

# A Model of Pantun Learning to Develop Elementary Student's Entrepreneurship Awareness

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**Abstract.** The principle of entrepreneurship should be instilled from an early age. Pantun is one of Indonesian local culture taught for the elementary school student. Therefore, this study aims to describe (1) the ability to understand the content from pantun based entrepreneurship, (2) the ability to determine the messages from pantun based entrepreneurship, and (3) the ability to apply the messages from pantun based entrepreneurship into their real life. The research type is descriptive quantitative and conducted on the subject of 35 students from SDN Margomulyo I Ngawi. The data is the student's skill in reading comprehension from the pantun based entrepreneurship with the writing test items instrument. The results showed that the student's ability to determine the content from pantun based entrepreneurship shows achievement by an average of 9.3 (include an excellent category) and the ability of students to determine the entrepreneurship messages by an average of 7.8 (good). Meanwhile, the average student's ability to apply the entrepreneurship messages in pantun into their real life by an average of 8.7 (excellent). Overall, the student's skill in reading comprehension from the pantun based entrepreneurship as a whole reached an average of 86.4 (excellent category).

## 1. Introduction

Entrepreneurship education based on local wisdom is needed to counter the impact of global competition so that the country becomes independent and does not depend on other countries. Meanwhile, the number of Indonesian entrepreneurs today is still less than 2 percent or as many as 700 thousand people and still needed at least 4 million new entrepreneurs [1,2]. For comparison, in the United States reached 11 percent of the population, Singapore 7 percent, and Malaysia 5 percent.

In the entrepreneurship, human resources (HR) as a major aspect must have superior quality in order to create careful opportunities, design and plan intelligently, then it followed by a measured management for successful business. One of the HR development efforts is education. Formal education is implemented through learning activities from educational institutions so that it becomes the basis of empowerment and human resource development. Ideally, entrepreneurial concepts and values are integrated into the early learning curriculum, i.e. at the level of basic education [1,3].

There are various methods that can be done as an effort to cultivate entrepreneurship spirit in elementary school students [4,5]. This study subject is Indonesian Language and Literature with the topic of pantun in the elementary school. This choice based on thinking that the pantun is the indigenous cultural content of Indonesia so as to foster the local wisdom of the students to form a proud character of the country's own cultural richness. Pantun as one of the nation's cultural heritage must be preserved. But in fact, it is now rare that younger generations use or like pantun. This is very ironic because many cultural values of Indonesia are contained in the pantun. Therefore, researchers are interested to apply entrepreneurship-based pantun learning to elementary school students.



Research on pantun learning based on entrepreneurship has never been done. Thus, a study entitled *A Model of Pantun Learning to Develop Elementary Students' Entrepreneurship Awareness* is the first study that integrates entrepreneurship in pantun learning [6,7]. The general purpose of this research is to describe the application of learning pantun based entrepreneurship in elementary students. While the specific objectives include (1) describing the ability of elementary students in understanding the contents of pantun based on entrepreneurship, (2) describing the ability of elementary students in determining entrepreneurial messages in pantun based on entrepreneurship, and (3) describing the ability of elementary students in determining how to apply entrepreneurial messages in pantun into their lives.

## 2. Research methods

This research includes the type of descriptive quantitative research. This study took the population of SDN Margomulyo I Ngawi Class V students. SDN Margomulyo 1 Ngawi was chosen as a research site because the school is a developed state school in which there are students who have a diversity of backgrounds (religious, cultural, and socio-economic) [8]. Thus, the school is well suited to apply this research. The reason for taking the subject of the study of class V students is (1) the students of grade V have received the pantun lesson material, (2) the grade V students are mentally or psychologically capable of understanding the message of a literary work, and (3) the grade V students are still in the mid-semester and do not experience a lot of busyness, such as national exams or practice exams that are usually done by class VI when determining school graduation. The students of SDN Margomulyo I Ngawi Class V was taken one class from three classes. One class, the VA class, as a sample of the study amounted to 35 students. The sample of this research is students of SD Negeri Margomulyo I Ngawi class VA that consists of 35 students.

In this research, the validity and reliability test of the instrument is done by testing the pantun-based entrepreneurship reading test to the students of different classes, namely the VB class. If the data obtained from the test results of the instrument has been fulfilled and in accordance with that it should, means that the instrument developed by researchers is good and can be used to retrieve the actual data in research. In addition, instrument test results were also analyzed by involving several parties, namely peer examination and discussion with teachers as research partners. The collected data are scored using the specified rating and benchmark that have been determined. The assessment and benchmark rubric or formula used in determining the percentage of competency-based entrepreneurship skills as below [9,10].

