikson, 1968).

Problems in research and development are: (1) how to develop a model of quality in vocational learning; and (2) how does apply a model of quality in vocational learning. The learning model is able to contribute in the development of quality education in SMK. Development of a model of learning in a synergistic and colaboratif capable of producing maximum competence in learning, so expect an impact on the formation of the character of the nation in the quality of vocational graduates.

METHODS

This study uses the approach of research and development. Research and development of education according to Borg and Gall (1983), which is a process used to develop and validate educational products, including procedures and processes, such as learning method or methods of learning management. Planning learning strategies in model development using design Dick & Carey (1985; 1996; 2005) with reference to the ten stages of development. Untuk determine the effectiveness of the learning model developed experimental approach to the study conducted by the quasi experiment with the design of the post-test only control group.

This study uses the research and development, is done directly by collecting the proceeds of data is descriptive and inductive data analysis. Overall model of learning to be effective, efficient, and interesting to do the research and development cycle, known as "The R & D cycle". The implementation of this study follows the steps: (1) preliminary surveys, (2) planning; learning models, learning strategies, teaching methods, instructional media, (3) validation of the model, (4) testing the model and (5) revise the model.

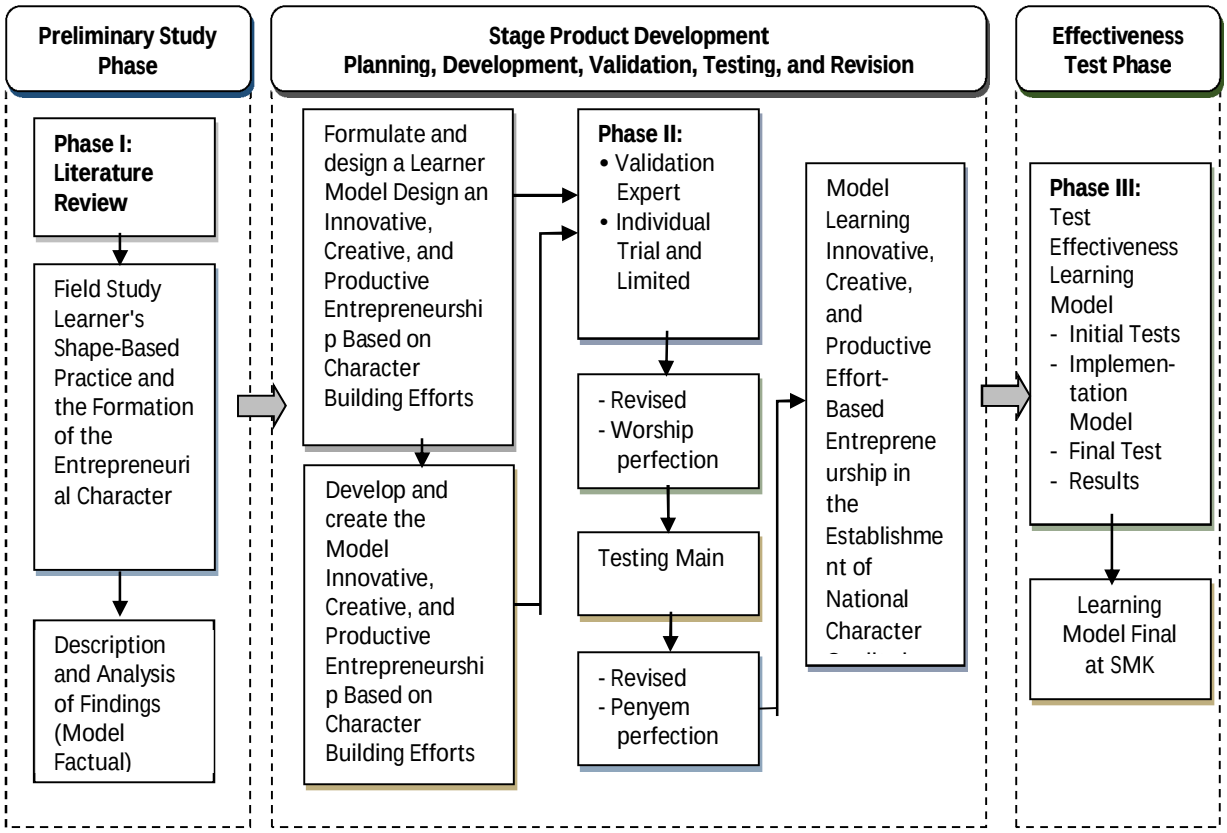

Chart 1. Step Learning Model Development

Research was carried out in vocational schools in the city of Medan. Subjects were students of SMK Field Study of Technology and Engineering Expertise, Competence Machining and Welding Engineering expertise in Medan. In the study of this development, having regard to the place, the existing technology and the availability of facilities / infrastructure that support the learning process.

