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The Effectiveness of Implementing Project-Based Learning Models with Studentpreneurs Based on Gusjigang Local Wisdom in Theme V Entrepreneurship Class VI

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Abstract: This study aims to determine the application of a project-based learning model with studentpreneurs based on local wisdom gusjigang which has an impact on increasing student learning outcomes in the content of the Civics Education Theme 5 Entrepreneurship Lesson. This research is an experimental study with a population of sixth-grade elementary school students in the Sudirman cluster and the research sample uses a purposive sampling technique. Data analysis was obtained using a sig (2-tailed) t-test greater than = 0.05 (0.000 <0.05) so that Ha = accepted and Ho = accepted. The results of the study concluded that the application of a project-based learning model with studentpreneurs based on local wisdom gusjigang affected increasing student learning outcomes on the subject of entrepreneurial diversity in the community based on the acquisition of pre-test and post-test scores from the experiment and control class. The application of project-based learning with studentpreneurs based on local wisdom gusjigang in learning can improve the quality of learning. The average pre-test learning outcome in the control class was 67.33 while the experimental class was 71.04. After testing for 4 meetings, the average value of the post-test in the control and experimental groups increased to 74.43 and 84.04.

Keywords: Project-based learning model, studentpreneur, local wisdom gusjigang

1. Introduction

The development of science, technology, and the era of globalization must be accompanied by increasing the quality of the nation in various fields, both economic, social, political, cultural, and educational. According to Law No. 20 of 2003 Article 3 concerning the functions and objectives of national education in which national education functions to develop capabilities and shape the character and civilization of a dignified nation to educate the nation's life, it aims to develop the potential of students to become human beings of faith and fear God Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Inkiriwang, 2020). While the general purpose of education is to create learning conditions that allow students to develop their talents and skills optimally so that they can support their lives in the future.

The problem faced by the Indonesian people in the MEA era is the increase in unemployment due to increasingly narrow job opportunities and the less exciting national economy (Abidin, 2016). This is a major concern in the field of education to renew meaningful learning processes for students (Irianto & Febrianti, 2017). The learning process in the 2013 curriculum is carried out interactively, inspiring, fun, challenging, and motivating students to further develop creativity according to experience. One of the learning models that can develop creativity and direct experience in entrepreneurship is the project-based learning (PjBL) model. Project-based learning is an innovative learning model or approach, which emphasizes contextual learning through complex activities. Project Based Learning according to the Boss & Krauss (2020) is learning that involves students in learning activities both in solving a problem and providing opportunities for students to better express their creativity to improve student learning outcomes and creativity. The practice of buying and selling can be carried out by children with the help of teachers and parents who support these activities. Elementary school children can also start a business from an early age because nowadays they are required to master information and communication technology and creativity that is integrated with local wisdom (Nugrahartanti, Khanzunuddin, & Murtono, 2022). The local wisdom here referred to in this study is the local wisdom of GusJiGang

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(baGus, ngaJi, daGang) which has become an icon of the Kudus district according to Sunan Kudus's guidance (Shofyan, 2019). In this regard, teachers must have creativity in developing learning activities in concrete business behavior. One of them is learning through project-based learning with student-runners with local wisdom from Gusjigang located in the Kudus district. The application of the project-based learning model with studentpreneurs based on gusjigang local wisdom aims to improve 21st-century skills, especially critical and creative thinking skills (Alifah, 2020). In addition, a studentpreneur will learn how to make the right decisions. Learn to plan, manage, collaborate, communicate, and learn to solve problems.

2. Literature Review

The constructivist learning approach, which involves building knowledge from multiple perspectives while engaging in social activities, is the basis of the learning model known as project-based learning (PjBL). PBL is an active, student-centred teaching method that emphasizes student autonomy, productive inquiry, goal setting, collaboration, communication, and reflection in the context of practical application (Erisa, Hadiyanti, & Saptoro, 2021).

