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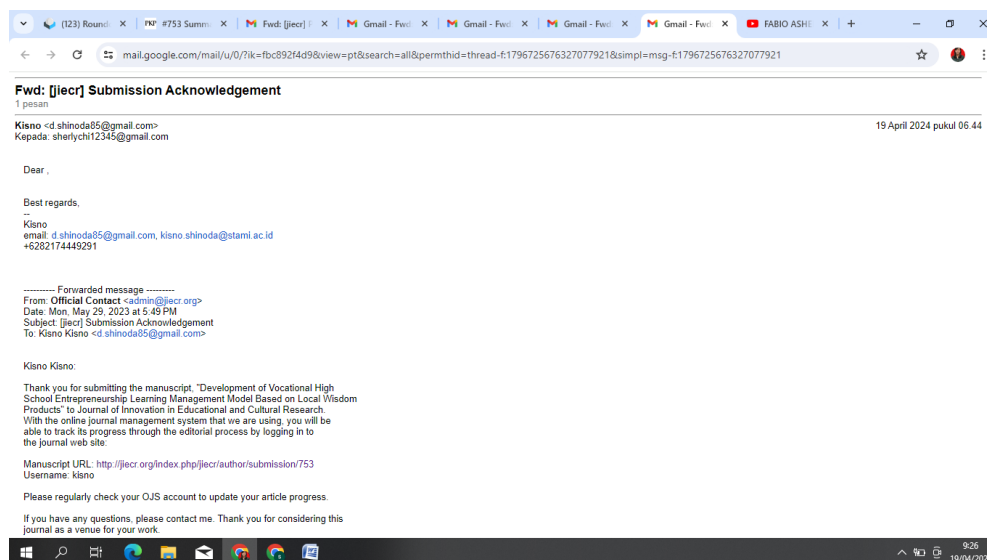
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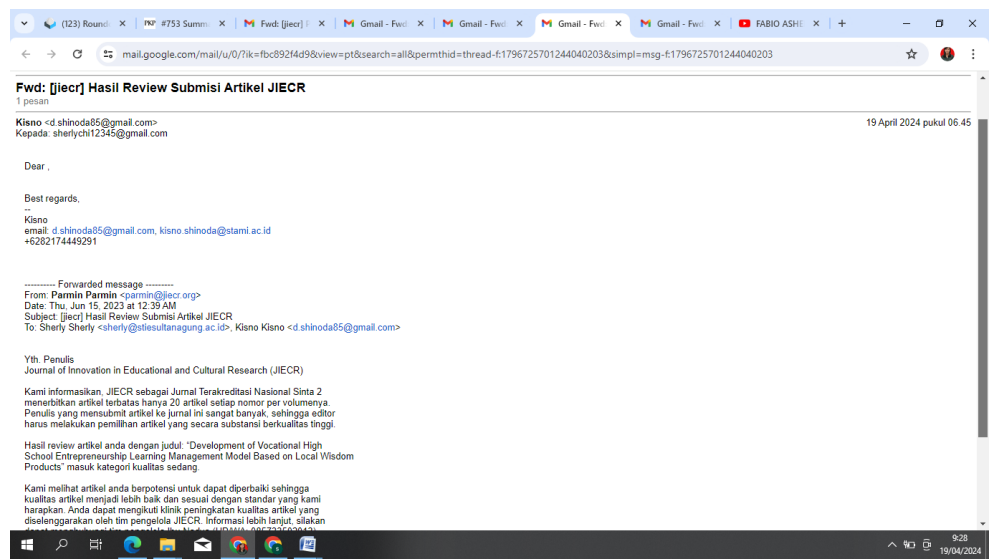
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Development of Vocational High School Entrepreneurship Learning Management Model Based on Local Wisdom Products

Comment [MP1]: Pada judul ini dihapus

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Abstract: This study intends to develop a model of entrepreneurship learning management for vocational high schools based on local wisdom products. A preliminary study, initial product creation, and initial product test using expert and practitioner validity, limited test, final product test using quasi-experiment, dissemination, and implementation were some of the techniques used to implement a research and development design. The study discovered that the local wisdom product and its marketing become a crucial component of social constructivism-based entrepreneurship education. The model design resulted in three main aspects such as general information (school identity, preliminary competency, Pancasila students' profile, facility and infrastructure, students' target, learning materials), core competency (objective, meaningful comprehension, stimulus questions, learning process, assessment, remedials, and reflection), and attachment (students' worksheet, references, glossary, and works cited). The initial product's outcome demonstrated that every model plan and item generated falls within the "good" category. The implementation of learning Creative Projects and Entrepreneurship based on local wisdom products in Vocational High Schools requires optimal improvement.

