



ENTREPRENEURSHIP EDUCATION AND STRENGTHENING CHARACTER EDUCATION ON THE LEARNING OUTCOMES OF HIGH SCHOOL ECONOMICS STUDENTS IN LIMBOTO SUB-DISTRICT

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Article history:	Abstract:
Received: June 4 th 2023 Accepted: July 4 th 2023 Published: August 3 rd 2023	The title of the study is on the Effect of Entrepreneurship Education and Strengthening Character Education on the Learning Outcomes of High School Economics Students in Limboto District. This study aims to determine the Effect of Entrepreneurship Education and Strengthening Character Education on the Learning Outcomes of High School Economics Students in Limboto District. This study used a quantitative approach with multiple linear regression methods. This research data was obtained by distributing questionnaires to 60 samples of high school students in Limboto District. So that the research data is primary sourced. From the results of the study, it shows that there is an Influence of Entrepreneurship Education and Strengthening Character Education Simultaneously on the Learning Outcomes of High School Economics Students in Limboto District. So it can be concluded that the results of the simultaneous significant test (Test F) show that the variable of Entrepreneurship Education and the variable of Strengthening Character Education simultaneously.

Keywords: Entrepreneurship Education, Strengthening Character Education, Student Learning Outcomes

INTRODUCTION

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System and Government Regulation of the Republic of Indonesia Number 32 of 2013 as a replacement for Government Regulation Number 19 of 2005 concerning National Education Standards mandate that every primary and secondary education must compile a curriculum with reference to content standards and graduate competency standards. Curriculum is an operational guideline prepared by and implemented in each educational unit that serves as a guideline for implementing learning activities to achieve certain educational goals. These specific objectives include National Education Objectives as well as conformity with the peculiarities, conditions, and regional potentials of educational units and students.

Learning outcomes have an important role in the learning process. This is because learning outcomes can be used as a benchmark to find out the extent of changes in students after receiving their learning experience. It can be observed and measured in the form of knowledge, attitudes and skills. To achieve maximum learning outcomes, many factors influence it, including parents, environment, teachers, friends and learning strategies (Sitorus, 2021). Student learning outcomes are achievements achieved by students academically through exams and assignments, actively asking and answering questions that support the acquisition of these learning outcomes. In academic circles, it is often thought that educational success is not determined by student grades listed on report cards or diplomas, but for the measure of success in the cognitive field can be known through the learning outcomes of a student.

According to Syaiful Bahri Djamarah and Aswan Zain in Supardi (2013), to find out the indicators of learning success can be seen from "student absorption and behavior that appears in students. The intended learning outcomes are the achievement of learning achievements achieved by students with criteria, or values that have been set". Meanwhile, according to Nana Sudjana, the cognitive realm is related to intellectual learning outcomes which consists of six aspects, namely knowledge or memory, understanding, application, analysis, synthesis and evaluation. This field emphasizes the ability to think logically and rationally. Meanwhile, according to Suprijono in Thobroni (2016: 20) learning outcomes are patterns of actions, values, understandings, attitudes, appreciation and skills. Student learning outcomes

obtained through education will be able to compete in various community life activities. The current state of competition requires quality human resources, namely.

Table 1.1 Odd Semester Exam Results for High School Economics Subjects in – Limboto District

No	School Name	Number of Class XI Students	Completed Students	Incomplete Students
1.	SMA Negeri 1 Limboto	130	108	22
2.	SMA Negeri 2 Limboto	126	110	16
	Overall Number of Students	256	218	38
	Persentase		85,15%	14,84%

Source: List of Odd Semester T.P 2023 High School Grades in Limboto District.

