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The Implementation of Traditional Indonesian Snack Creations as Entrepreneurship Learning Media at PGRI University of Palembang

Nova Pratiwi, Januardi

Faculty of Teacher Training and Education, PGRI University of Palembang, Jenderal A. Yani Street, Palembang, Indonesia 30263

vhapратиwi@gmail.com, januardibkl@gmail.com

Abstract. This research seeks to provide a meaningful entrepreneurship learning experience for students, and to increase cultural literacy, especially concerning traditional snacks among students, the millennial generation with the tendency of showing antipathy to traditional snacks. This research used a qualitative design with data collection techniques of documentation, questionnaires, and interviews. The informants were students of the Elementary School Teacher Education study program at PGRI University of Palembang who attended entrepreneurship course, amounted to 36 students. The research results showed that the implementation of learning media in the form of traditional Indonesian snack creations has provided opportunities for students to gain valuable lessons that they might not have obtained in entrepreneurship learning through theory and discussion in the classroom, the entrepreneurial activities ran well which more than 80% of students made a profit in their entrepreneurial activities, and the students' entrepreneurship learning outcomes increased in line with the implementation of learning media of traditional Indonesian snack creations.

Keywords. Traditional Indonesian Snack Creations; Entrepreneurship Learning Media

1. Introduction

Culture is the result of human civilization which is believed as a national valuable treasure that its existence must be preserved. During the boundless globalization era, the fast flow of information and the spread of foreign cultures simply cannot be stopped. Efforts to maintain traditional culture amidst the current turmoil of globalization are not easy, but that does not mean it cannot be done and should not be tried.

Preserving Indonesian culture should become a collective responsibility. In reality, however, not all people have a sense of ownership of their culture and have the intent to protect it. This happens because not many people understand how important the traditional cultural values of this nation are. Often, we finally feel a sense of ownership and loss when our culture has been recognized and claimed by other countries. We have witnessed several cases of Indonesian culture claimed by other countries. Of course, we don't want more of this to occur in the future. One concrete action that researchers and students can take is to recognize and preserve traditional Indonesian snacks. Culinary can be used as the right medium to introduce Indonesia.

Entrepreneurship learning acts as an initial way to generate entrepreneurship spirit, as learning requires a good strategy to provoke students' enthusiasm in learning entrepreneurship. Entrepreneurship is both science and art that requires collaboration between both scientists and practitioners. This research could become one of the efforts to provide an interesting entrepreneurship learning experience for students because entrepreneurial activities of students studying in higher education and areas of intervention are of crucial importance in terms of economic growth and job creation over the coming years [1]. The topic raised here which became a medium for entrepreneurship learning in this research was traditional Indonesian snacks. Students were invited to produce and sell traditional Indonesian snacks into contemporary snacks that are no less interesting than currently popular western snacks.

The topic examined in this research was concerning the implementation of "Traditional Indonesian Snack Creations" as an Entrepreneurship Learning Media for students at PGRI University, Palembang. The specific objectives were to introduce and preserve traditional Indonesian Snacks to local, national, and international communities, to foster entrepreneurship spirit and motivation on students to preserve Indonesian culture, and to create young entrepreneurs in the culinary field.

This research was of importance because the current globalization has made our society became very close to fast food and western snacks. Thus, this research provided a place to bring traditional snacks closer, as Indonesian cultural heritage, to our society. Given that students are millennials who would assume responsibility for this nation in the future, this research became very important to train students in entrepreneurship and graduate with an independent and creative spirit capable of creating their jobs.

The scheme of beginner lecturer research (PDP) gave us the opportunity to show our love for Indonesian culture, which was a conscious effort to maintain and develop Indonesian culinary to the global market and provided a forum for students at PGRI University, Palembang to practice entrepreneurship, especially accounting education study program, to become young entrepreneurs in the culinary field. This research also supported a government program that is creating graduates with an independent and creative spirit so that they are capable of opening job opportunities with creative and innovative ideas.