Comment [MP2]: Abstrak disesuaikan dengan ini

Written briefly in English in one paragraph of 150-200 words, containing background, research objectives, methodology, results, conclusion of the study and your research contributions to science.

Keywords: vocational high school, school entrepreneurship, learning management model, local wisdom products.

INTRODUCTION

Entrepreneurship is a very important activity in driving economic development. The emergence of the entrepreneurial phenomenon creates great opportunities, especially in the resulting job choices, which ultimately have a positive impact on various aspects including increasing income, the country's economy, lifestyle, etc. (Bell & Bell, 2020; Brüne& Lutz, 2020). In essence, entrepreneurship is synonymous with doing other business ventures, but has several competencies that distinguish it from the traditional approach (Handayati et al., 2020), including: (1) innovation which is one of the characteristics that involves -criticize current business scenarios and devise new ways to improve efficiency and effectiveness; (2) resource optimization, in which an entrepreneur makes full use of resources to produce efficient business processes; (3) risk taking is the root of entrepreneurship and is closely related to the ability and courage to take new risks; (4) the creation of new business fields that provide attractive job opportunities for people; and most importantly (5) creativity, which is a skill and characteristic that an entrepreneur must have. These five entrepreneurial competencies and characteristics are the focal point of entrepreneurship education.

These entrepreneurial competencies and characteristics are in line with the industrial revolution 4.0 and its impact on the economic sector which gave birth to various creativities for the smooth running of the production process. This resulted in the emergence of various small and large companies, industrial cities, and new jobs to boost the country's economy. This phenomenon is inseparable from human capital theory (Debarliev et al., 2022; Kang & Mok, 2022) which states that the assumption behind the human capital theory is that by putting more emphasis on education and training, people may become more productive and efficient. Human resource analysis is known as human capital and it discusses how our social structure influences the creation of economic value. The theories regarding entrepreneurship and human capital have relevance to the demands of the Independent Curriculum, especially in the Vocational High School (VHS) Creative Project and Entrepreneurship subjects whose main focus is to produce graduates who are creative, innovative, productive, and independent (de Sousa et al., 2022; Sherly et al., 2022). Creative Projects and Entrepreneurship are subjects that use a project-based learning approach to actualize and express the competencies mastered in the activities of making products/services work creatively and with economic value. Furthermore, the objectives of the Creative Project and Entrepreneurship subject aim to shape and develop students' abilities to use soft skills and hard skills competencies through real experiences (Astiana et al., 2022).

The problems studied based on the results of previous research and became the focus of this research are as follows. First, the high unemployment rate resulted from VHS graduates (11.45%) compared to Higher Education graduates (5.98%), High School (9.09%), Junior High School (6.45%), even elementary schools (3.61%) (Indrawati&Kuncoro, 2021; Kholifah et al., 2021; Wibowo et al., 2022). Second, the implementation of Creative Projects and Entrepreneurship subjects tends to be theoretical and not in accordance with social problems that occur in society (Kakouris&Liargovas, 2021; Ratten&Usmanij, 2021), not related to the needs and potential of local wisdom products around the school environment or students, even though this is a potential that can be excelled (Fakhriati&Erman, 2022; Suartana et al., 2021). Local wisdom products are cultural products that rely on raw materials based on local wisdom (Onwuegbuzie & Mafimisebi, 2021) which are manifested in the ability to adapt, organize, and foster the influence of nature and other cultures which are the driving force behind the transformation and creation of cultural diversity (RambuAtahau et al., 2020; Setini et al., 2020).

Third, the creativity and innovation in Creative Projects and Entrepreneurship were found to be not in line with the expectations of the Independent Curriculum. This happens because educators or teachers still do not have competence as entrepreneurs so they do not have references when delivering Creative Projects and Entrepreneurship lessons (Maritz et al., 2022). Fourth, studies of research on entrepreneurship still show inconsistent studies. On the one hand, research shows a positive attitude towards entrepreneurship (Wang et al., 2022), but on the other hand shows things that have not supported entrepreneurial competence (Kholifah et al., 2022). This occurs as there are differences in perspectives, media, strategies, and the content of entrepreneurship itself.

From these problems, a reconstruction of Creative Project and Entrepreneurship learning is needed that is adapted to the context of Indonesian local wisdom. The theory of social reconstruction is very relevant to answer this problem as it links social problem solving with the educational environment. In addition, this theory is also expected to be able to answer problem solving starting from the individual to the social environment that is in the student's environment. This theory states that reality or reality places individuals against their environment as a social reconstruction (Rannikmäe et al., 2020). This theory places learning as a collaborative process, a process of mutual interaction in the learning context (O'Connor, 2022). Several previous studies found that aspects of social interaction that emphasized more on entrepreneurship learning had a positive relationship to students' interest in entrepreneurship.