PjBL promotes self-awareness of learning and knowledge while depending on context (Kokotsaki, Menzies, & Wiggins, 2016). Christian (2021) sets five standards for PjBL, projects should be a key component of the curriculum, be centred on issues that cause students to struggle with key ideas, engage students in constructivist studies, and be practical and student-driven. In addition, Wahyu (2016) emphasizes that anchor activities, assignments, investigations, provision of resources, scaffolding, collaboration, and opportunities for reflection and transfer are common elements of PjBL implementation. The importance of tasks and environments and their critical role in learning is emphasized by Widyaningsih & Yusuf (2018). Through task-oriented problem solving that takes into account their environment, project-based learning ensures that students are fully engaged in their learning (Anazifa & Djukri, 2017). As a project-based learning model, PjBL enables it to be an appropriate learning model to guide students toward having entrepreneurial characteristics, increasing interest in learning about entrepreneurship, having an understanding of it, and increasing enthusiasm, confidence, and critical thinking in problem-solving by applying local knowledge in the neighbourhood.

Entrepreneurship education is gaining popularity as more and more students take part in extracurricular activities and classes to broaden their knowledge of how to run a successful business. As collaboration and cross-disciplinary work become more common, more students are exposed to entrepreneurial thinking and action (Morris, Shirokova, & Tsukanova, 2017).

Starting in school allows a child to develop the life skills and confidence needed to succeed in the "real" world by gaining hands-on experience with entrepreneurship tutors and teachers, even if entrepreneurship may be a bit stressful. Student entrepreneurs provide an environment for innovation and open-mindedness where students can connect with others who share similar interests (Syam & Sudarmi, 2019). Entrepreneurship fosters an interdisciplinary atmosphere for work and development, enabling students to study outside of their chosen field of study.

A studentpreneur is someone who is both a student and an entrepreneur, striving for these two identities simultaneously. Managing their dual identity is the hardest part. A student's life at school is busy due to his academic responsibilities. He is still trying to pursue his entrepreneurial endeavours while avoiding interfering with his academic activities (Harsoyo, Astuti, & Rahayu, 2019).

Studentpreneurs in the era of the fourth industrial revolution are unique because of the multiple roles they play. Studentpreneurs are different from those who are currently working as entrepreneurs or from those who were employed by entrepreneurs of the previous generation. Therefore, it is prepared from an early age to become a studentpreneur with the characteristics of the 4.0 era who still adheres to local wisdom (Sumarwiyah, Zamroni, & Masturi, 2021). As a result, being a studentpreneur with the characteristics of the 4.0 era requires early preparation when someone is still a student.

3. Methodology

This study used the pre-test and post-test control group design methods. In this design, two groups were selected randomly and then given a pre-test to determine whether there was a difference between the experimental group and the control group in the initial state (Zientek, Nimon, & Hammack-Brown, 2016). Pre-test results are good if the experimental group scores are not significantly different. The treatment was (O2- O1) - (O4- O3).

Table 1. Pre-test and post-test control group design methods

R O_1	X	O_2
R O_3		O_4

Description:
O1 = Pre-test result of experimental class
O2 = Experimental class post-test results
O3 = Pre-test result of control class
O4 = control class post-test results
X = Treatment of project-based learning model with studentpreneur based on gusjigang local wisdom

The research was conducted in class VI of Sudirman Cluster, the Coordinator of the Jekulo Region, Kudus Regency. This study aims to determine the application of the project-based learning model with studentpreneurs based on local wisdom gusjigang on the theme 5 Entrepreneurship in the content of Civics lessons. The research population is the sixth-grade students of the Sudirman Cluster. Samples were taken using the purposive sampling technique and two classes were used as research. Before selecting the control and experimental classes, an average similarity test was carried out to find out if the initial conditions of the two classes were not much different, therefore the class selection was obtained, namely Elementary School No. 6 Bulungcangkring as the experimental class with 23 students and Elementary School No. 7 Bulungcangkring as the control class with 30 students. student. The research procedure consists of three stages, namely preparation, implementation, and reporting. Research variables consist of independent variables and dependent variables. The independent variables consist of a project-based learning model with a studentpreneur based on Gusjigang wisdom. The dependent variable is the increase in learning outcomes on theme 5 Entrepreneurship. The control variables are teaching materials, pre-test and post-test question sheets, and the use of learning models.

