Research Article

The Implementation of Entrepreneurship Values in Sprachbeherrschung Learning Based on Local Wisdom

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Abstract.

This research was conducted on Sprachbeherrschung learning in the German Language Education Study Program, FKIP-Unpatti. This study aimed to implement the value of entrepreneurship in German language learning based on local wisdom and also to shape the students' character by instilling values such as independence, creativity, risk-taking, and responsibility. Students are not only trained with knowledge and theories in textbooks, but in the learning process students are instilled with entrepreneurship values, which consist of five aspects, namely: (a) the learning process of Sprachbeherrschung; (b) the cultivation of entrepreneurship value through group roles; (c) the impact of the implementation of entrepreneurship value on learning outcomes; (d) the feasibility of dividing roles into groups; and (e) the effectiveness of learning Sprachbeherrschung based on local wisdom. The instrument is a questionnaire which was then analyzed using descriptive analysis method. Previously, the validity and reliability of the questionnaire had been tested and the test results stated that all statement items in the questionnaire were valid and the questionnaire was reliable. Based on the analysis results, it is shown that 60% of respondents agreed on the aspects of the Sprachbeherrschung learning process, 50% of respondents agreed on the aspects of instilling entrepreneurship values through group roles, 70% of respondents agreed on the aspects of the impact of the implementation of entrepreneurship values on learning outcomes, 90% of respondents agreed on the aspects of the feasibility of dividing roles in groups, and 70% of respondents agreed on the aspects of the effectiveness of local wisdom-based Sprachbeherrschung learning. Furthermore, the average value of each aspect was calculated and it was found that the five aspects had an average value that fell into the agreed category.

Keywords: entrepreneurship value, Sprachbeherrschung learning, local wisdom

1. INTRODUCTION

It is necessary to have competent and qualified graduates to face the current global challenges. There are at least five skills that students must acquire during college, which include public speaking, time management, networking, teamwork and foreign language skills. Mastering these skills is a big challenge for every generation of children

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in order to compete for success. In line with this, it is explained in the attachment copy of Permendikbud Number 69 of 2013 [1] that "External challenges include globalization and various issues related to environmental issues, advances in technology and information, the rise of creative and cultural industries, and the development of education at the international level". This has encouraged the government through the Ministry of Education, Culture, Research and Technology to continue to develop education through foreign language learning in schools. In Indonesia, there are several foreign languages that are studied from pre-school to university level, one of them, is German.

Learning and mastering German nowadays is an opportunity and a challenge. Because there are many opportunities for graduates both at the high school and university levels to have a career in Germany, for example through the Ausbildung program, AuPair and through freelance programs in German companies. This has motivated students in the German language education study program at the Faculty of Teacher Training and Education Unpatti to be able to master the four basic skills (Sprachbeherrschung) well, including reading, listening, writing and speaking. With the expectation that after completing education students are then ready to enter the workplace, for example as teachers, translators, work in offices or even work directly in Germany. However, being skilled in German is not enough to be able to compete in the current era of globalization, because other special skills are also needed such as creativity, responsibility, risk-taking, innovation and discipline. These values are often known as entrepreneurship values.

Integrating entrepreneurship values in the learning process is very important so that the graduates are able to survive in facing global challenges. In addition, through learning that implements entrepreneurship values, students are able to maximize their potential to achieve success and have a positive impact on society. Therefore, instilling the value of entrepreneurship to students must be done as early as possible. This is in line with the opinion of Made [2] that the process of forming entrepreneurship requires a learning process that takes a very long period of time, so that the learning curriculum that contains entrepreneurship values is given from early age education to college. According to [3], the principle used in the development of entrepreneurship education is the process of developing sustainable entrepreneurship values starting from the entrance of students to the completion of an educational system. Things that need to be considered are the selection and development of materials and learning methods that are varied and fun. One of the outputs of this research is that students are able to design a mini exhibition with the aim of promoting local culture or products of

Maluku. This is a concrete example that it is important to develop local wisdom-based learning.