Based on the above background, the researchers were interested in conducting research entitled "The Implementation of Traditional Indonesian Snack Creations as Entrepreneurship Learning Media at PGRI University of Palembang."

2. Literature review

2.1. Traditional Indonesian Snack

Traditional culinary represents culture with the characteristics of regional, specific, varied, and reflecting the natural potential of each region. Food is not only a means to fulfill one's nutritional needs. It is also useful for maintaining relationships between people, becoming a symbol of the identity of a certain society, and useful to be sold and promoted to support tourism which eventually raises the general income of certain areas, to the use of produce in regional tourism promotion to differentiate destinations and create a sense of 'Place' through regional identity. Food may also add value to a core tourism product and become the focus for special events [2]. In the creation of traditional food, the role of culture is very important in the form of skill, creativity, a touch of art, tradition, and taste. The higher the human culture, the wider the variety of food, the more complex the way the foodies are made, and the more complex the intricacies of the food presentation [3]. Traditional snacks are a snack made from natural ingredients which represent cultural heritage from ones' ancestors, which is taught from generation to generation [4].

Based on the research conducted by [5], the widely used ingredients for making traditional food were cassava (27%), rice flour (22%), and sticky rice (15%). Cassava can be processed into traditional foods such as; *madu sari, gethuk, mendut, gathot, thiwul, bengawan solo, sawut, lenthuk, geplak, utri, and growol*. Cassava can also be processed into cassava starch. The cassava starch is then processed into various traditional foods such as *cenil* and *cendol*. Rice flour can be processed into: *nagasari, kue lapis, apem, adrem, srabi, cara, jenang sungsum, jenang abang, and cucur*. Meanwhile, sticky rice can be processed into: *semar mendem, hawuk-hawuk, wajik, jadah, and lempur*.

2.2. Learning Media

In general, the word media is the plural of 'medium', which means an intermediary or introduction. The term media is also commonly used in the field of education, resulting the term becomes known as educational media or learning media [6]. Learning media as anything that can convey and transmit messages from sources in a planned manner [7], refer to all kind of teaching tools used to facilitate the achievement of learning objectives that have been formulated [8], learning media constitutes can stimulate thought, feeling and will encourage the learning process [9].

Several benefits of learning media, as the following:

- a. Teaching will attract students' attention better thus fostering their motivation to learn.
- b. Teaching materials will be more meaningful and clear so they can be better understood by students and allow students to better master teaching objectives.
- c. Teaching methods will be more varied to prevent boredom from taking students' attention.
- d. Students are afforded more chances of learning activities [10].

The learning media used in this research was used by lecturers or researchers as an intermediary to deliver learning materials to students, to create a conducive learning environment in order to facilitate the achievement of learning objectives.

2.3. Entrepreneurship Course

Higher education plays a crucial role and has the opportunity to instill an entrepreneurship mental attitude in students. Entrepreneurship education programs in Higher education are increasingly being established and expanded in an effort to equip students with the knowledge and competency necessary to create economic value and jobs [11]. Reflecting on the success of developed countries in America and Europe, where almost all universities include entrepreneurship courses in their learning, Asian countries such as Japan, Singapore, and Malaysia also provide entrepreneurship courses for at least two semesters. As an implementation of entrepreneurship development in universities in Indonesia, entrepreneurship is included in the curriculum with a weight ranging from 2 to 3 credits [12].

Entrepreneurship course is one of the subjects that focuses on work activity; a kind of study and learning aiming to shape the attitudes and behaviors needed by students to work according to their expertise, possessed knowledge and mastered skills. Entrepreneurship education tries to prepare people, particularly youth, to be responsible, take risks, manage the business, and learn from the outcomes by immersing them in real-life learning experiences [13].

Entrepreneurship education is packaged and developed based on real needs, which are adjusted to the set competencies of graduate students. Entrepreneurship education provided to students is carried out through several stages; classroom activities, field visits, business plan creation, and eventually actual entrepreneurial practices or activities [14]. Through entrepreneurship courses, students are afforded various entrepreneurial theories and practices.