At this stage of the development of the learning model, targeting in this case is the teacher, learning specialist, expert field of study, and students who assess learning model that has been developed based on the criteria, as follows: (1) expert evaluators who carried out the evaluation of learning (expert judgment) is determined based on its expertise, (2) conducting evaluations evaluators determined based on the ability of the practitioner / teacher with expert classification field of study.

At this stage of development, there are two steps associated with data collection techniques, which limited trials and the main trial. In limited testing, the main data collection technique is the observation and questionnaire. The questionnaire given to the teachers, in order to determine whether there are obstacles in the application design models. Observations carried out on the application of the design process model, to determine whether the design model can be applied correctly, and direct knowledge of the constraints and difficulties faced by the subject (students and teachers).

Data analysis techniques are used according to the type of data collected. A few things to note in the data analysis include: (1) data analysis includes data organization procedures, reduction, and presentation of data, both with tables, charts, or graphs, (2) the data are classified by type and

component products developed, (3) Data were analyzed descriptively and in the form of quantitative calculations, (4) the presentation of the results of the data analysis are limited to factual, with no interpretation of the developer, so that as the basis for the revised model, and (5) in the use of data analysis and calculation of statistical analysis in line with the issues raised, and the product to be developed.

At this stage of the development of several analytical approaches used are: (a) the implementation and results of the design development models, described in the form of data presentation, and then analyzed qualitatively, (b) the limited test, the test results were analyzed with the application of the design approach of quantitative models, (c) on a broader test, in addition to using qualitative descriptive analysis approach, also used statistical analysis (quantitative).

RESULTS AND DISCUSSION

RESULTS

Entrepreneurial and Character-Based Learning

Exposure data from the preliminary research through a questionnaire conducted by purposive sampling or purposive sampling that is continuous adjustment of the questions posed. Questionnaire for preliminary study conducted on 25 people in five vocational teacher earning partners and 150 students. Preliminary activity undertaken to obtain and submit the data to the problems in the implementation of authentic learning for learning model was developed further in accordance with the conditions and the actual facts on the ground. This is done on an ongoing basis to get a model that is expected in the learning process in vocational development planned in the learning model.

In accordance with the study design and development, there are eight aspects / components of learning are revealed in preliminary research studies through the descriptions of teachers and students as well as in the study of literature and the findings of the field, which is described in terms of the implementation of learning outcomes, including: (1) organizing learning is good (83.54%), (2) effective communication is good (83.5%), (3) mastery learning enthusiasm is good (83.75%), (4) learning is a good positive attitude (81.5%) , (5) evaluation of learning is good (83.75%), (6) is a good strategy for learning (79.25%), (7) student learning outcomes are good (83.44%), (8) means and infrastructure, support facilities and learning environment is good (83.75%).

Perception of Students in the Learning Model Works

Based on data from the preliminary study by distributing instruments in the administration of student perceptions of learning, each of which demonstrates that: (1) organize the learning is good (82.96%); (2) communicate effectively in learning is good (82.75%); (3) mastery and enthusiasm in learning is good (82.78%); (4) a positive attitude toward students in learning is good (82.5%); (5) providing feedback / feedback and assessment was good (81.04%); (6) is a good learning strategy (76.04%); and (7) the results of student learning is good (80.94%).

In sustainable development is expected of students in this program have a strong motivation to move forward together and independently. After being given the business knowledge that will be initiated / developed, the next stage is the development of business networks, in the context of sustainability efforts, through the expansion of marketing network. The next stage, need to be developed organizing business groups, accompanied by an increase in the ability of its members to build and maintain a network with a wide range of social systems in the vicinity. These networks are very important in providing and developing a wide range of access to resources and opportunities of sustainability efforts.