According to Padmanugraha [4] local wisdom is part of the culture of a community that cannot be separated from the life of the community itself. So that local wisdom-based learning can be interpreted as a type of learning that links learning with local wealth in the form of customs, knowledge, culture and beliefs. The benefit of local wisdom-based learning is that the original culture is not lost and still raises a generation that loves the country and cares more about the nation's cultural heritage. Based on the explanation above, it is concluded that the learning process today needs to integrate cultural values, so as to develop competitive students in this globalization era without losing their identity as Indonesian citizens.

Based on the results of one of the relevant studies by [5], it is known that entrepreneurship values such as independence, risk-taking and creativity values are well implemented in learning for elementary school students in Gabek District, Pangkalpinang city. From the explanation above, the purpose of this research is to find out the implementation of entrepreneurship values in German language learning, especially in Sprachbeherrschung course based on local wisdom.

2. METHOD

This study uses descriptive qualitative research method to describe and explain the implementation of entrepreneurship value in Sprachbeherrschung learning based on local wisdom in German Language Education Study Program of FKIP Unpatti. The research sample was taken using purposive sampling technique, namely students in the fourth semester who took the Sprachbeherrschung course.

The research instrument is a questionnaire that contains 5 aspects, namely: the learning process of sprachbeherrschung, the cultivation of entrepreneurship values through group roles, the impact of the implementation of entrepreneurship values on learning outcomes, the feasibility of dividing roles in groups and the effectiveness of local wisdom-based sprachbeherrschung learning. Each aspect consists of 5 statement items so that there are a total of 25 statement items. Previously, the validity and reliability tests were applied to the questionnaire. Furthermore, descriptive analysis of the questionnaire results was carried out, namely per statement item and per aspect (indicator) of the questionnaire.

3. RESULTS

3.1. Instrument Tests

3.1.1. Validity Test

The validity test is used to determine the level of validity and validity of the research instrument. According to [6] a valid research instrument is an instrument that can measure data that occurs on objects with data collected by researchers. The validity test was carried out using the Product Moment Correlation formula. If rcount> rtable at the 5% significance level, then the statement items are valid. The validity test calculation uses the SPSS 23.0 computer program and the test results are as follows:

TABLE 1: Validity Test.

Statement item	R_{count}	R_{table}	Description	Statement item	R_{count}	R_{table}	Description
1	0,648	0,632	Valid	14	0,651	0,632	Valid
2	0,682	0,632	Valid	15	0,673	0,632	Valid
3	0,704	0,632	Valid	16	0,716	0,632	Valid
4	0,697	0,632	Valid	17	0,659	0,632	Valid
5	0,656	0,632	Valid	18	0,723	0,632	Valid
6	0,783	0,632	Valid	19	0,647	0,632	Valid
7	0,756	0,632	Valid	20	0,725	0,632	Valid
8	0,706	0,632	Valid	21	0,704	0,632	Valid
9	0,719	0,632	Valid	22	0,752	0,632	Valid
10	0,737	0,632	Valid	23	0,751	0,632	Valid
11	0,929	0,632	Valid	24	0,635	0,632	Valid
12	0,742	0,632	Valid	25	0,771	0,632	Valid
13	0,770	0,632	Valid				

Based on the validity test values in Table 1, it is shown that 25 statement items are valid because the rcount> rtable value at the 5% significance level.

3.1.2. Reliability Test

A reliable research instrument is an instrument that can be used repeatedly when measuring the same object and the data that results is the same [6]. The reliability test in this study also used SPSS version 23.0 by calculating the Cronbach's Alpha value of the tested variables. If the Cronbach's Alpha value is> 0.600, the statement items on

the questionnaire are declared reliable. The reliability test results can be seen in the following table:

TABLE 2: Reliability Test.

Aspect	Cronbach's Alpha Value	Description
Sprachbeherrschung Learning Process	0,662	Reliable
Cultivation of Entrepreneurship Values through Group Roles	0,792	Reliable
Impact of Entrepreneurship Value Implementation on Learning Outcomes	0,810	Reliable
Feasibility of Division of Roles in Groups	0,722	Reliable
Effectiveness of Sprachbeherrschung Learning Based on Local Wisdom	0,770	Reliable

It is known that the Cronbach's Alpha value is> 0.600 so it is concluded that all statement items are realibel or the questionnaire used is consistent.

