

Development of Teaching Materials Using LEAD Series (Listen, Explore, Analyze, and Do) Craft and Entrepreneurship Subjects Based on Local Potentials Bawean Island, Gresik Regency Assisted by Google Classroom.

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Abstract: Researchers are developing teaching materials based on the problems identified in this area. There is still a lack of teaching materials that integrate social values based on local wisdom. The objectives of the research to develop these teaching materials are: Development of craft and entrepreneurship educational materials, learning the feasibility of craft and entrepreneurship educational materials by material and design experts, effectiveness of craft and entrepreneurship educational materials for MTS Umar Masud students at IX Know your gender. Lessons were developed based on the opinions of teachers and students. Through the research and development (R&D) of his LEAD (Listen, Explore, Analyze, Do) series powered by Google Classroom, the researcher develops craft and entrepreneurship teaching materials based on local wisdom, Combining craft and entrepreneurship. Validation sheet average scores obtained by three experts (materials, subject matter, instructional design) were 86% for content or material feasibility, 96% for presentation feasibility, simple usability and practicality was 89% for gender. The average value of the product attractiveness test results of students' answers is 84%, indicating that students' answers are highly interested in using craft materials and starting businesses that emphasize the potential of the region. As a result of the analysis, it was found that the effectiveness of teaching materials for crafts and entrepreneurship that make use of the potential of the region is included in effectively.

Keywords: Crafts; Entrepreneurship; Local wisdom; Teaching materials

Introduction

Article 3 of Law No. 20 of 2003 states that the purpose of national education is to ensure that pupils have faith and reverence for Almighty God, are of noble character, are healthy, knowledgeable, capable and creative. It is stated that it is independent of and be a democratic and responsible citizen. National education is a government initiative to develop the potential of Indonesian citizens to take responsibility for themselves and the nation. Efforts to improve responsible human resources (HR) can be done through education. Education is an important factor, helping to improve the

nation's human resources and increase intelligence (Fahrurrozi et al. 2021., Aryani. 2019., sarina et al. 2019).

Education is the process of developing a student's potential and building character. Education provides students with opportunities to improve their spiritual, social, knowledge and skills for life in the country and society. According to Siman Juntak in 2022, the purpose of national education in general is to improve the quality of the Indonesian people. Talented individuals are expected to be able to understand the science in a particular field, train reasoning, think critically, and solve problems to drive development. Ultimately, we may face increasingly competitive and demanding developments in science, technology and art (science

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and technology). Law No. 20 of 2003 on Economic Competitiveness (Indonesia, P.R. (2003). Researchers therefore offer an alternative solution by developing socially integrated teaching materials to improve student skills.

Social integration relates to social attitudes, the reciprocity of individuals with other individuals through social interactions. The use of socially integrated teaching materials will improve the quantity and quality of education to meet local and national needs, compete globally, and create a skilled workforce through the education necessary for skills development. It aims to address current educational challenges. (Fahrurrozi et al. 2021; Wijaya et al. 2016).

Education in crafts and entrepreneurship provides skills, understanding of local potential for students to become citizens and members of society, prepares or increases the number of entrepreneurs and reduces the number of unemployed. Get ready. Responsible for the development of Indonesia's local wisdom culture, contributing to Indonesia playing a positive role. In addition to teaching skills, craft and entrepreneurship education can also be used as a means of teaching entrepreneurship values. Entrepreneurship can also be taught through manuals and training (Fahrurrozi et al 2021). Entrepreneurship contributes significantly to the economy of any country by promoting job creation, innovation and creativity, high levels of employment, positive social development and economic growth (Acs et al 2005; Rowley, et al 2011; Schiavone, 2011; Shane & Venkataraman, 2000).

The school is an ideal place to practice craft education, craft education and entrepreneurship, so that students can become independent and good students who do not easily rely on others to carry out their work. (Nurvitasari, 2020., Pratama & Triyono, 2015). Education in crafts and entrepreneurship prepares for entry into the workforce and provides an understanding of the skills necessary to understand the world of business in everyday community life (Wiranti, 2013; Ariff et al. 2010; Nasiru et al. 2015). Manual and entrepreneurial learning at MTS Umar Massoud is inseparable from the learning outlined in the curriculum. Therefore, there must be a balance between theoretical and practical learning. Theoretical learning has no practical meaning and only provides an abstract big picture. In contrast, theoretical learning, complemented by concrete actions and underpinned by relevant practice, offers a potential opportunity to see real situations in action. This is very important in fostering an entrepreneurial spirit.

Local Wisdom enhances students' creativity, skills and knowledge and helps them recognize and sustain the creativity of Local Wisdom. You can tap into the

different wisdoms of the region to meet your daily and financial needs. Local wisdom is considered linear in education because it can create a more meaningful, effective and enjoyable learning environment (Gunawan, 2012). It is also expressed as a part of life in which local wisdom survives and enriches the economy through the use of natural resources and environmental conditions (Suparmini et al, 2013).