**Table 1.** Table of assessment rubric

Question number	Aspect	Description	Maximum score
A	Understand the content of entrepreneurial-based pantun	Able to mention the contents of entrepreneurship-based pantun with complete and exact	1
B	Determining the values of entrepreneurship in pantun	Able to determine entrepreneurial values in pantun with complete and exact	1
C	Determine how to apply the value of entrepreneurship in pantun into real life	Able to determine how to apply entrepreneurship value in pantun into real life with complete and exact	1
Maximum Score per number			3
Maximum score of all questions = 3 x 10 numbers			30

Benchmark rating:

$$\bullet \quad \frac{\sum y}{\sum x} \times 100\% = P \quad (1)$$

Information:

- P = The value of the ability to understand pantun based entrepreneurship
- $\sum y$  = Number of scores obtained by the students
- $\sum x$  = Maximum score
- Student scoring criteria are classified according to the following standards.

Score	Category
85 – 100	Very Good (A)
70 – 84	Good (B)
55 – 69	Enough (C)
40 – 54	Less (K)
< 40	Very Less (KS)

### 3. Result and discussion

#### 3.1. Ability to determine the content of pantun based on entrepreneurship

From the data table below, the test results determining the contents of pantun based entrepreneurship can be classified into several levels of ability. Classification based on the scoring of students by counting using a predetermined valuation formula. Below is a percentage of the ability to determine the content of the entrepreneurial based pantun based on the scoring guidelines or benchmarks presented.

**Table 2.** Table of ability percentage of determining the pantun content based on entrepreneurship

Number	Score	Frequency	Percentage	Category
1	8.5 – 10	28	80%	Very Good (A)
2	7.0 – 8.4	6	17,1%	Good (B)
3	5.5 – 6.9	1	2,9%	Enough (C)
4	4.0 – 5.4	0	0%	Less (K)
5	< 4.0	0	0%	Very Less (KS)
Sum		35	100%	-

From the data table above, it can be described that the ability to determine the contents of pantun-based entrepreneurship shows the diversity of achievement of results. Students who score between 8.5-10.0 account for 80% of the total sample. The details are students who scored 8.5-10.0 as many as 28 students from 35 samples. Meanwhile, students who scored between 7.0-8.4 of 17.1% of the total number of samples, i.e a number of 6 students from 35 samples. While the score of 5.5-6.9% as much as 1 student. In the score criteria below 5.5 in the test results determine the content of the entrepreneurial based pantun is 0% or nil.

In this study, according to the results of data analysis shows that students, in general, have been able to determine the contents of pantun based entrepreneurship. This is indicated by almost all students getting a very good score on this aspect. The choice of words used to give answers generally is good enough. As in a fragment of student answers below.

"To work we need confident capital (A1)"

"Being a person must be independent (A21)"

According to the results of the study showed that the ability to determine the contents of pantun based on entrepreneurship varies greatly. The scope of the scores achieved students, namely between 6-10 scores. With the acquisition can be said that the ability to determine the content of pantun-based entrepreneurship at a very good level. There is one student who scores below the standard, i.e. students with code A5. With the existence of pantun-based learning entrepreneurship, indirectly assist students in finding the role of entrepreneurial values in their lives. In addition, learning pantun based entrepreneurship is also a good tool in the effort to internalize the value of entrepreneurship in themselves. Students will know the importance of entrepreneurial values without feeling directly patronized.

### 3.2. Ability to determine the entrepreneurial messages in pantun

After a test to the sample in terms of ability to determine entrepreneurial messages in pantun, indicates the existence of variation or heterogeneity of student competence. This is indicated by the scoring that varies from one student to another in a class. Clearly and comprehensively the results of the ability test determine the content of the entrepreneurship-based pantun are contained in the table below.

From the data table below about the test results determine the entrepreneurial messages in the rhyme can be classified into several levels of ability. Classification based on the scoring of students by counting using a predetermined valuation formula. Below is a percentage of the ability to determine entrepreneurial messages in pantun based on the scoring guidelines or benchmarks presented.

**Table 3.** Table of ability percentage of determining the entrepreneurial messages in pantun

Number	Score	Frequency	Percentage	Category
1	8.5 – 10	15	42,8%	Very Good (A)
2	7.0 – 8.4	13	37,1%	Good (B)
3	5.5 – 6.9	3	8,6%	Enough (C)
4	4.0 – 5.4	3	8,6%	Less (K)
5	< 4.0	1	2,9%	Very Less (KS)
Sum		35	100%	-

From the data table above, it can be described that the ability to determine the entrepreneurial messages in the pantun shows the variation in the achievement of results. Students who scored between 8.5-10.0 amounted to 42.8% of the total sample. The details are students who scored 8.5-10.0 as many as 15 students from 35 samples. Meanwhile, students who scored between 7.0-8.4 of 37.1% of the total number of samples, i.e a number of 13 students from 35 samples. While the scores between 5.5-6.9% and 4.0-5.4% each of 3 students. On score criteria below 4.0 in the test results determine entrepreneurial messages in the entrepreneurial based pantun of 2.9% or one student.