The study in this research is important for developing innovation in learning Creative Projects and Entrepreneurship based on local wisdom products by using social reconstruction theory as an effort to form VHS graduates who have entrepreneurial interests and behaviour, especially in creativity and innovation in creating or developing products and services. The development in this research was carried out to strengthen previous research through the establishment of entrepreneurship learning in the local context (Najib et al., 2020a; Tran & Truong, 2022). The purpose of this research is to develop a learning model design for Creative Projects and Entrepreneurship based on local wisdom products at the VHS. The second objective is to create product prototypes of educational models, in the form of formulations/sharpening of learning outcomes, modules, textbooks, learning guidebooks, media, and assessment tools.

METHODS

The research and development model by Borg & Gall in (Divayana et al., 2021; Jena, 2020) is the method used in this study. The steps of this model are modified and combined with constructivism-oriented design principles (KARA, 2018). The main stages in this research, namely: (a) the initial stage, in the form of preliminary studies, initial product development, initial product testing through expert and practitioner tests; and (b) the second stage, in the form of initial product testing through limited testing, field testing through quasi-experimental test, dissemination and implementation as shown in Figure 1 below.

Comment [MP3]: Kembangkan lagi kali matini

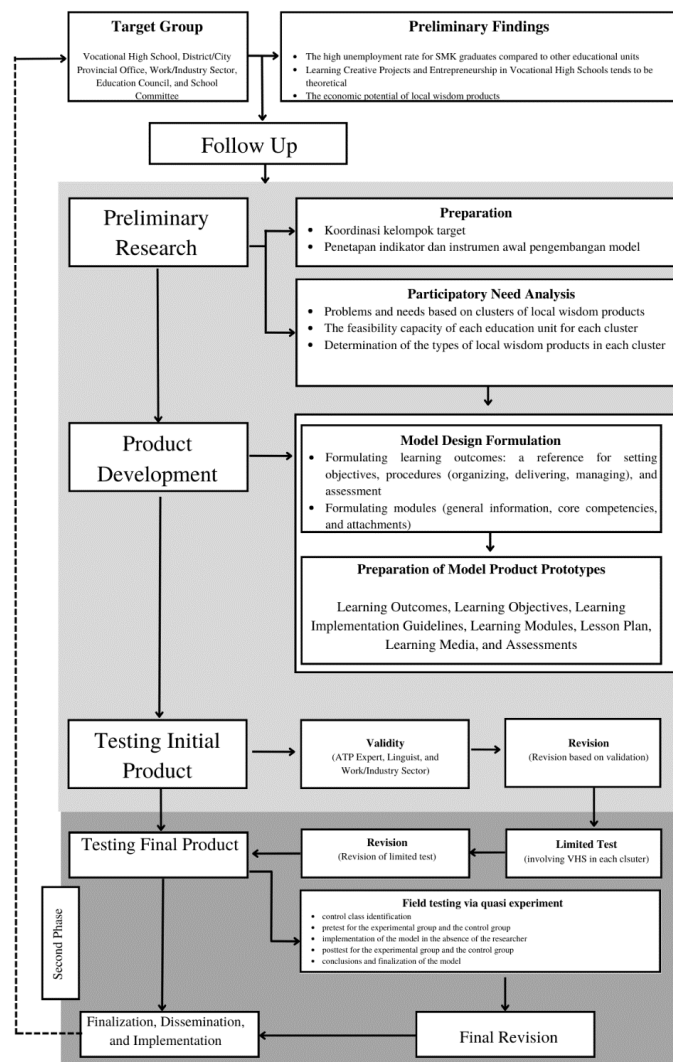


Figure 1. Roadmap for research and development of learning models for creative and entrepreneurial projects based on local wisdom products

Comment [MP4]: Pastikangambarinina ntinyajelas dan bening

The fishbone diagram method by Kaoru Ishikawa (Pham et al., 2022) was used in the preliminary study which included people, materials, procedures, equipment, and environment variables. Teachers of Creative Projects and Entrepreneurship, school principals, vice principals in the field of curriculum are the subjects interviewed using cluster sampling. Of the five districts in the Tapanuli region in North Sumatra, it was determined that Samosir Regency represented the Gorga Batak carving craft industry and Toba Regency represented the local ulos cloth craft industry. School committees, education boards, curriculum development teams from the local education office, and groups of local crafts/skills entrepreneurs or the business world, the industrial world, and the world of work (DUDIKA) were also interviewed as informants using purposive sampling. Data collection used questionnaires, Focus Group Discussion (FGD) guidelines, interviews, and document review. The instruments used were questionnaires arranged in the form of FGD guidelines and interview guides to obtain data or reality about the problems, needs and carrying capacity of schools related to Creative and Entrepreneurial Projects. Document studies are conducted to complement and verify results, especially related to Creative and Entrepreneurship Project development policies, learning achievement documents, modules, textbooks, and other supporting tools owned by schools.