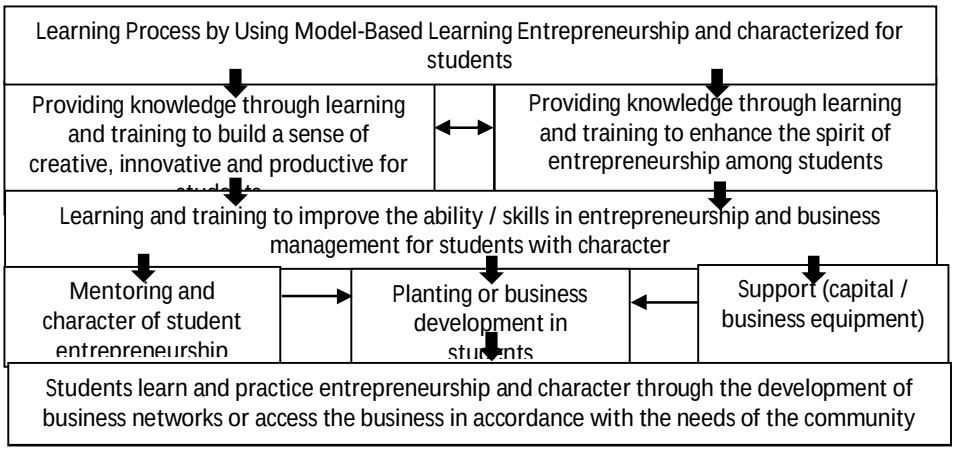

Figure 2. Planting Character Education Network Entrepreneurship Students

Patterns Giving a series of knowledge and learning entrepreneurship for students to build a sense of creative, innovative and productive for students, enhance the entrepreneurial spirit, and through training to improve the ability/skills make program participants were awakened and realized that there was potential in him that can be developed and the importance of having attitude of self-reliance/do not depend on others. With education through exercises to build creative and innovative attitude, program participants have realized the importance of being creative, innovative and productive and apply it in entrepreneurship activities. Likewise, the training to improve the entrepreneurial spirit, delivered on the determinants of success. With the method of "brainstorming", participants were asked to identify themselves on any factors that can determine a person's success. All participants polled, summarized, and formulated from all the opinions expressed by 90% of students returning turns the factors that determine the success of a person is coming in oneself. With this method, students are aware of and understand if someone wants to change and wants to work, then he alone must strive with courage and determination to succeed.

DISCUSSION

Learning Innovative, creative and productive entrepreneurial based education is an effective approach that focuses on creative thinking, problem solving, and interaction between students and their peers to create and use new knowledge. In particular this is done in the context of active learning, scientific dialogue with the active supervisor as a researcher. Based on surveys and observations in the learning process in vocational classes and some of the expert opinion, Based on those opinions, learning innovative, creative and productive entrepreneurial-based learning is a strategy that is developed based on constructivist learning schools that require learners construct their own knowledge (Doppelt, 2003).

The learning model is innovative, creative and productive entrepreneurs have characteristics based, namely: (1) students as decision-makers, and to create a framework, (2) there is a problem whose solution is not predetermined, (3) students as the designer of the process to achieve results, (4) The student is responsible for acquiring and managing the information collected, (5) conduct continuous evaluation, (6) students regularly look back at what they do, (7) the final result of the product and its quality evaluated, and (8) the class has atmospheric tolerate errors and changes.

Learning Innovative, creative and entrepreneurial-based productive has great potential to make the learning experience interesting and meaningful for students to enter the workforce. According Gaer (1998), in learning innovative, creative and productive entrepreneurial-based

applied to develop competence in the company after working student, students become more active in learning, and a lot of skills which have been built from the project in its class, such as building skills team, make decisions cooperatively, group problem solving, and team management. These skills of great value when it enters the work environment. and is a difficult skill taught through traditional learning.

Learning Innovative, creative and productive entrepreneurial-based, competency-based learning, and the learning process that is expected to produce valuable products, requires a rich learning environment and real (rich and natural environment), which can provide learning experiences dimensions of integrative competence. The learning environment is characterized by: (1) the learning situation, surroundings, content and tasks are relevant, realistic, authentic, and present the natural complexity of the "real world"; (2) The primary data sources used in order to ensure the authenticity and complexity of the real world; (3) develop life skills rather than knowledge reproduction; (4) the development of these skills within the context of individual and through social negotiation, collaboration, and experience; (5) previous competence, confidence, and attitude considered as a prerequisite; (6) problem solving skills, higher level thinking, and deep understanding are emphasized; (7) students were given the opportunity for apprenticeship learning in which there is the addition of the complexity of the task, the acquisition of knowledge and skills; (8) the complexity of knowledge is reflected by the emphasis on connectedness conceptual learning and interdisciplinary learning; (9) Preferred cooperative and collaborative learning in order to expose students to the alternative views; and (10) the measurement is authentic and become an integral part of the learning activities (Simons, the Sane, 2007).