In this study, according to the results of data analysis shows that students, in general, have been able to determine the entrepreneurial messages in pantun. This is shown by almost all students getting good scores on this aspect. The choice of words used to give answers generally is good enough. However, there is a problem that is commonly found in student responses, i.e. messages mentioned more than one. That is, students are still not fully convinced when determining what messages are contained in the pantun. As in a reply the following student answers.

*"Independent, diligent, and hard work (A9)"*

*"Responsibility and honest (A22)"*

Student answers like the above snippet are not entirely wrong. This is because the rhyme in the matter does indeed include two messages explicitly. This, of course, will make students confused. Therefore, students write two messages that confuse it to minimize the possibility of wrong answers that have been written.

According to the results of research indicates that the ability to determine the entrepreneurial messages in the pantun varies greatly. The scope of the scores achieved students, namely between the

score of 3.0-10. With the acquisition can be said that the ability to determine entrepreneurial messages in pantun on a good level. There are seven students who score below the standard.

### 3.3. *Ability to determine the implementation of entrepreneurship message in pantun into everyday life*

The scoring criterion for the third aspect of entrepreneurship-based pantun learning is the ability to determine how to apply entrepreneurial messages in pantun into everyday life. The aspect which is judged in determining how the application of entrepreneurial messages in pantun into everyday life is the precision of providing. For example, how to apply entrepreneurial messages in pantun to everyday life. In addition, examples of how the application of entrepreneurial messages in pantun to everyday life must be in accordance with the circumstances they are experiencing relating to the value of certain entrepreneurs.

After a test to the sample in terms of ability to determine how the application of entrepreneurial messages in pantun in everyday life, indicates the existence of variation or heterogeneity of student competence. This is indicated by the scoring that varies from one student to another in a class. Clearly and comprehensively the results of the ability test determine how the application of entrepreneurial messages in pantun to everyday life is contained in the table below.

From Table below, data on test results determining how the application of entrepreneurial messages in pantun to everyday life can be classified into several levels of ability. Classification based on the scoring of students by counting using a predetermined valuation formula. The table below is a percentage of the ability to determine how the application of entrepreneurial messages in pantun into an everyday life based on the scoring guidelines or benchmarks presented.

**Table 4.** Table of ability percentage of determining the implementation of entrepreneurship message in pantun into everyday life

Number	Score	Frequency	Percentage	Category
1	8.5 – 10.0	24	68,6%	Very Good (A)
2	7.0 – 8.4	8	22,8%	Good (B)
3	5.5 – 6.9	3	8,6%	Enough (C)
4	4.0 – 5.4	0	0%	Less (K)
5	< 4.0	0	0%	Very Less (KS)
Sum		35	100%	-

From the data table above, it can be described that the ability to determine how the application of entrepreneurial messages in pantun into everyday life shows the diversity of achievement of results. Students who scored between 8.5-10.0 were 68.6% of the total sample. The details are students who scored 8.5-10.0 as many as 24 students from 35 samples. Meanwhile, students who scored between 7.0-8.4 of 22.8% of the total number of samples, i.e. a number of 8 students from 35 samples. While the score of 5.5-6.9 as much as 8.6% that is as many as three students. In the score criteria below 5.5 in the test results determine the content of the entrepreneurial based pantun is 0% or nil.

In this study, according to the results of data analysis shows that students almost entirely have been able to determine how the application of entrepreneurial messages in pantun on daily life. This is

indicated by almost all students getting a very good score on this aspect. The choice of words used to give answers generally is good enough. As in a fragment of this student's answer.

" *Trying to make the work without help (independent) and dare to show to others (A1)* "

" *Do not buy pencil box but own work (A15)* "

According to research results show that the ability to determine how the application of entrepreneurial messages in pantun vary widely. The scope of the scores achieved students, namely between the score 6.0-10. With the acquisition can be said that the ability to determine the content of pantun-based entrepreneurship at a very good level. There are three students who score below the standard. With the existence of pantun-based learning entrepreneurship, indirectly assist students in finding the role of entrepreneurial values in their lives. In addition, learning pantun based entrepreneurship is also a good tool in the effort to internalize the value of entrepreneurship in themselves. Students will know the importance of entrepreneurial values without feeling directly patronized.

#### **4. Conclusion**

Based on the analysis of the results of the research can be concluded that pantun learning can be used to develop entrepreneurial awareness in elementary school students. The ability to read entrenched pantun-based entrepreneurship (the ability to determine the content of rhyme-based entrepreneurship, the determination of determining the entrepreneurial messages in pantun, and the accuracy of determining the application of entrepreneurial messages in pantun into everyday life) showed excellent results of 86, 4. Therefore, it is highly recommended that language teachers implement the model of pantun learning to develop elementary students' entrepreneurship awareness so that entrepreneurial values can be developed from early childhood. Thus, children will grow into individuals who have a high entrepreneurial spirit and have competitiveness to face the global era.

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