Based on table 1.1 above, it can be seen that the results of odd semester exams in economics subjects at SMA se – sub-district limboto, where from the number of 256 students who became the population in this study, students who completed as many as 218 people or 85.15% and students who did not complete there were still 38 people or 14.84%. The results of the odd semester exam for the 2022/2023 academic year show that the high school learning process in Limboto sub-district still uses teacher-oriented learning models such as lectures and assessments such as assignments do not stimulate students' ability to think critically and creatively. So there is a need for a program that can help schools in forming students who have the ability to reason critically and creatively in terms of entrepreneurship education and character education to support and provide a new spirit for improving student learning outcomes in high school economics subjects throughout Limboto sub-district.

Entrepreneurial learning is learning that provides theoretical knowledge that students have obtained in class. Practicum is a teaching and learning strategy that is directly related to experience and direct observation so as to increase knowledge and understanding of an object or fact needed (Asmawan, 2017: 161). According to Suranto (2018) The benefits expected to be obtained from entrepreneurial practice are to gain new experience in the field of entrepreneurship, be able to interact directly, be more creative and more skilled.

Character education is the main issue of education in the 21st century, in addition to being part of the process of forming the morals of the nation's children, character education is expected to be the main foundation in the success of Golden Indonesia in 2045. Indonesia needs human resources in sufficient quantity and quality as the main support in development.

Education absolutely must be possessed by humans in facing life problems that are increasingly developing and complex, and until now human life cannot be separated from education. Character education according to experts on strengthening moral education or character education in the current context is very relevant to overcome the moral crisis that is currently engulfing our country. These crises include increasing promiscuity, rampant rates of violence against children and adolescents, crimes against friends, teenage theft, cheating, drug abuse, pornographs.

So studying character cannot be separated from learning values or attitudes, norms, and morals. One element in a person's character is attitude and behavior. A person's attitude is manifested in the person's behavior and the behavior will be seen by others and it will make others judge how the person's character is. Even from these attitudes and behaviors, others tend to judge as a reflection of one's character, even though what others see is not necessarily true. Abdul muttalib (2020) argues that the attitudinal competencies formed in the character education process include honesty, discipline, responsibility, tolerance, mutual assistance, courtesy, confidence.

1) Theory Study

Learning Outcomes According to Setiawati (2018) learning is not only limited to reading, listening, writing, doing assignments and tests but there are changes in behavior from the results of learning process activities, where in the learning process there is active interaction with the environment and these changes are permanent. Learning outcomes are behavioral actions that include cognitive, affective and psychomotor aspects. According to Sani (2019: 38) learning outcomes are changes in behavior or competencies (attitudes, knowledge and skills) obtained by students after going through learning activities. Meanwhile, according to Hasanah (2018), learning outcomes are the abilities possessed by students as a result of learning experiences in achieving predetermined competencies or mastery of subject matter obtained through a planned assessment process to measure the abilities of these students.

According to Arends (2008: 177), the cognitive realm in Bloom's taxonomy has been revised by a group of Bloom's students (Anderson et al., 2001) and given a new name taxonomy for learning, teaching, and assessing. The revised cognitive domain consists of six categories, namely: remember, understand, apply, analyze, evaluate, create. Thohir explains that in this revision of Bloom's taxonomy, the cognitive realm is not considered separate from the affective or psychomotor domain, but is related to one another. Therefore, what is developed in the revision is only the cognitive realm with descriptions of categories charged with affective and psychomotor verbs (processes), since all these aspects constitute an integral part of the working function of the brain (<http://m-thohir.blogspot.com/>).

Learning outcomes have an important role in the learning process. This is because learning outcomes can be used as a benchmark to find out the extent of changes in students after receiving their learning experience. It can be

observed and measured in the form of knowledge, attitudes and skills. To achieve maximum learning outcomes, many factors influence it, including parents, environment, teachers, friends and learning strategies (Sitorus, 2021).

2) Entrepreneurship Education

Entrepreneurship is a process of creating something in order to add value in the economy. Harvey Leibenstein (2009), mentions entrepreneurship or entrepreneurship as a thing that includes the activities needed to create or execute a company, that is, when all markets have not yet formed. Entrepreneurial activities include identifying opportunities within the economic system (pentrose; 2023). Entrepreneurship is essentially the nature, characteristics and character of someone who has the ability to realize innovative ideas into the real world creatively (Izzati Amperaningrum &; Zuhad Ichyauding, 2009).