4. Percentage of Implementation of Entrepreneurship Values in Sprachbeherrschung Learning per Questionnaire Statement Item

After testing the validity and reliability of the research questionnaire, the next step is to calculate the percentage of respondents' answers to the implementation of entrepreneurship values in Sprach- beherrschung learning. To find out the recapitulation of answers to each questionnaire statement item, a Likert scale is used according to [7] with the following formula:

$$P = \frac{\text{Total score}}{\text{Critical score}} \times 100\%$$

Description:

P : percentage of respondents' answers

total score : total respondents x number of alternative answer scores

critical score : highest score x number of respondents

Then the percentage of respondents' answers to each questionnaire statement item is interpreted using the interval formula as follows:

$$Interval = \frac{100}{\text{Total score}}$$

So that an interval of 20 is obtained, where the interval is the distance from the lowest 0% to the highest 100%. The criteria for interpreting the percentage of respondents' answers based on the interval are as follows:

TABLE 3: Interpretation Criteria Percentage of Respondents' Answers.

Interval	Assessment criteria
0%-19,99%	Strongly disagree
20%-39,99%	Disagree
40%-59,99%	Undecided
60%-79,99%	Agree
80%-100%	Strongly agree

The following presents the calculation of the percentage of respondents' answers to the first statement item that the Sprachbeherrschung learning process with an actual theme motivates students to actively participate:

- Respondents who answered strongly agree (score 5) = 7 x 5 = 35

- Respondents who answered agree (score 4) = 3 x 4 = 12

- Respondents who answered undecided (score 3) 0 x 3 = 0

- Respondents who answered disagree (score 2) 0 x 2 = 0

- Respondents who answered strongly disagree (score 1) 0 x 1 = 0

All results are summed up, total score = 47

Percentage of respondents' answers:

$$P = \frac{47}{50} \times 100\%$$
$$= 94\%$$

So based on the interpretation criteria in Table 3, it can be concluded that respondents strongly agree that actual learning themes such as Essen (food), Kleidung (clothing) Tourismus (tourism) greatly motivate students to actively participate in learning. Furthermore, the calculation of the percentage of respondents' answers to the other 24 statement items was calculated using the same formula. The results of the calculation of the percentage of respondents' answers to 25 statement items are presented in Table 4 below.

In Table 4 above, it can be seen that there are 10 statement items with "strongly agree" criteria, 11 statement items with "agree" criteria, and 4 statement items with "undecided" criteria.

TABLE 4: Percentage of Respondents' Answers.

Statement Item	Score per respondent					Total score	Percentage Answer (%)	Interval
	1	2	3	4	5			
1	0	0	0	3	7	47	94	SS
2	0	1	3	4	2	37	74	S
3	0	4	4	1	1	29	58	RR
4	0	1	2	4	3	39	78	S
5	0	0	2	5	3	41	82	SS
6	0	0	3	3	4	41	82	SS
7	0	1	2	4	3	39	78	S
8	0	0	4	4	2	38	76	S
9	0	0	4	3	3	39	78	S
10	0	3	5	2	0	29	58	RR
11	0	2	3	3	2	35	70	S
12	0	0	3	3	4	41	82	SS
13	0	1	3	4	2	37	74	S
14	0	1	4	3	2	36	72	S
15	0	1	2	3	4	40	80	SS
16	0	0	2	4	4	42	84	SS
17	0	0	2	3	5	43	86	SS
18	0	0	4	4	2	38	76	S
19	0	0	4	3	3	39	78	S
20	0	0	3	4	3	40	80	SS
21	0	1	4	4	1	35	70	S
22	0	1	2	3	4	40	80	SS
23	0	0	1	3	6	45	90	SS
24	0	1	2	4	3	39	78	S
25	0	4	4	1	1	29	58	RR

5. Descriptive Analysis of the Implementation of Entrepreneurship Values in Sprachbeherrschung Learning per Aspect

In this study, five aspects were used to evaluate the implementation of entrepreneurship values in Sprachbeherrschung learning. The five aspects include:

Sprachbeherrschung learning process. This aspect emphasizes on the actual learning theme, interactive learning process, increasing creativity, critical thinking and developing German language competence.