Step learning innovative, creative and productive entrepreneurial shows scenario-based learning carried out. Learning Scenario innovative, creative and productive entrepreneurial based consists of: (1) Stage 1: identification of the real problems in small industries, in this process the student examines the design process and identify the problems facing small industries visited to be appointed as the eye through the stages of an innovative project, creative and productive entrepreneurial-based; (2) Phase 2: formulation of strategy / alternative solutions to the problem, the results of this phase in the form of technology products that will be generated from this project to solve problems through innovative, creative and productive entrepreneurial-based, that is what the project set eyes, what will be achieved from this project, what products will be produced, and how to make it happen; (3) Stage 3: The design of the product, At this stage, the project proposal comes with a design / product design in the form of a tool or machine that will be made to solve problems through innovative, creative and productive entrepreneurial-based; (4) Phase 4; production process, in this stage, the students in each group do a production process that has been designed on the basis of the work; (5) Step 5: evaluation stage, in this stage, the students perform a self-test to determine the performance of the products produced through an innovative, creative and productive entrepreneurial-based, know the strengths and weaknesses; (6) Step 6: presentation, at this stage, is intended to communicate the actual creation of technologies that can address specific production problems through innovative, creative and productive based entrepreneurs. Through the seminar class, each group display their work. At this stage, the activities will encourage the emergence of new questions that could lead to the emergence of new technological ideas.

Planning for the Development of Vocational Learning Model

This study managed to find a variety of methods and programs developed by SMK in developing character education. Programs designed by each school has adapted to the variation characteristic of the institution where the school shelter. Schools that are structurally under the

auspices of the Department of Education and under the auspices of the agency or institution has its own pattern in developing character education for vocational students.

For the realization of entrepreneurial character building through innovative teaching, creative, and productive in SMK in research and development, to note the following points: (1) School or educational institution is an organization that should always try and develop the organization's behavior in order to become an organization that can shape the behavior of the students to be the ones who succeed are not only of academic quality but at the same time non-academic quality; (2) Schools should formulate the vision, mission, and goals of the school that explicitly states realization desires a noble character in the school; (3) Development of a noble character through innovative teaching, creative, and productive in school-based entrepreneurs will be successful if it is supported by a heightened awareness of the entire school community, parents, and the community to make it happen; (4) For the character development of innovative, creative, and productive self-employment based on education are also needed school programs that explicitly and in detail to support the realization of the noble moral character through innovative teaching, creative, and productive-based entrepreneurship. These programs are designed for the development or habituation daily student-based learning in both the entrepreneurial and moral values and universal ethics and rules outlined in the school; (5) Develop innovative character, creative, and productive based entrepreneur is not enough just to through certain subjects, such as Religious Education and Citizenship Education (Pendidikan Agama dan Pendidikan Kewarganegaraan = PKN), but also through all the subjects taught in schools are taken by integrating character education in each learning all fields of study (subjects) in the school. Likewise, building a noble character should be the responsibility of all teachers, particularly teachers of religion, PKN teacher or guidance counselor (Guidance and Counseling); (6) The realization of an innovative character, creative, and productive in school-based entrepreneur also requires the support of adequate school infrastructure. Therefore, schools should provide sufficient facilities for the smooth development of this noble character; and (7) Development of the character of students in the school although it can occur by itself, if accompanied by a heightened awareness of all components of the school. Nevertheless, it would be even more effective if the character development in schools is handled by the special team set up schools that take full responsibility in the development of this character. This team designed a character building programs are innovative, creative, and productive entrepreneurial-based, then execute it to evaluate the program until you see the desired results.

Entrepreneurial Learning Model-Based Development

The learning model is innovative, creative and productive entrepreneurship are based learning-oriented production. Innovative, creative and entrepreneurial-based productive to focus on the core concepts and principles of a discipline, facilitating students to air the investigation, problem solving, and other meaningful tasks, students' centered, and produce real products with entrepreneur. There are four characteristics of innovative, creative and productive, that the content, conditions, activities, and results. Description of the characteristics of innovative, creative and productive are presented in the following.