Students are educated to be able to design business plans, determine business location, type of business, commodity plans, as well as initiate and develop entrepreneurial professions. Students are provided with a provision in the form of attitudes and behaviors instilled as entrepreneurs who have ethics in knowing the driving factors for business development, the causes of success and failure. Therefore, they encourage students to further pursue this profession. Entrepreneurship courses make the first step that universities can take to realize the important role of higher education in supporting this country's economy, which is by creating graduates with a high creative spirit and high interest in entrepreneurship.

3. Research method

This research implemented qualitative design based on the philosophy of interpretive and postpositivism. It was carried out in an inductive, interpretive, and discovery manner. This kind of research is carried out on natural objects, directed to understand the meaning, find hypotheses, and construct phenomena [15]. The number of informants in the research was 36 students of the Elementary School Teacher Education study program who took the entrepreneurship courses. "Traditional snack creations" entrepreneurial practice method was used by the researchers. To collect data, documentation, questionnaires, and interviews were used.

These three techniques were used to collect information related to entrepreneurial activities, media application, and students' entrepreneurial learning outcomes. Triangulation was used to check data validity. Data analysis was performed using Miles and Huberman model. The analysis was carried out during the data collection and after completing the data collection, within a certain period. Data analysis was carried out interactively and continued until data were saturated. The procedure involved Data Display, Data Reduction, and Drawing Conclusion / Verification [16].

4. Results and discussion

4.1. Learning Media of Traditional Indonesian Snack Creations

Due to the Covid-19 pandemic spreading in Indonesia, since the end of February 2020 teaching-learning activities have been performed using distance learning or online learning. The same went with the entrepreneurship course where it was also directed and designed in such a way so that it could continue as it should. Learning media is defined as a communication tool used to facilitate the teaching and learning process. Learning media and the teaching and learning process are crucial in the world of education. They refer to everything that can be used to transmit messages from the sender to recipient, thus it can stimulate students' thought, feeling, attention, and interest in learning.

In this research, the learning media used was in form of entrepreneurial practice raising the theme of Creative Traditional Indonesian Snacks. It was intended to provide stimulus and room for students to foster entrepreneurial attitude and behavior by providing the first-hand experience in a positive learning process and which could increase their entrepreneurial interest. In general, it has facilitated interaction between lecturers and students so that learning became more effective and efficient. Entrepreneurship lectures generally take place with an emphasis on student practice and creation, so that students could find their entrepreneurial theories and their meanings.

The entrepreneurial activities done in this research were designed as media or forum for students to learn about the scope of entrepreneurship and afforded them chances to solve problems they faced during the process. The activities required a lot of practice, so students became more motivated to learn, more encouraged to interact with lecturers, friends, and their

surroundings. Students were also directed to train their creativity with various traditional snack recipes that the lecturers proposed. The whole activity honed students' imagination and creativity. These results are in line with the research of [17], the results of their research state that The entrepreneurship education programs (EEP) assessed had a strong measurable impact on the entrepreneurial intention of the students.

Based on the results of interviews with students who took entrepreneurship course which implemented learning media in the form of traditional Indonesian snack creations, it was found that 36% of students admitted that they strongly agreed with the practice, on the ground that throughout the activities they found a lot of experiences that they might not have found if they studied entrepreneurship by theory and classroom discussion. This results in line with [18] The results showed that 80% of the participants in product piloting stated that film about food processing was feasible as a learning media in entrepreneurial learning; it was interesting, creative, and contained information of varied culinary product. The results of the effectiveness measurement showed an increase in student's learning motivation and creativity after learning using film about food processing. However, there were about 8% of students who disagreed with the implementation of the media. They argued that the use of this media was too complicated, where students were required to create and design businesses. In actuality, the making of business reports from traditional Indonesian snack creations tended to be difficult for the students.