According to etymology, entrepreneurship comes from the words "hero" and "venture". Wira means hero, it also means brave. Business is an activity by exerting energy, thoughts to achieve something purpose. It is also defined as the power of effort to achieve something. (KBBI;2002). So entrepreneurship is a brave attitude to exert energy and mind to achieve a goal. One of these purposes is to earn income with the aim of obtaining profits (H. Saparudin &; Harris Iskandar, 2003). Therefore, entrepreneurship is carried out by someone who dares to take risks calculatedly, is able to take advantage of opportunities, communicative, able to market, able to negotiate.

A person with an entrepreneurial spirit is expected to have the following basic qualities: 1) Thinking Power, With regard to the basic qualities of "entrepreneurial thinking" has the following characteristics; a) Thinking: creative, innovative, original, divergent, developing. b) Pioneer thinking: creating new products and services, thinking of something no one else has ever thought of, analyzing cause and effect, finding systems, as an agent of change, thinking about the future, highly intuitive, skilled at making decisions, maximum thinking, positive and very high thinking versatility. 2) Heart Power. The basic qualities of entrepreneurial vitality have the following characteristics; a) High initiative: there is moral courage to introduce new things, proactive, always want to seek better change, never feel satisfied, constantly innovate and improvise for further improvement, and desire to create something new. b) Integrity.

3) Character Education

Strengthening moral education or character education in the current context is very relevant to overcome the moral crisis that is currently engulfing our country. The crisis, among others, in the form of increasing promiscuity, rampant rates of violence against children and adolescents, crimes against friends, teenage theft, cheating habits, drug abuse, pornography, and destruction of other people's property has become a social problem that until now has not been completely overcome, therefore how important character education is.

According to Lickona, character is related to moral concepts (moral knowing), moral attitudes (moral feeling), and moral behavior (moral behavior). Based on these three components, it can be stated that good character is supported by knowledge of goodness, the desire to do good, and doing good deeds. Character is a characteristic of a person who is carried from birth and influenced by the environment in which they are. Definition In particular, character is typical good values (knowing the value of goodness, wanting to do good, actually living well and good for the environment) that are imprinted in oneself and manifested in behavior (Setiawan, 2017: 348-352).

In the contents of Presidential Decree No. 87/2017, it is explained that Strengthening Character Education (PPK) is an educational movement in schools to strengthen student character through harmonization of heart sports (ethics), aesthetic taste sports), thought sports (literacy), and sports (kinesthetic) with the support of public involvement and cooperation between schools, families, and communities. The Character Education Strengthening Movement (PPK) is part of the National Mental Revolution Movement (GNRM). The dimension of character processing, first is the processing of the heart (ethics), individuals who have deep spirituality, faith and piety. Second is the process of taste (aesthetic), individuals who have moral integrity, artistic and cultural sense. Third is Literacy, individuals who have academic excellence as a result of learning and lifelong learners. and the fourth sport (kinesthetic), individuals who are healthy and able to actively participate as citizens. PPK, according to PerpresNo 87/2017, has a purpose, to build and equip.

RESEARCH METHODS AND DESIGN

Research methods are procedures and work steps used in research activities regularly and systematically, starting from the planning stage, data collection, data processing to the stage of making conclusions (Sutedi, 2009: 53). This study uses quantitative approaches and associative methods using multiple linear regression analysis, namely Entrepreneurship Education as X1, Strengthening Character Education as X2 and learning outcomes as Y. the object of this study is grade XI high school students in Limboto District.