The initial product development stage was carried out in the form of preparing a model design and compiling a product prototype model. The preparation of this design was carried out using a backward design by Gagne(O'Connell et al., 2022), namely by determining learning outcomes in advance. The results of the drafting form the basis for compiling product prototypes, in the form of sharpening learning outcomes and learning objectives, modules, learning implementation plans, media, and assessments. The subjects involved are also similar to the subjects in the preliminary study. The feasibility of development results is measured by the accuracy of the design with the formulated learning outcomes, while the feasibility of product prototypes is measured by the accuracy with the resulting design. Therefore, the instruments used were the FGD guide and the development result feasibility interview guide.

The initial product test was carried out in two ways, namely through expert/practitioner validation tests and limited trials. For the initial stage, only a validation test was carried out involving one learning technology expert, one Indonesian language expert and involving DUDIKA practitioners/local craftsmen. The instrument for the validation test uses a questionnaire adapted from the indicators developed by. Practitioners' validation test instruments were collected using FGD guidelines. Assessment and input at the initial product test stage is a reference for making product improvements. Data from expert and practitioner validation results were analysed using a quantitative descriptive technique with scores in the interval 1-5, as listed in Table 1.

Table 1. Assessment/Response (AR) Criteria

No.	Intervals	Category
1	pt > 4	Excellent
2	3 < pt ≤ 4	Good
3	2 < pt ≤ 3	Moderate
4	1 < pt ≤ 2	Poor
5	pt = 1	Very Poor

RESULT AND DISCUSSION

3.1. Result

Description of Preliminary Study Results

Problems of Creative Projects and Entrepreneurship based on Ishikawa's fishbone diagram show several findings. First, from the material aspect, it was found that the learning materials did not focus on creativity and innovation, but were in the form of general entrepreneurship reference books, and were not yet based on local wisdom products. Second, aspects of the learning process are conveyed through lectures and without joint activities and interactions, and without going through entrepreneurial practices. Third, the aspect of people shows that Creative Projects and Entrepreneurship teachers have fulfilled the requirements, although there are still deficiencies found in exploring the content and learning process of Creative Projects and Entrepreneurship. Fourth, the aspect of the equipment is available even though it has not fully met the standards. Fifth, the environmental aspect shows that there is support from DUDIKA/local craftsmen in facilitating students' entrepreneurial practices.

Comment [MP5]: hapus

From the results of the needs analysis with research subjects, it was found that learning Creative Projects and Entrepreneurship based on local wisdom products is urgently needed because this potential is found around the educational unit environment. Furthermore, the results of tracking the needs of students and research subjects require industrial production skills of local wisdom products as a top priority. The results of this analysis are in line with the objectives of the Creative Project and Entrepreneurship subjects as one of the VHS group subjects. The purpose of this subject is for students to develop an entrepreneurial spirit by utilizing the potential that exists in the internal and external environment of VHS. With reference to this goal, the Creative Project and Entrepreneurship subject is emphasized on the formation of entrepreneurial spirit competencies, so that this goal tends to lead to the actualization and expression of the competencies mastered in the activities of making products/services work in a creative and economically valuable manner.

Description of Development Results

The development model in this study used a backwards design as the theory of Gagne, Briggs, & Wager(Kurban, 2022)in the form of first formulating learning outcomes. With reference to the results of the needs analysis, the formulation of learning outcomes is that students have creativity and innovation competence in producing local wisdom products. The formulation of the learning outcomes becomes the basis for developing the design model embodied in three main aspects, namely: objectives, learning procedures, and assessment (Reigeluth et al., 1980). The design of the Creative Project and Entrepreneurial Project model based on local

Comment [MP6]: hapus

wisdom products is presented in Table 2. The model is equipped with product prototypes, including: learning outcomes, modules, textbooks, learning guidebooks, media, and assessments.

Table 2. Design of creative and entrepreneurial project learning models based on local wisdom products

No.	Component	Explanation
1	Learning Objectives	Contains subject objectives, core competencies, basic competencies, and teaching indicators. All learning objectives are focused on the production capacity of local wisdom crafts and their marketing capabilities.
2	Learning Procedure	
	a. Organization	Contains organization of the organization, presentation of drawing and text design materials, overview, evaluation, exercises, reference lists, and lists of words / terms. The organization of the material displays the steps of the production procedure.
	b. Delivery	Contains material delivery using a social reconstruction approach that focuses on communication, cooperation, interaction, and practice immediately.
	c. Learning Management	The learning procedure follows the flow of social reconstruction syntax, namely: (a) activation of initial knowledge; (b) presentation of new knowledge; (c) comprehension exercises; (d) practice outside academic hours with DUDIKA/craftsmen; and (e) reflection
3	Assessment	Assessment uses project-based assessment, which includes: (a) group project task guidelines; (b) assessment criteria on each aspect (planning, implementation, results/products, and reporting); (c) instruments; and (d) assessment rubrics.