The followings are practical benefits that the researchers found by implementing the learning media in the form of traditional Indonesian snack creations in entrepreneurship learning:

1. Appropriately designed learning media could facilitate the material, message, and information presentations to improve the learning process and increase learning outcomes.
2. Learning media could direct students' attention and raised their learning motivation, so it opened up possibilities for students of learning independently according to their abilities and interests.
3. Learning media of entrepreneurial practice in the form of traditional Indonesian snack creations could overcome the limitations of space and time for the sake of discussing all topics or materials about entrepreneurship
4. Learning media could provide similar experiences for all students about events in their environments. The media allowed direct interaction between students and lecturers concerning materials and technical aspects of entrepreneurial activities, as well as interaction with the community and their environments during the marketing activities of traditional Indonesian snacks.

4.2. Students' Entrepreneurial Activities

Building and developing entrepreneurial spirit towards students need to be given in the campus course [19]. As a form of responsibility, by participating in strengthening the nation's economy through entrepreneurship courses, PGRI University Palembang helps in producing and training future entrepreneur cadres. Through the implementation of learning media of traditional Indonesian snack creations, lecturers can facilitate the process of finding students' interests and skills, which of course could become one of career choices after they graduate. Also, limited time to perform face to face discussion became the motive for initiating business practice activities such as these traditional Indonesian snack creations. Therefore, students were afforded the opportunity to explore concepts and knowledge about entrepreneurship and could experience for themselves how to be young entrepreneurs, by making use of their creative ideas,

in line with research results [20] the results show a strong relation between innovativeness and entrepreneurial intentions, some demographical characteristics i.e. prior experience, family exposure to business, and level of exposure inclines students to become entrepreneurs.

The entrepreneurial activity of traditional Indonesian snack creations became the learning medium that the researchers opted to be part of a series of entrepreneurship courses, weighing 2 credits. The entrepreneurial activities were designed by team, starting with distribution of materials, distribution of assignments, finding cooking references, calculating costs, creating production plans and processes, deciding marketing venues, and conducting reports. Tasks and assignments were distributed randomly where each student was assigned to certain traditional Indonesian snacks that needed to be made, starting from its recipe up to its serving presentation. Furthermore, references for kinds of food and how to produce them were provided by research team in the form of several Indonesian food magazines. If the students felt that the references provided were lacking, they were allowed to look for other references either from books, magazines, or looking for information via the internet and YouTube.

Each student was given the same amount of business fund because the majority of ingredients used were tapioca flour, sticky rice flour, rice flour, and flour. Thus, the funds must be managed independently. The funds should be managed for the purposes of purchasing ingredients, renting cooking equipment, and packaging equipment. Meanwhile, venues and transport fees were not budgeted because marketing was directed to be carried out around students' residences. The purchasing of ingredients was carried out independently by students.



Image 1: Raw Ingredients

The image above shows various raw ingredients for traditional Indonesian snacks that were used for cooking. The production process was carried out at the residence of each student. Meanwhile, mentoring and coordinating processes were carried out via video conferences or via messages. The purchasing of raw ingredients and the production process were conditioned on weekends or in respective to each student preference. The researchers only recommended that production activities during entrepreneurial practice were carried out at least three times. The following image shows the results of traditional Indonesian snack creations which were produced by the students themselves.



Image 2: Results of Traditional Indonesian Snack Creations

The products were marketed independently around students' residences, either by way of direct selling or through social media. Students were given freedom to determine the selling price and profit target. This was done by researchers with the consideration that students needed to be given room in building knowledge, discovering business experience, and being committed to achieving target. Therefore, it was expected that these entrepreneurship activities could pave the way for the continuity of their interest in entrepreneurship.

Based on business reports made by students, it appeared that the entrepreneurial activities were going well. The allocation of funds and the production process were carried out well by students according to the instructions and directions are given by the researchers. About 80% of students managed to generate profits in their entrepreneurial activities, although the amount was not hefty, this has shown positive results regardless. Crucially, per the initial agreement of the research team and teaching lecturers, the funds that were given to students would not be withdrawn, with the hope that these funds could be used by students to continue their business.