Entrepreneurship value cultivation through group roles. In this aspect, the cultivation of the value of responsibility, active in group work, independent, innovative and able to cooperate in groups is the main focus.

The impact of entrepreneurship value implementation on learning outcomes. It is expected that students have good time management skills, are skilled at coordinating an event, can adapt to the social environment, have high self-discipline and have a leadership spirit.

Appropriateness of the division of roles in the group. In this aspect, it is expected that good cooperation and cohesiveness between students will be formed, increasing academic ability, self-confidence and freedom in expressing opinions and being democratic and respecting other people's opinions.

The effectiveness of Sprachbeherrschung learning based on local wisdom. This aspect focuses on the formation of student character in accordance with the nation's culture and has the ability to develop local products.

Then, the descriptive analysis of five aspects was conducted to determine the tendency of respondents' assessment of the implementation of entrepreneurship values in Sprachbeherrschung learning. The five aspects are categorized into 3 categories, namely: agree, undecided and disagree. Determination of the range for each category is: each aspect consists of 5 statement items with the lowest score worth 1 and the highest worth 5, so that the maximum score per aspect is 25 and the minimum score per aspect is 5. The value of the category range is obtained from the difference between the maximum value and the minimum value then divided by 3 categories, 20/3 = 6.67 so that each category has a range of 7.

5.1. Aspects of the Sprachbeherrschung Learning Process

The categorization of Sprachbeherrschung learning process aspects is presented in Table 5 below.

TABLE 5: Sprachbeherrschung learning process aspect categorization.

Category	Score Interval	Frequency	Percentage
Agree	19 – 25	6	60%
Undecided	12 – 18	4	40%
Disagree	5 – 11	0	0%
Total		10%	100%

Table 5 above shows that respondents who gave an assessment of the aspects of the Sprach–beherrschung learning process in the agree category were 6 people (60%) and respondents who gave an assessment of the aspects of the Sprachbeherrschung learning process in the doubt category were 4 people (40%). Next, it is known that the average value on the aspect of the Sprachbeherrschung learning process is 19. The average value falls into the agreed category, so it can be said that the average respondent gives an agreed assessment on the aspect of the Sprachbeherrschung learning process.

5.2. Aspects of Entrepreneurship Value Cultivation through Group Roles

The categorization of aspects of entrepreneurship value cultivation through group roles is presented in Table 6 below.

TABLE 6: Categorization of Aspects of Cultivating Entrepreneurship Values through Group Roles.

Category	Score Interval	Frequency	Percentage
Agree	19 – 25	5	50%
Undecided	12 – 18	5	50%
Disagree	5 – 11	0	0%
Total		10%	100%

Table 6 above shows that respondents who gave an assessment of the aspects of instilling entrepreneurship values through the role of the group in the agree category were 4 people (40%) and respondents who gave an assessment of the aspects of instilling entrepreneurship values through the role of the group in the doubt category were 6 people (60%). Further, it is known that the average value on the aspect of instilling entrepreneurship values through the role of the group is 18. The average value falls into the doubtful category, so it can be said that the average respondent gives a doubtful assessment on the aspect of instilling entrepreneurship values through the role of the group.

5.3. Aspects of the Impact of the Implementation of Entrepreneurship Values on Learning Outcomes

The categorization of the impact of entrepreneurship value implementation on learning outcomes is presented in Table 7 below.

TABLE 7: Categorization of Impact Aspects of Implementation Entrepreneurship Values on Learning Outcomes.

Category	Score Interval	Frequency	Percentage
Agree	19 – 25	7	70%
Undecided	12 – 18	3	30%
Disagree	5 – 11	0	0%
Total		10%	100%

Table 7 above shows that respondents who gave an assessment of the impact of the implementation of entrepreneurship values on learning outcomes in the agree category were 2 people (20%) and respondents who gave an assessment of the impact of the implementation of entrepreneurship values on learning outcomes in the doubtful category were 8 people (80%). Moreover, it is known that the average value on the aspect of the impact of the implementation of entrepreneurship values on learning outcomes is 17. The average value falls into the doubtful category, so it can be said that the average respondent gives a doubtful assessment on the aspect of the impact of the implementation of entrepreneurship values on learning outcomes.