The design in Table 2 above is a reference for preparing products in the form of sharpening learning outcomes, modules, textbooks, media, learning guidebooks, and assessments. Learning outcomes and modules are prepared based on the results of model design by placing local wisdom product production skills as the main focus which is then supported by marketing skills. Textbooks as model products are also prepared based on the results of the model design which are arranged in the following manner: determining textbook identity, instructional analysis, identification of indicators, description of textbook material based on indicators, and determining evaluation in textbooks.

The preparation of learning guides has components such as objectives, stimulus questions, general instructions for teachers, materials and tools, time allocation, summary of learning steps, descriptions of learning steps, and learning evaluation. Learning media is packaged using interactive multimedia by utilizing WondershareFilmora, which includes text, images, sound, and video according to the demands of the material. The design of the Learning Process is structured based on the flow and structure of preparation such as lesson plans for other subjects. The final product is the preparation of an assessment tool based on project assessment according to the demands of the design model.

Table 3. Design of creative and entrepreneurial project learning modules based on local wisdom products

No.	Component	Explanation
1	General Information	Contains school identity, initial competencies, Pancasila Student Profile, facilities and infrastructure, target students, learning materials
2	Core Competencies	Contains objectives, meaningful understanding, stimulus questions, learning processes, assessment, remedial, and reflection

No.	Component	Explanation
3	Attachment	Contains student worksheets, references, glossaries, and bibliography

From Table 3, the designed modules are adapted from the independent curriculum modules. This module contains general information consisting of school identity, initial competencies, Pancasila Student Profiles, facilities and infrastructure, target students, learning materials. While the core competencies consist of objectives, meaningful understanding, stimulus questions, learning processes, assessment, remedial, and reflection, and attachments containing student worksheets, references, glossary, and bibliography.

Preliminary Product Test Results

Initial product testing is carried out through expert and practitioner tests. The first expert test was conducted to assess feasibility and presentation by involving education technology experts. Table 4 data shows that the product model produced was good and proper to use.

Comment [MP7]: hapus

Table 4. Properness test results and product presentation of creative and entrepreneurial project models based on local wisdom products

No.	Model Products	Average	Category
1	Formulation learning objectives	4.1	Excellent
2	Book for students	3.5	Good
3	Module	3.2	Good
4	Teachers' guidance	4.3	Excellent
5	Media	3.7	Good
6	Project-based assessment rubrics	4.2	Excellent
Total		3.83	Good

The next test is a test for the properness of the substance which is carried out through FGDs with DUDIKA partners/local craftsmen. From Table 5, as a whole it shows that the substance of creative and entrepreneurial projects is in accordance with local wisdom products. In addition, the stages of production as stated in the formulation of core competencies and indicators are correct.

Table 5. The results of the substance test of the content of creative and entrepreneurial projects based on local wisdom products

No.	Model Products	Average	Category
1	Learning achievement accuracy	5	Excellent
2	Accuracy of learning objectives	4	Good
3	Material coverage	3	Good
4	Depth of material	4	Good
5	The sequence of the material	3	Good
6	Image precision	4	Good
7	The usefulness of the material	4	Good
Total		3.85	Good

Table 6. Language accuracy test results of creative and entrepreneurial projects based on local wisdom products

No.	Component	Average	Category
1	Readability	5	Excellent
2	Clarity of content and information	4	Good
3	Sentence structure	3	Good
4	Precision of language	4	Good
5	Easiness of language	3	Good
6	Punctuation accuracy	4	Good
7	Cohesion and coherence	4	Good
8	Size and fonts	4	Good
9	Spacing	4	Good
10	Image accuracy	4	Good
Total		3.9	Good

The final test is in terms of the accuracy of using Indonesian Language as is described in Table 6, which shows that all model products (especially textbooks and learning guidebooks) have fulfilled the rules for using

the correct Indonesian language. Some inputs that need to be corrected are related to sentence structure and easiness of use of language.