In innovate, creative and productive, collaborative projects conducted and, uniquely, which focuses on problem solving and character associated with student life or the needs of the local community or industry. Innovative, creative and productive has huge potential to make the learning experience more interesting and meaningful to adulthood: students, or traditional training to build job skills (Gaer, 1998). Innovative, creative and productive, motivated students become more active in learning, teachers as facilitators, teachers evaluate student performance products include the outcomes that can be displayed from the results of the project.

Innovative, creative and productive can be applied to all fields of study. Implementation of the model is innovative, creative and productive in the five main steps, as follows: (1) Establish the project theme. Theme of the project should meet the following indicators: (a) contains the general idea and original, (b) an important and interesting, (c) describe the complex problems, (d) reflects the relationship of ideas, (e) prioritizing problem solving ill-defined, (f) oriented entrepreneurs, (g) an authentic product with Innovative, creative and productive in all tasks assigned to students, and (h) to instill good character in students; (2) Establish the context of learning. Context study should meet the following indicators: (a) questions the project questioned the real-world problems with planting entrepreneurship soul, (b) give priority to always Innovative student autonomy, creative and productive, (c) the conduct of inquiry in the context of society and character, (d) the student is able to manage time effectively and efficiently, (e) students study full of self-control and good character, (f) to simulate working in a professional manner by focusing on innovative, creative and productive; (3) Plan activities. Learning experiences related to the project plan are as follows: (a) reading, (b) research, (c) observation, (d) the interview, (e) recording, (f) visited objects related to the project, (g) self-employed, (h) character, and (i) access the Internet; (4) processes the activities. Processes the activity indicators include, among others: (a) sketch, (b) describe the analysis, (3) counting, (d) generate, (e) entrepreneurship, (f) innovation, (g) creativity, (g) productive in work, (h) to develop a prototype, and (i) reporting; and (5) Implementation of activities to complete the project. Include: (a) try to do a project based on the sketch, (b) examine the steps that have been undertaken and the results obtained, (c) evaluate the results that have been obtained, (d) revise the results that have been obtained, (e) recycling another project, (f) classifying the best results.

Learning Innovative, Creative, and Productive

Innovative learning is learning by introducing something different that has not been experienced before. Something new is not synonymous with something expensive. What seems trivial, may be able to make the learning more alive only because the teacher is able to innovate. In the creation of innovative learning the most important is the willingness and desire of teachers to make learning interesting to follow and eliminate boredom learners in learning.

To be able to create innovative and creative learning takes three basic properties that must be possessed of students and teachers, which is sensitive, critically, and creatively to the phenomenon around them. Sensitive means that other people can not see its relevance to existing concepts in the brain, but we were able to catch it as a phenomenon that can be explained by the concept that we have. Critical means a phenomenon that caught our eye is processed in the mind is able to bring a variety of questions that provoke us to look for answers. Creative means with skill and mindset based on a deep understanding of certain concepts and then we try to explain / create an activity that is able to explain the phenomenon to themselves or others.

In learning Innovative, Creative, and Productive on the implementation of the learning process using a benchmark that has been set based on the results of preliminary studies, and some studies for the implementation of the underlying theory of learning. In the implementation of practical skills learning using learning strategies that is based on the stages, including: (1) Prepare the necessary learning resources in learning. The availability of adequate learning resources greatly affects the learning process practices; (2) learning orientation. Broadly speaking teacher preparation activities in this stage is to prepare a worksheet (job sheet), the module explains the practice of learning objectives, explain its significance, aroused the interest of the students, assess and establish initial ability students; (3) the authenticity of the products that will be done. Designing assignments according to his ability that he was able to finish it on time. Encouraging and guiding students to be able to produce something of the task he was doing; (4) Describe the project tasks and of working

drawings. The explanation of this practice plan begins by explaining the purpose of the project in general and in particular; (5) Grouping students in practical assignments. Grouping students in practical assignments carried out in accordance with the type of work involved in the project; (6) Demonstrate the process of making the work piece. In this phase, the teacher or instructor enters the implementation phase; (7) Innovation and creative in the process of making the work piece. In this impersonation stage students conducting work activities that mimic the work has been demonstrated by the teacher; (8) Work on the project and reporting based entrepreneurs. At this stage the students repeat the work activities of newly learned job skills learned to really fully occupied; (9) Calculate the cost of production of the workpiece. Furthermore, the products were counted against any student who is doing the work on the workpiece by using machines and equipment in the shop; and (10) Perform a re-creation of the product produced. This stage students are assigned to produce something that reflects the creation of each task.