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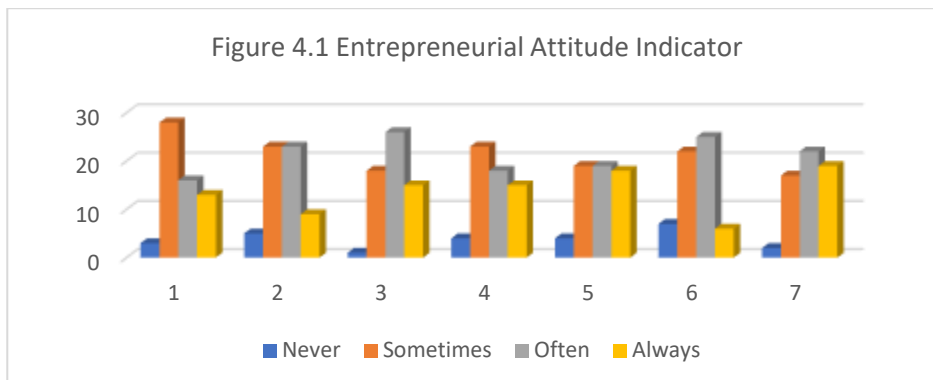
Multiple regression is a development of simple linear regression, which is both tools that can be used to predict future demand based on past data or to determine the effect of one or more independent variables on one non-free variable (Independent), Sofian (2013: 301). The multiple linear regression formula is as follows:

$$\hat{Y} = a + b_1X_1 + b_2X_2$$

Picture; Research Design

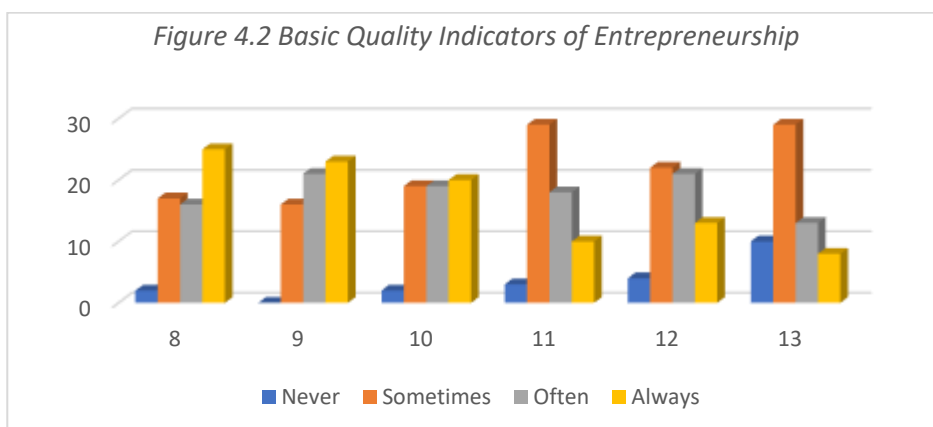
RESEARCH RESULTS

This research was carried out on Class XI social studies students of high school economics subjects in Limboto District, namely SMA Negeri 1 Limboto and SMA Negeri 2 Limboto, Gorontalo Regency, which are schools implementing the Entrepreneurship and strengthening character education programs, then have similarities with the title of researcher. The primary data collection process is by distributing questionnaires or questionnaires to respondents using a list of questions that have been distributed directly. The number of respondents who became the object of research was 60 respondents.