3.2. Discussion

The initial findings as described above have confirmed the results of previous studies (Najib et al., 2020b) that entrepreneurship education that relies on social reconstruction is relevant to solving social problems. The main focus of this theory is solving social problems (McKernan, 2013) and has implications for the following things. First, the source material or content used comes from the potential that exists around the school environment and students as emphasized by Paulo Freire (Harb & Taha Thomure, 2020). Curriculum and learning expert G.A. Beuchamp and W.F. Pinar also agrees about the urgency of content or material that is relevant to the needs of students (Melesse & Belay, 2022) so that from a learning psychology perspective, this can generate interest and motivation for students' learning (Wu & Chen, 2021). In this study, the content or material for the Creative and Entrepreneurship Project focuses on the potential of local wisdom products as a source of material so that they have a contribution to solving social problems. This design is in line with research findings (Vogt, 2022) which recommends the importance of developing a curriculum in the field of social and economic studies that is based on social reconstruction to solve social problems, social change, and global challenges.

The second implication lies in the learning process of Creative Projects and Entrepreneurship. The design of learning management is carried out interactively by actively involving students. This design is relevant to the opinions of other social reconstruction thinkers, such as Harold Hug who stated that the interaction between internal and external factors of learning and its relationship with the social environment of learning is important (Sun et al., 2022). The results of other studies also state that interaction is the main focus in social reconstruction learning (Vlachopoulos & Makri, 2019). Other studies also suggest that the application of social reconstruction-based learning that focuses on interactive, dialogic, and participatory learning enables students to achieve higher thinking skills (Kim & Wilkinson, 2019; Teo, 2019). The application of habitual and dialogic, participatory and interactive learning patterns has resulted in social regeneration and renewal of thought in society in the 21st century in England. Interaction in the learning process is not only carried out in the classroom, but also outside the classroom. The interaction of the learning process outside the classroom is based on the idea that the potential that exists around the school environment and students is an environment-oriented learning resource so that the existence of the environment becomes a resource that can be utilized by educators and students. In other words, learning that takes place outside the classroom can open and provide opportunities for students to gain knowledge and skills through real-world involvement. In addition, boredom, and the perception of learning only in the classroom can be avoided.

The third implication is authentic assessment in the form of project assessment which is part of the design model resulting from this research. This assessment model allows students, teachers, or work/industry sector partners to carry out assessments (Teixeira da Silva, 2019). This assessment focuses on concrete evidence in the form of performance and products produced by students. The implementation of this assessment is manifested in the aspect of using project-based assessment during presentations and self-evaluations.

CONCLUSION

The implementation of learning Creative Projects and Entrepreneurship based on local wisdom products in VHS requires optimal improvement. The needs of students and the economic potential of local wisdom products as their substance need to get more attention. The results of the needs analysis found that the skills to produce local wisdom products, such as local specialties as the substance of Creative and Entrepreneurial Projects, required the use of a social reconstruction-oriented learning approach. Then, the developed model consists of three main components, namely learning objectives, learning procedures, and assessment. From the design model, products are produced in the form of core competencies formulations, modules, textbooks, learning guidebooks, media, learning process designs, and assessment tools. The module design of the resulting model consists of three main aspects, namely general information (school identity, initial competencies, Pancasila Student Profiles, facilities and infrastructure, target students, learning materials), core competencies (goals, meaningful understanding, stimulus questions, learning process, assessment, remedial, and reflection), and attachments (student worksheets, references, glossary, and bibliography to adapt to the Independent Learning Curriculum. Initial product test results through expert and practitioner validation tests show that the overall the design and product model are produced in the good category.

For this commencing year, the principals of VHS who implement the Independent Curriculum are able to adopt or adapt this initial model until the final testing process is carried out. Policy makers can disseminate this model by multiplying and facilitating schools to hold workshops/ education and training. For further product development, especially for other researchers, it is possible to use this initial model as a basis for developing and expanding the model and or expanding the focus on the entrepreneurial aspect.

Comment [MP8]: 3.2 dihapus

Comment [MP9]: Kembangkan lagi kali matini

Comment [MP10]: Buat dalam 1 paragraf (isinyafokus pada temuan dan penjelasan dampak)

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Bukti konfirmasi submit revisi pertama, respon kepada reviewer, dan artikel yang diresubmit (24 November 2023)

1) Comments to the Author

Pada judul ini dihapus

Response:

We have corrected the notes given by the reviewer in the title section. We have marked the results of the improvements in turquoise in the body of the text.

Vocational High School Entrepreneurship Learning Management Model Based on Local Wisdom Products

2) Comments to the Author

Abstrak disesuaikan dengan ini. Written briefly in English in one paragraph of 150-200 words, containing background, research objectives, methodology, results, conclusion of the study and your research contributions to science.

Response:

We have corrected the notes given by reviewers in the abstract section. We have marked the results of the improvements in turquoise in the body of the text.