Design Development Learning Model and Its Application

The design of the learning model in accordance with the competency-based curriculum, covering three aspects, that; (1) planning for learning; (2) the implementation of learning; and (3) evaluation of learning. Productive in vocational learning for each field of expertise. In each meeting takes place in the process of learning to face-to-face activities, discussion of theoretical/practical introduction/deepening of practice material is usually given within 45 minutes, so there is still time to 6 hours a day to practice. The meeting took place 16 times, according to the learning contract and allocation of students' work to be done. Learning activities a lesson basically does not recognize the term learning theory or practice, ideally both aspects are integrated in a learning activity.

Having established the sub competencies that are the subject matter of design development or learning models, researchers next plan of learning, refers to design a model that has been formulated that the model design lesson plans, implementation, and evaluation of results, and use the learning component as follows: (1) Develop syllabus with learning components include; course name, course code, credits, brief description, learning objectives, competency requirements, standards of competence, basic competence and tables syllabus; (2) Develop and create lesson plans towards the implementation of learning with competency-based practice learning model with component-oriented entrepreneurship, include; identification of subjects, standards and basic competencies, competencies and indicators, learning objectives, instructional materials, teaching methods, learning strategies; (3) Creating a task contract that must be agreed with the student in the learning process through to completion, which aims to encourage students to learn discipline, self-contained, fully oriented on increasing responsibility and competence better; (4) Collecting and organizing learning modules into sub-competencies and competency with the module; (5) Design and develop a strategy/implementation and learning methods based on preliminary studies, the; literature studies, field studies, and teacher and student perceptions questionnaire in learning the organization of the steps; (6) Develop and create job sheets, instructional sheet, operation sheets, and evaluation sheets for each task-oriented and integrated production in the sub competence and basic competences are developed based on the measurement of cognitive, affective, and psychomotor; (7) Develop and create instruments and assessment tools for the observation of the implementation of the affective aspects of learning and psikomotorik; (8) Develop and make inquiry learning model with indicator development, including; organizing learning, learning delivery, learning management; (9) Develop and create a learning module assessment tool refers to the feasibility of the content and feasibility presentation; and (10) Develop and create cognitive tests in the form of exercises related to a given sub-competency based learning objectives on the basis of competence and competency standards.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Learning Model through the provision of a series of knowledge and entrepreneurship training has positive influence on increasing the entrepreneurial spirit and the increasing ability/skill that has been done in the framework of the business, strengthened by the support and guidance of the parties concerned, the existence of ongoing mentoring, and guidance for the development of business networks, particularly to market their businesses effectively.

Formulate design learning model using a learning strategy which is based on the stages, including: (1) prepare the necessary learning resources in learning, (2) instructional orientation, (3) the authenticity of the product, (4) project tasks and working drawings, (5) classroom organization, (6) the process of making the work piece, (7) innovation and creativity, (8) projects and reporting, (9) to calculate the cost of production, (10) re-creation of the product.

RECOMMENDATIONS

Learning model developed is able to provide the best in improving student competence, so for researchers who want further development of the model can use multiple stages of the method to be used or otherwise to make changes and modification methods with different models for aspects of research and development different characteristics and scope. Can be used as a new orientation in the education and learning that makes the institution as an institution of life skills, with education aimed at achieving competence, the learning process is authentic and contextual value products that can produce meaningful for students.

Learning model developed leads to the formation of basic fundamental, powerful, and more focused. So it is expected in the course has been designed ready to work, good work in the business/industry or work independently to anticipate the rise of graduate jobs are not yet ready for use in the community and school education du/di. Designing learning model developed is needed to educate students character (character building) and image-run educational institutions. Therefore, the curriculum forward in learning strategies can be developed using a learning model and is able to: (1) equip students for learning which a student can focus and can be used to create your own work or work in the business/industry, (2) develop the students' discipline , (3) creating a character-building, (5) allows students to get a job, (4) creating graduates produced in accordance with the standards of the school and the standards needs of the workforce, and (5) improve and create excellence, as well as provisions to adapt to the development of science and technology.

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