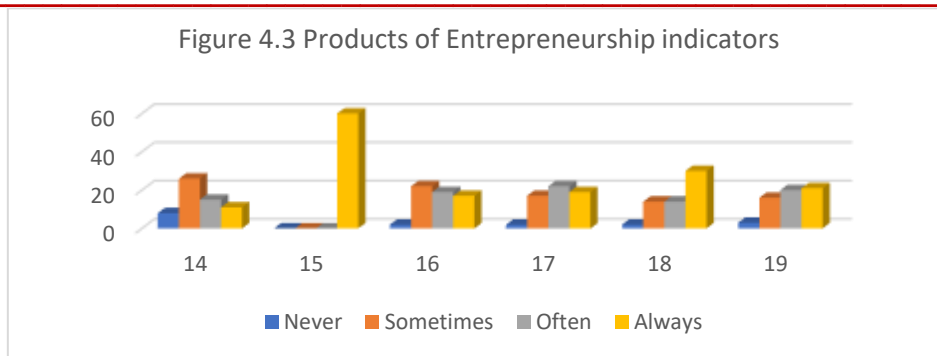
Source: Excel Data Processed, 2023

Based on the figure above, it can be seen in the entrepreneurial attitude indicator for question number 1, respondents chose the most choices, sometimes with the number of respondents as many as 28 people or 46.7% of all respondents. For question number 2, respondents chose the most choices sometimes and often with each number of respondents as many as 23 people or 38.3% each of the total respondents. For question number 3, respondents chose the most frequent choices with 26 respondents or 43.3% of all respondents. For question number 4, respondents chose the most options, sometimes with 23 respondents or 38.3% of all respondents. For question number 5, the most respondents chose the option sometimes and often with each number of respondents 19 people or 31.7% each of the total respondents. For question number 6 most respondents chose the option often by the number of resp.



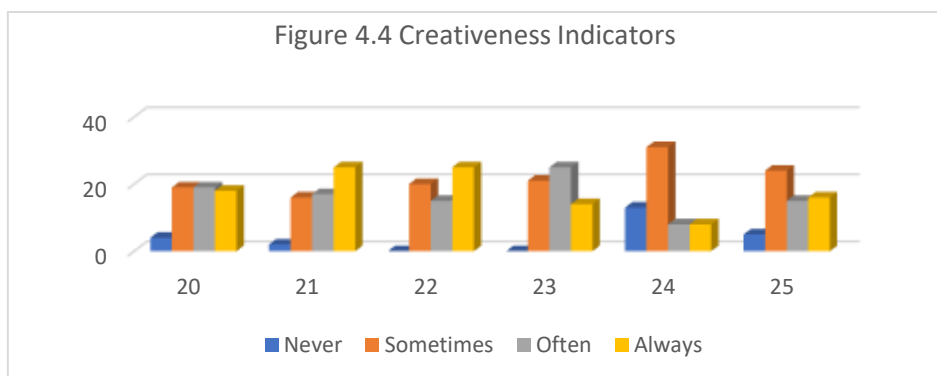
Source: Excel Data Processed, 2023

Based on the figure above, it can be seen that the basic quality indicators of entrepreneurship for question number 8 respondents most choose the choice always with the number of respondents as many as 25 people or 41.7% of all respondents. For question number 9, respondents chose the most frequent choices with 23 respondents or 38.3% of all respondents. For question number 10, the most respondents chose the choice sometimes and often with 19 respondents each, or 31.7% each of the total respondents. For question number 11, respondents chose the most choices, sometimes with 29 respondents or 48.3% of all respondents. For question number 12, respondents chose the most choices, sometimes with 22 respondents or 36.7% of all respondents. For question number 13, the most respondents chose the choice, sometimes with the number of respondents 29 people or 48.