The above description of the problems and opportunities in craft and entrepreneurship learning leads to the conclusion that there is a need to develop materials based on local wisdom as companions to facilitate the implementation of the learning process. This is consistent with the view (Mau et al., 2019) that local wisdom can be a way to stimulate students' motivation to learn and teach them to be always sensitive to their environment and nature. Students are becoming more and more demanding and critical. Integrating local wisdom into learning is one way of introducing cultural local wisdom into the student domain (Fahrurrozi, 2015; Rosala, 2017).

According to the National Center for Vocational Education Research Ltd/National Center for Competency Based Training (Nugraha, et al. 2013), teaching materials are materials designed to assist teachers/trainers in carrying out teaching and learning activities in the classroom. All kinds of teaching materials. support. According to his Tocharman of the Ministry of National Education (Nugraha et al. 2013), his one type of educational material is: Photographs/images, non-printing, e.g. B. Models/models. Teaching materials are components that play an important role in the teaching and learning process. The existence of educational materials helps educators achieve their learning goals and acquire basic skills. Materials are the building blocks of learning systems and play an important role in helping students achieve established performance standards and learning goals. Materials are tools and media that provide students with opportunities to build learning experiences. Using available materials, students practice evaluating and developing ideas, solving problems, acquiring skills, developing and developing mental attitudes, appreciation and creative abilities (Nurjaya, 2012).

As part of MTS Umar Massoud's research and development (R&D) process, researchers will bring craft and entrepreneurship together by creating "local wisdom-based craft and entrepreneurship materials for IX" I will work on that. Develop a class. The objective is to develop craft and entrepreneurship educational materials, determine the feasibility of craft and entrepreneurship educational materials, and determine the effectiveness of craft and entrepreneurship

educational materials for IX students. is. MTS Umar Mas'ud classes are developed together with teachers and students. It is expected to provide alternative solutions to problems that can improve the quality of learning to achieve desirable craft and entrepreneurial learning goals and produce students with entrepreneurial and entrepreneurial thinking. The author can recommend the following reasons for producing this material: Provide crafts and entrepreneurship materials that are streamlined and meet the curriculum requirements and needs of students. We support teaching materials according to the characteristics of the social environment of students, and make it possible to obtain alternative teaching materials that are different from textbooks and sometimes difficult.

Method

This research is designed in the development research method, this research is about developing learning of craft and entrepreneurship subjects using a project-based learning model with a series of LEAD (Listen, Explore, Analys and Do). The development model used to produce the Google Clasroom learning design as a learning resource, namely the research and development procedure for learning design according to Dick, Carey, & Carey (2015) is contained in several research steps, as shown in Figure 1.

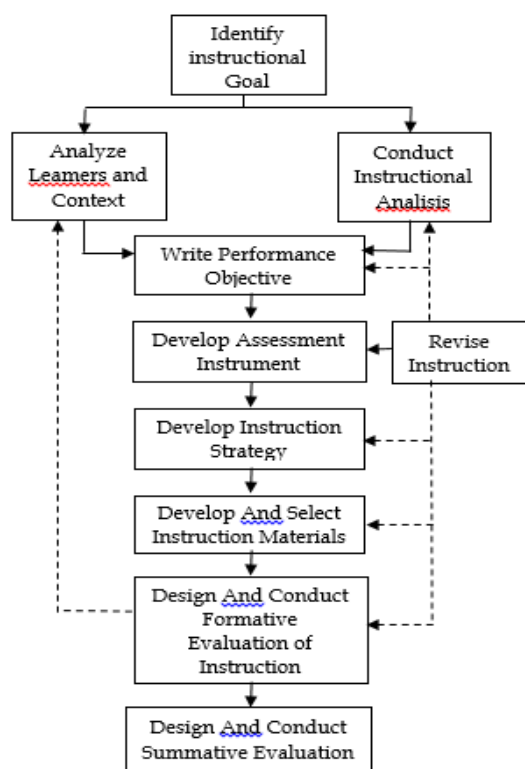


Figure 1. Dick and Carry Development Stage (2015)

The subjects of this study were 40 students of grade IX MTS Umar Mas'ud consisting of students with high, medium and low proficiency categories based on their academic achievement. The selection is based on the researcher's observations when making the first observations in the classroom. Validity and Learning Design Experts are carried out by Material Experts, Adi Buana University Lecturers, and Material Practitioners (Field Experts), Instructors/Crafts Teachers and Entrepreneurship MTS Umar Mas'ud.

