



RINGKASAN DISERTASI

**MODEL PEMBELAJARAN**

**KEWIRAUSAHAAN PRODUKTIF EkRenFaTiHa**

**UNTUK SMK TATA BOGA**



**BADRANINGSIH LASTARIWATI**

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## ABSTRACT

**BADRANINGSIH LASTARIWATI: *A Model of Productive Entrepreneurship EkRenFaTiHa Teaching for the Gastronomy Expertise of the Tourism Study Program at Vocational High Schools. Dissertation. Yogyakarta: Graduate School, Yogyakarta State University, 2014.***

This study aims to: (1) investigate the implementation of the current entrepreneurship teaching and its strengths and weaknesses, (2) develop a model of productive entrepreneurship teaching for the gastronomy expertise of the tourism study program at vocational high schools (VHSs), (3) develop kits of the model of productive entrepreneurship teaching for the gastronomy expertise of the tourism study program at VHSs, and (4) test the effectiveness of the developed model of entrepreneurship teaching in the inculcation of entrepreneurial behaviors into the students of the gastronomy expertise of the tourism study program at VHSs.

This was a research and development study employing Plomp's approach. The development procedure consisted of four phases, i.e.: (1) preliminary investigation and design, (2) development, (3) product tryout, and (4) dissemination. The tryout activities referred to the tryout stages according to Espicht; this study took only two stages (i.e. small group testing and field testing). The preliminary stage model testing (small group testing) involved the selected school, namely SMKN 6 Yogyakarta. This tryout was then called the small class tryout (SCT). Meanwhile, the second stage model testing (field testing) was conducted in two locations with different characteristics, namely SMKN 6 Yogyakarta and SMKN 1 Sewon, Bantul. The second stage model testing was then called the large group tryout (LGT). The data in the study were collected through several data collecting techniques, i.e.: (1) collection of information from key persons by the researcher through the focus group discussion procedure, (2) observations, (3) questionnaires, and (4) documentation. The data were descriptively analyzed.

Based on the results of the study, development, tryouts, and data analysis, the following conclusions are drawn. (1) From the results of the observations on the implementation of entrepreneurship teaching at school, in the existing model of entrepreneurship teaching, a phenomenon at VHSs can be found and identified regarding the fact that the time allocation for entrepreneurship teaching is only two teaching sessions a week. Entrepreneurship teaching is still theoretical in nature. Therefore, a model of entrepreneurship teaching more capable of facilitating entrepreneurship practices is still necessary. In addition, gastronomy expertise VHSs provide productive subjects that are possible to be empowered more to support entrepreneurship practices at VHSs. The model of teaching which is developed integrates the phases of entrepreneurship that includes exploration, business plan, facilitation, action and results (EPFAR) to the subject of practice of productivity. (2) The model of productive entrepreneurship teaching is developed through four phases, i.e.: (a) preliminary investigation, (b) planning, (c) construction (realization) and validation, and (4) tryouts and revision. The product is a model of productive entrepreneurship teaching for gastronomy expertise VHSs. (3) The model of productive entrepreneurship teaching is valid in terms of effectiveness and practicality. (4) The developed model of productive entrepreneurship teaching is effective in the inculcation of values, attitudes, and behaviors into the students of the gastronomy expertise of the tourism study program at VHSs.

**Keywords:** *productive entrepreneurship teaching, gastronomy expertise VHSs*