4. Results and Discussion

Data were obtained through two experiments in the experimental class and the control class in the form of pre-test and post-test. The pre-test was given to students to determine the initial learning outcomes on the theme of 5 Entrepreneurship while the post-test was conducted to determine the learning outcomes after the treatment of the project-based learning model with studenpreneurs based on local wisdom gusjigang. Measurements were also carried out through a t-test (independent test). Table 2 shows the average results of the pre-test from the control class and the experimental class.

Table 2. Average similarity test result for an independent sample test

		Levene's Test for Equality of Variances		**t-test for Equality of Means**						
		F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
									Lower	**Upper**
Student Learning Outcomes	Equal variances assumed	2.587	.114	-3.331	51	.002	-3.71014	1.11376	-5.94612	-1.47417
	Equal variances not assumed			-3.242	41.886	.002	-3.71014	1.14440	-6.01982	-1.40047

The results of the t-test on the results of the students' pre-test scores showed that the quality of early learning in the control class and the experimental class was relatively the same. Based on the results of statistical calculations obtained the average value. The experimental and control classes obtained t-count 0.33 and df n - 2 = 51 and sig (2 tailed) 0.002. The results of the Independent Samples Test of student learning outcomes above show that there are differences in student learning outcomes with the results of Sig. (2-tailed) 0.002 < 0.05. This shows that there is a difference in the average student learning outcomes between the experimental group and the control group.

Table 3. Results of normality test for experiment class and control class

Student Learning Outcome	**Class**	**Kolmogorov-Smirnov[a]**			**Shapiro-Wilk**		
		Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
	1.00	.176	30	.018	.894	30	.006
	2.00	.155	23	.163	.929	23	.104

a. Lilliefors Significance Correction

Table 3 shows that the results of the calculation of the pre-test scores for the experimental class and the control class have a significance value greater than = 0.05 so H0 is accepted. Thus, it can be concluded that the two samples come from classes that are normally distributed.

Based on student interviews and questionnaires, suggestions and impressions given by students on the learning process will be better input for the next learning process. Based on the teacher's notes, what is included in the learning process is the behavior contained in the Gusjigang philosophy used in studentpreneur project learning. In the experimental class, some students gave positive responses to learning activities using a project-based learning model with studentpreneur Gusjigang. Students enthusiastically follow the learning flow, but of course, some students look normal.

In the control class, during the learning process, several students were busy with their activities and some were seen talking to their friends. and some are daydreaming. When the teacher gave the lesson, some students listened intently to the teacher's learning and with full concentration. However, some students pay less attention to the teacher. Students talk with friends and play alone. During the learning activities, some students look serious, but there are still students who are not serious. This is proven when the teacher asks questions on the sidelines of learning, students cannot answer the teacher's questions correctly. This is evident when the teacher asks questions on the sidelines of learning the students are silent and confused. In the second learning of the control class, some of the children were passive, they only listened to the teacher's explanation while listening to the student's book in front of them, because conventional learning was applied, the children in the control class tended to be less enthusiastic.

In the experimental class, it was found that students were enthusiastic about participating in learning theme 5 sub-theme 3 from the beginning to the end of the lesson. They feel challenged and enthusiastic about what they will do. Students' enthusiasm is seen when the teacher motivates to arouse student interest in learning. Followed by apperception activities, the teacher conveys the learning objectives, students appear enthusiastic. Especially after the teacher explained the project-based learning model with studentpreneur based on gusjigang local wisdom, the enthusiasm of the students seemed to increase. Student enthusiasm continues as students plan projects about what will be displayed on studentpreneur market day. The climax is when students carry out studentpreneur projects and practice real buying and selling because by practising studentpreneurs students feel like playing with friends just like when playing, of course playing and learning about the gusjigang philosophy which is practised in the studentpreneur market day project. However, there are still some students who are less enthusiastic during the learning process. However, the enthusiasm of students during the learning process on theme 5 entrepreneurship sub-theme 3 is included in the good category.