This local potential-oriented craft and entrepreneurship teaching materials are developed in the form of printed modules and use Google Classroom mobile learning. After all the data is collected, the next step that researchers must take is data analysis. The data analysis stage is carried out by the researcher from the beginning when the researcher is still planning learning and making products. During learning apply the LEAD model. The purpose of data analysis in this study is to obtain clear results regarding changes in the learning process and the effectiveness of teaching materials in accordance with the expectations of researchers (Amiel &; Reeves (2008).

Result and Discussion

After the research is carried out and all data has been collected, researchers process various data both in qualitative and quantitative forms. The data obtained during the study are described in tables 1, 2, and 3

Table 1. Validation by Material Experts

Rated aspect	Presentage	Criteria
Fill	85	very feasible
Presentation	98	very feasible
Benefit	95	very feasible

Table 2. Validation by Media Experts

Rated aspect	Presentage	Criteria
Fill	85	very feasible
Presentation	95	very feasible
Benefit	95	very feasible

Table 3. Validasi oleh Ahli Desain Pembelajaran

Rated aspect	Presentage	Criteria
Fill	87.5	very feasible
Presentation	95	very feasible
Benefit	95	very feasible

Based on the validation sheet filled out, the three experts and practitioners have said that the teaching materials are very valid / suitable for use during research. This is evidenced from tables 1, 2, and 3 above. The percentage value obtained from material experts is 85% for the feasibility of the content or material, 98% for the

feasibility of presentation, and 89% for ease of usefulness and benefit. According to Media practitioners (field experts) crafts and entrepreneurship teaching materials oriented to local potential obtained a percentage value of 85% for the feasibility of content or material, 95% for the feasibility of presentation, and 87% for ease of usefulness and benefits, while according to learning design experts a percentage value of 87.5% for the feasibility of content or material, 95% for the feasibility of presentation, and 90% for ease of use and benefit (Zaini & Rusmini, 2016, p. 104).

Table 4. Teaching test results based on the responses of 40 students

Rated aspect	Presentage	criteria
Content	89	very feasible
Presentation	93	very feasible
Benefits	95	very feasible

Based on table 4 of field test results based on the responses of 40 students, namely the "very feasible" category, with an overall percentage of three aspects of 92.3, which means that the teaching materials developed get the "very feasible" category for use (Riduwan, 2012).

Table 5. Pretest-Posttest Result Data

Description	Minimum	maxsimum	N-Gain
Pretest	45	65	0.57
Posttest	80	95	0.75
Avarage	73	89.7	0.62

Table 5 Pretest, posstest and N-Gain result data shows a minimum pretest value of 45, a maximum pretest of 65 and N-Gain of 0.57 with the medium category, and a minimum pretest value of 80, a maximum pretest of 95 and N-Gain of 0.75 with the high category. The improvement of student learning outcomes is calculated through the ngain test. Based on the average N-gain result, a score of 0.62 was obtained which was included in the medium category (Hake, 1999). This can be interpreted that craft learning and entrepreneurship oriented to local potential can be said to be successful in accordance with the standards determined by the researcher. Data analysis of effectiveness test results using quantitative descriptive analysis in the form of scores from formative test results that have been given to students.

This development research produces products in the form of learning design and Google classroom mobile learning that can increase students' entrepreneurial interest. Research and development of Google Classroom mobile learning products that use project-based learning model learning steps combined with the LEAD series (listen, explore, analys, and do) will improve abilities in a special domain, namely the

affective realm seen from entrepreneurial motivation. In line with this statement, Basilotta Gómez-Pablos et al. (2017) stated that project-based learning guarantees a very important element of learners, namely motivation, because the activities in it are arranged for the common interest determined by the learners themselves.

According to Francese et al. (2015), students exploit PBL to cooperate in solving real problems and accomplishing tasks typical for world of work" which means students use PjBL to work together in solving real problems and completing types of tasks for the world of work. This product has been validated by material experts, learning design experts, media experts and tested on students in individual tests, and field tests are declared suitable for use in learning. Project-based learning design using Google classroom mobile learning media has been tested on grade IX students of MTS Umar Mas'ud Bawean Island, Gresik Regency. This product was developed to improve the effectiveness of learners' learning.

According to Bender (2012) where the learning is combined with a series of LEADS in the tasks given. The learning process of students is carried out online and conventionally, the conventional learning process of students conducting discussions exchanging information they got previously with the guidance of subject teachers. Data analysis of effectiveness test results uses quantitative descriptive analysis in the form of scores from formative test results that have been given by students. The results of validation scores, increased pretest and posttest scores and student responses show that the development of teaching materials is included in the category of Valid or feasible and effective.

Conclusion

It can be concluded that this product of learning design for craft and entrepreneurship subjects can be said to be valid or feasible for use in learning. The results of the analysis show that the effectiveness of craft teaching materials and entrepreneurship oriented to local potential is included in the effective category. The next research development suggestion is to show the development of learning design to Foster Adversity Quotient to students.

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Conflicts of Interest

The author states there is no conflict of interest.

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