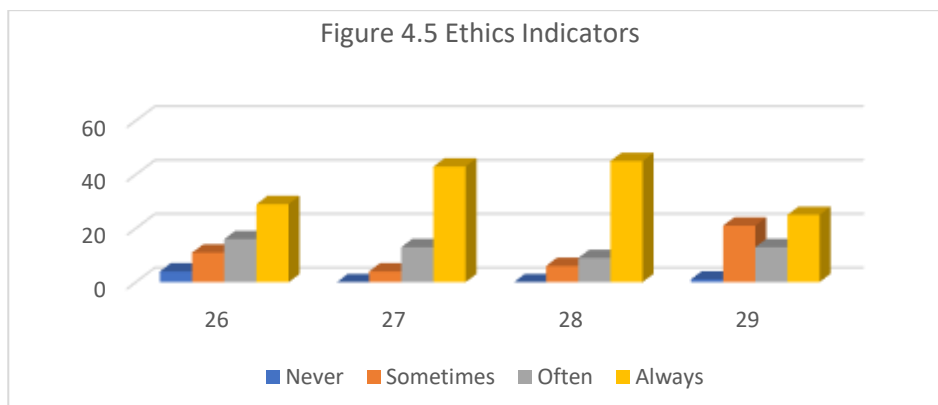
Sumber: Excel Data Diolah, 2023

Based on the figure above, it can be seen in the product indicator of entrepreneurship for question number 14, respondents chose the most choice, sometimes with the number of respondents as many as 26 people or 43.3% of all respondents. For question number 15, all respondents chose the option always or 100% of all respondents. For question number 16, respondents chose the most choices, sometimes with 22 respondents or 36.7% of all respondents. For question number 17, respondents chose the most frequent choices with 22 respondents or 36.7% of all respondents. For question number 18, the most respondents chose the choice always with 30 respondents or 50% of all respondents. For question number 19, the most respondents chose the choice always with 21 respondents or 35% of all respondents.



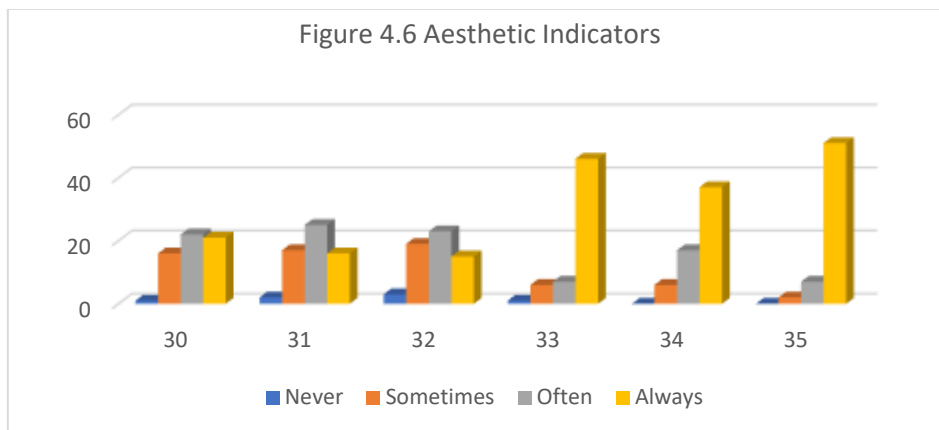
Sumber: Excel Data Diolah, 2023

Based on the figure above, it can be seen in the creativity indicator for question number 20, respondents chose the most choices sometimes and often with each number of respondents as many as 19 people or 31.7% of all respondents. For question number 21, the most respondents chose the choice always with the number of respondents as many as 25 people or 41.7%. For question number 22, the most respondents chose the choice always with 25 respondents or 41.7% of all respondents. For question number 23, respondents chose the most frequent choices with 25 respondents or 41.7% of all respondents. For question number 24, respondents chose the most choices, sometimes with 31 respondents or 51.7% of all respondents. For question number 25, the most respondents chose the choice, sometimes with 24 respondents or 40% of the total respondents.



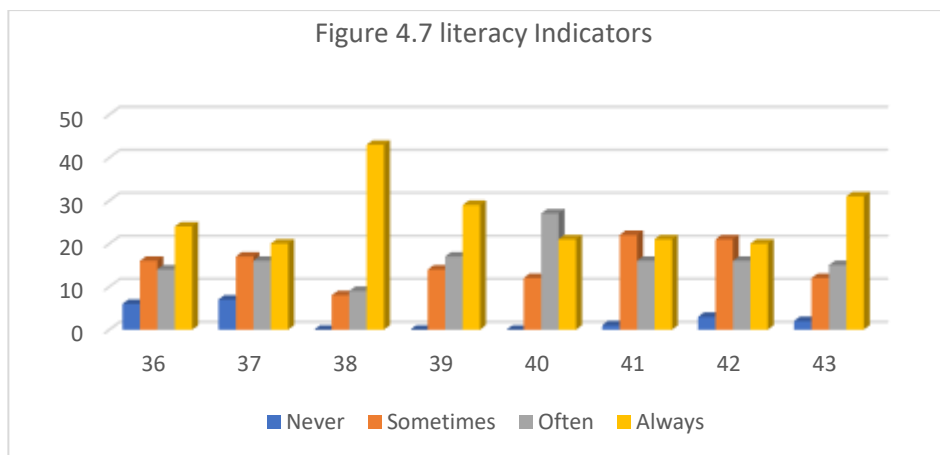
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Based on the figure above, it can be seen in the ethical indicator for question number 26, the most respondents chose the choice always with the number of respondents as many as 29 people or 48.3% of all respondents. For question number 27, the most respondents chose the choice always with the number of respondents as many as 43 people or 71.7%. For question number 28, the most respondents chose the choice always with 45 respondents or 75% of all respondents. For question number 29, the most respondents chose the choice always with 25 respondents or 41.7% of all respondents.