Table 4. Pre-test and post-test N-gain test results

Class	Average		N-gain	Interpretation
	Pre-test	Post-test		
Control	67.33	74.43	0.22	Low
Experiment	71.04	84.04	0.43	Moderate

The gain test results in Table 4 explain that the control class got 0.22 in the low category (0.22 < 0.30). In the experimental class, the results obtained 0.43 in the medium category (0.43> 0.30). Based on the results of the gain test, it can be concluded that there are differences in the learning outcomes of the fifth theme in the experimental class and the control class. The increase in learning outcomes for the 5th theme of entrepreneurship between the experimental class and the control class was higher in the experimental class than in the control class. Based on pre-test and post-test data in the experimental class with the application of a project-based learning model with studentpreneurs based on Gusjigang local wisdom, project-based learning with Gusjigang local wisdom-based studentpreneurs is more effective in its application to improve student learning outcomes regarding the diversity of entrepreneurs in the community and increase student experience in entrepreneurship.

The implementation of learning in the experimental class using a project-based learning model with studentpreneur Gusjigang helps to improve student learning outcomes and increase student experience in entrepreneurship activities. In addition, by applying the project-based learning model with studentpreneurs based on gusjigang local wisdom, the gusjigang philosophy in this studentpreneur project activity is highly emphasized. In terms of good character serving buyers, liking new things and studying them, as well as honest and trustworthy entrepreneurship practices. In the control class, the learning process has not been able to make students active, there are still many students who are silent and pay less attention to the teacher, are afraid to ask their friends, and are embarrassed to express the difficulties they face. Even though the teacher has mastered the material well and applied learning methods, there are still many students who are indifferent to the lesson. This can trigger the learning process to be monotonous and passive because students with high abilities dominate learning compared to students with moderate to low abilities.

Seeing the difference between the project-based learning model and the studentpreneur based on Gusjigang and conventional local wisdom, the quality of learning will increase if several indicators of learning quality are applied

optimally in the learning process. The implementation of improving the quality of learning by using a project-based learning model with studentpreneurs based on gusjigang local wisdom has a major effect on increasing learning outcomes for the 5 entrepreneurship assessments and applying the gusjigang character in studentpreneur projects.

In line with the results of previous relevant studies, the application of the project-based learning model with studentpreneurs based on gusjigang local wisdom affects increasing student learning outcomes as evidenced by the average experimental class student learning outcomes are higher than the average learning outcomes in the control class using learning conventionally. The increase in student learning outcomes was analyzed using pre-test and post-test data in a broad trial. The mean of pre-test learning outcomes for the control and experimental classes are almost the same, namely in the control class 28.35 while in the experimental class 29.43. After the trial was conducted for 4 meetings, the average post-test score in the control and experimental groups increased to 36.38 and 37.49. Thus, the average increase in student learning outcomes in the control and experimental classes was 8.03 and 8.06, respectively. Thus the increase in average learning outcomes is greater in the experimental group.

5. Conclusion

Based on the results of the 2-tailed t-test of 0.000 <0.05, it was concluded that there was a significant effect of implementing the project-based learning model with gusjigang-based student learning in improving student learning outcomes on the theme of entrepreneurship class VI Sudirman cluster, Jekulo District, Kudus Regency. In the implementation of learning, the experimental class learning activities carried out can affect the improvement of students' understanding and strengthen the character of being friendly and caring for each other. The increase in learning outcomes can be seen from the N-gain test results of 0.45 in the experimental class with moderate interpretation and 0.22 in the control class with low interpretation. Therefore, the application of a project-based learning model with studentpreneurs based on gusjigang local wisdom in teaching and learning activities affects improving the quality of learning seen from the difference in the average student learning outcomes. In the experimental class 71.04, the results of the pre-test and post-test were 84.04 while in the control class the results of the pre-test were 67.33 and the post-test was 74.43.

Based on these findings, continuous and focused efforts are needed from the stakeholders involved to improve the entrepreneurial spirit of students. To foster the entrepreneurial spirit of students, efforts need to be made to organize entrepreneurship training programs by utilizing local wisdom in learning.

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