Entrepreneurship is a critical activity in driving economic development, and entrepreneurial talents and qualities align with the 4.0 Industrial Revolution and its impact on the economic sector. However, the implementation of Creative Projects and Entrepreneurship in Vocational High School (VHS) subjects tends to be theoretical and unrelated to societal problems. This study intends to develop a model of entrepreneurship learning management for VHS based on local wisdom products. A preliminary study, initial product creation, and initial product test using expert and practitioner validity, limited test, final product test using quasi-experiment, dissemination, and implementation were some of the techniques used to implement a research and development design. The study discovered that the local wisdom product and its marketing became a crucial component of social constructivism-based entrepreneurship education. The model design resulted in three main aspects such as general information (school identity, preliminary competency, Pancasila students' profile, facility and infrastructure, students' target, learning materials), core competency (objective, meaningful comprehension, stimulus questions, learning process, assessment, remedials, and reflection), and attachment (students' worksheet, references, glossary, and works cited). The initial product's outcome demonstrated that every model plan and item generated falls within the "good" category. For the implication in the commencing year, the principals of VHS who implement the Independent Curriculum are able to adopt or adapt this initial model until the final testing process is carried out.

Keywords: vocational high school, school entrepreneurship, learning management model, local wisdom products.

3) Comments to the Author

Kembangkan lagi kalimat ini

Response:

We have corrected the notes given by reviewers in the introduction section. We have marked the results of the improvements in turquoise in the body of the text.

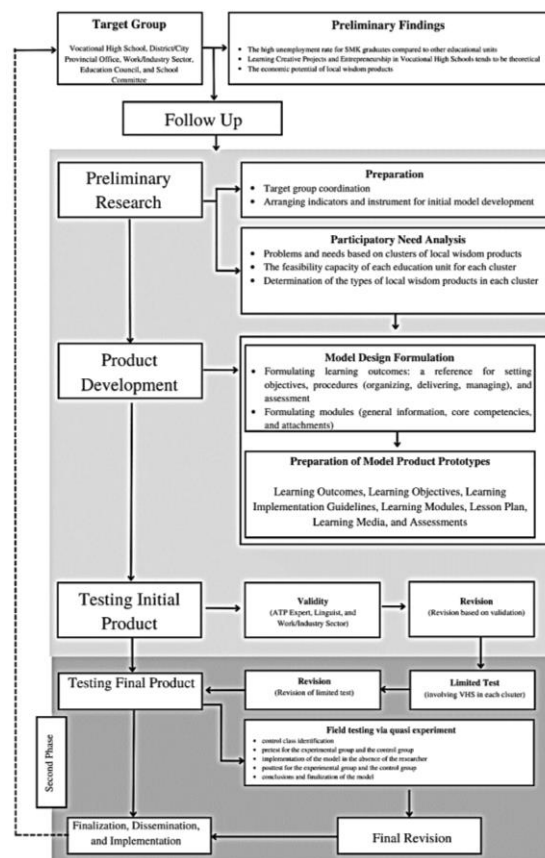
Thirdly, the study reveals a notable discrepancy between the expectations of the Independent Curriculum and the actual implementation of Creative Projects and Entrepreneurship in terms of creativity and innovation. This disparity arises due to the lack of entrepreneurial competence among educators or teachers responsible for delivering these lessons. Since they lack first-hand experience as entrepreneurs, they struggle to provide relevant references and practical insights to students. Consequently, this hampers the ability to foster genuine creativity and innovation in the realm of Creative Projects and Entrepreneurship (Maritz et al., 2022). Furthermore, the fourth point highlights the inconsistent findings in research studies on entrepreneurship. On one hand, some studies demonstrate a positive attitude towards entrepreneurship, indicating its potential for fostering economic growth and individual empowerment (Wang et al., 2022). However, on the other hand, there are studies that have failed to support the development of entrepreneurial competence (Kholifah et al., 2022). This inconsistency can be attributed to various factors, such as differing perspectives, methodologies, media used for research, strategies employed, and even variations in the content and definition of entrepreneurship itself. These discrepancies underscore the complexity of understanding and effectively promoting entrepreneurship, as it encompasses a wide range of elements that can yield diverse outcomes based on the context of study and the specific aspects of entrepreneurship being investigated.

4) Comments to the Author

Pastikan gambar ini nantinya jelas dan bening

Response:

We have corrected the notes given by reviewers in the methods section. We have marked the results of the improvements in turquoise in the body of the text.



5) Comments to the Author

Hapus

Response:

We have corrected the notes given by reviewers in the result and discussion section. We have removed the requested part in the results and discussion section as per the reviewer's guidance.

6) Comments to the Author

Kembangkan lagi kalimat ini

Response:

We have corrected the notes given by reviewers in the result and discussion section. We have marked the results of the improvements in turquoise in the body of the text.