4.3. Entrepreneurship Learning Outcomes

Based on research data, the learning outcomes of fourth-semester students of Elementary School Teacher Education have improved during the implementation of traditional Indonesian snack creations as learning media. The improvement can be seen in the following diagram.

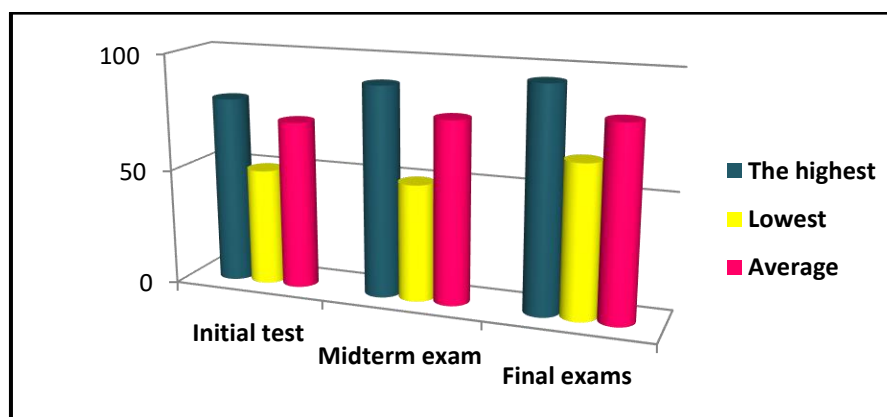


Image 3: Improvement in Entrepreneurship Learning Outcomes

The diagram above presents the improvement in students' entrepreneurial learning outcomes in each test cycle. In the initial reflection, the students' learning outcomes were still

low, with the highest score was only 10 points above the required standard. However, the outcomes improved along with the implementation of traditional Indonesian snack creations as learning media, in the second stage of the test, which was at midterm examination there were 20 students who scored 80 and above. On the final examination, students' learning outcomes showed very good numbers, with only 17% of students scored below 75. This showed that this learning media was very effective to use, in addition to providing new experiences for students, practical activities have greatly facilitated students learning, and students could carry out whatever activities they wanted in entrepreneurship, including new selling ideas that have not existed before, in line with research results [21] findings demonstrate significant improvement on the competencies. Implications are drawn for the role of entrepreneurship education in competency development.

Students' learning outcomes, at the highest, lowest, and average scores gradually improved along with the improving learning condition. The differences of scores can be seen in each test, which were used as benchmark for improving students' learning outcomes in the fourth-semester entrepreneurship course, starting from initial reflection, mid-semester examination, and final examination. The highest score from the initial reflection to the mid examination increased by 12.5%, this showed quite good progress. On the other hand, the lecturer also thought that this learning media made it easier for students to understand the topic. Where as in the final semester examination, the highest score increased by 5.6% from the mid examination, the score of 95 showed that students' learning outcomes were very good, with students were able to answer 5 entrepreneurship questions well.

Enterprise education has a positive impact on entrepreneurial attitude of French and Polish students [22]. The study seeks to highlight the key role played by an entrepreneurship education (EE) program on entrepreneurial competencies, the students in the "experimental" group increased their competencies and intention toward self-employment, whereas students in the "control" group did not [23]. Entrepreneurship education based on successful entrepreneurial role models may positively influence the entrepreneurial attitudes and intentions of students and could lead to the higher orientation of student perception towards social benefits of entrepreneurship (new jobs) compared to financial ones or high income [24].

5. Conclusion

Based on result and discussion, the following research conclusions are drawn:

- a. The implementation of Traditional Indonesian Snack Creations learning media has provided opportunities for students to learn lessons that they might not have obtained if learning entrepreneurship was done in the classroom, only in theory.
- b. The activity of Traditional Indonesian Snack Creations were running well, the funds' allocation and the production process were carried out according to the instructions and directions given by the lecturers, with more than 80% of students managed to generate profits in their activities
- c. Students' entrepreneurship learning outcomes improved in line with the implementation of learning media of Traditional Indonesian Snack Creations.

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