5.4. Aspects of Feasibility of Division of Roles in the Group

The categorization of the feasibility aspect of the division of roles in the group is presented in Table 8 below.

TABLE 8: Categorization of Feasibility Aspects of Division of Roles in Groups.

Category	Score Interval	Frequency	Percentage
Agree	19 – 25	9	90%
Undecided	12 – 18	1	10%
Disagree	5 – 11	0	0%
Total		10%	100%

Table 8 above shows that respondents who gave an assessment of the feasibility aspect of the division of roles in the group in the agree category were 9 people (90%) and respondents who gave an assessment of the feasibility aspect of the division of roles in the group in the undecided category were 1 person (10%). Next, it is known that the average value on the feasibility aspect of the division of roles in the group is 20. The average value falls into the agree category, so it can be said that the average respondent gives an agreed assessment on the feasibility aspect of the division of roles in the group.

5.5. Aspects of Effectiveness of Sprachbeherrschung Learning Based on Local Wisdom

The categorization of the effectiveness aspects of local wisdom-based Sprachbeherrschung learning is presented in Table 9 below.

TABLE 9: Categorization of Effectiveness Aspects Learning Sprachbeherrschung Based on Local Wisdom.

Category	Score Interval	Frequency	Percentage
Agree	19 – 25	7	70%
Undecided	12 – 18	3	30%
Disagree	5 – 11	0	0%
Total		10%	100%

Table 9 above shows that respondents who gave an assessment of the effectiveness of local wisdom-based Sprachbeherrschung learning in the agree category were 7 people (70%) and respondents who gave an assessment of the effectiveness of local wisdom-based Sprachbeherrschung learning in the undecided category were 3 people (30%). Then, it is known that the average value on the aspect of the effectiveness of local wisdom-based Sprachbeherrschung learning is 19. The average value falls into the agree category, so it can be said that the average respondent gives an agreed assessment on the aspect of the effectiveness of local wisdom-based Sprachbeherrschung learning.

6. DISCUSSION

Based on the results of research [8], the group work method has a positive effect on improving learning outcomes in entrepreneurship subjects. Also in this study, the implementation of entrepreneurship value in Sprachbeherrschung learning is done through group work. Students who were divided into two groups then received assignments with different themes, including Essen (food), Kleidung (clothing) and Tourismus (tourism). The process of doing the assignment is part of the Sprachbeherrschung learning process. Students read and explore the material in the form of texts and videos and then create concepts to be presented. In addition, in the process of working until the presentation, students are given their own roles, such as speakers, moderators, minutes and timekeepers with the aim of implementing entrepreneurship values, including independence, responsibility, taking risks, and being creative and innovative.

During the research process, it was found that students who were previously unfamiliar with this division of roles had some difficulty during the presentation. This is because in group work only the speaker takes an important role and the other group members only listen. However, after participating in the five treatments in this study, there was an increase in German language competence and the implementation of entrepreneurship values. Furthermore, based on the results of the questionnaire analysis consisting of 5 aspects, it was found that the average student agreed on all aspects of the questionnaire.

7. CONCLUSIONS AND RECOMMENDATIONS

From the results of the explanation above, it can be concluded that entrepreneurship values such as creativity, responsibility, risk-taking, innovation and independence have been well implemented in German language learning in the Sprachbeherrschung course based on local wisdom. This can be seen in the process of conducting research, where students are independently responsible for the tasks given and then cooperate with other group members with various innovations and creativity in preparing presentations according to the role of each group member. In addition, from the results of descriptive analysis, it is known that the percentage of respondents' assessment of the five aspects of the questionnaire is in the agree category. Based on the results of this study, the researcher suggests that the cultivation of entrepreneurship values needs to be given to students by integrating regional cultural values.

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