The implementation of this assessment model is evident through the integration of project-based evaluation during presentations and self-assessments. Through presentations, students have the opportunity to communicate their ideas effectively and showcase their project outcomes, while self-evaluations promote autonomy and self-awareness by encouraging students to identify areas for improvement. Moreover, this approach benefits teachers by providing valuable insights into students' progress and enabling tailored instruction to meet individual learning needs. Engaging partners from work or industry sectors in the assessment process ensures greater relevance and alignment with real-world expectations, ultimately preparing students for their future careers. In conclusion, integrating authentic assessment through project-based evaluation offers a dynamic and comprehensive approach to evaluating students' performance, fostering practical application and critical thinking skills, and enhancing the overall learning experience for students and educators alike.

7) Comments to the Author

Buat dalam 1 paragraf (isinya fokus pada temuan dan penjelasan dampak)

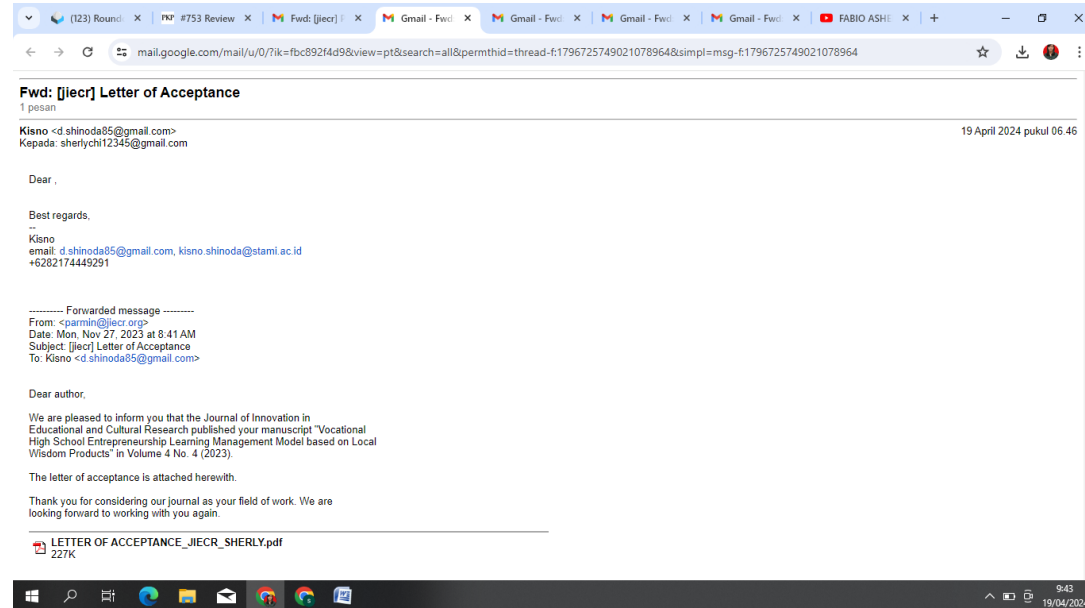
Response:

We have corrected the notes given by reviewers in the conclusion section. We have marked the results of the improvements in turquoise in the body of the text.

The implementation of learning Creative Projects and Entrepreneurship based on local wisdom products in VHS requires optimal improvement. The needs of students and the economic potential of local wisdom products as their substance need to be given more attention. The results found that the skills to produce local wisdom products, such as local specialties as the substance of Creative and Entrepreneurial Projects, required the use of a social reconstruction-oriented learning approach. Then, the developed model resulted in three main components, namely learning objectives, learning procedures, and assessment. From the design model, the products were in the form of core competencies formulations, modules, textbooks, learning guidebooks, media, learning process designs, and assessment tools. In addition, the module design of the revised model consisted of three main aspects, namely general information (school identity, initial competencies, Pancasila Student Profiles, facilities and infrastructure, target students, learning materials), core competencies (goals, meaningful understanding, stimulus questions, learning process, assessment, remedial, and reflection), and attachments (student worksheets, references, glossary, and bibliography) to adapt to the Independent Learning Curriculum. Initial product test results through expert and practitioner validation tests showed that the overall the design and product model

were in the good category. For the implication in the commencing year, the principals of VHS who implement the Independent Curriculum are able to adopt or adapt this initial model until the final testing process is carried out. Policy makers can disseminate this model by multiplying and facilitating schools to hold workshops/ education and training. For further product development, especially for other researchers, it is possible to use this initial model as a basis for developing and expanding the model and or expanding the focus on the entrepreneurial aspect.

Bukti konfirmasi artikel accepted (27 November 2023)



Bukti konfirmasi artikel published online (27 November 2023)