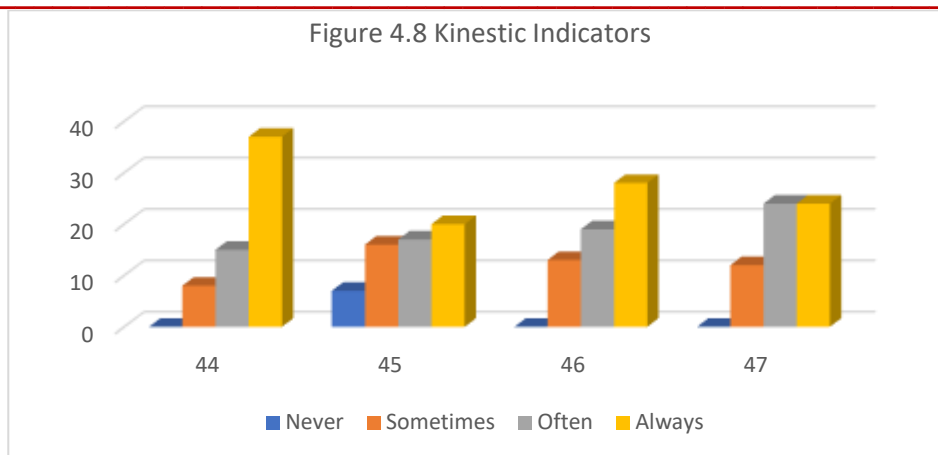
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Based on the figure above, it can be seen in the aesthetic indicator for question number 30, the most respondents chose the choice often with the number of respondents as many as 22 people or 36.7% of the total respondents. For question number 31, respondents chose the most frequent choices with 25 respondents or 41.7%. For question number 32, respondents chose the most frequent choices with 23 respondents or 38.3% of all respondents. For question number 33, the most respondents chose the choice always with 46 respondents or 76.7% of all respondents. For question number 34, the most respondents chose the choice always with 37 respondents or 61.7% of all respondents. For question number 35, the most respondents chose the choice always with 51 respondents or 85% of all respondents.



Sumber: Excel Data Diolah, 2023

Based on the figure above, it can be seen that the literacy indicator for question number 36 respondents chose the most choices always with the number of respondents as many as 24 people or 40% of all respondents. For question number 37, the most respondents chose the choice always with the number of respondents as many as 20 people or 33.3%. For question number 38, the most respondents chose the choice always with 43 respondents or 71.7% of all respondents. For question number 39, the most respondents chose the choice always with 29 respondents or 43.3% of all respondents. For question number 40, the most respondents chose the choice often with 27 respondents or 45% of all respondents. For question number 41, respondents chose the most choices, sometimes with 22 respondents or 36.7% of all respondents. For question number 42, respondents chose the most options, sometimes.



Sumber: Excel Data Diolah, 2023

Based on the figure above, it can be seen in the kinesthetic indicator for question number 44, the most respondents chose the choice always with the number of respondents as many as 37 people or 61.7% of all respondents. For question number 45, the most respondents chose the choice always with the number of respondents as many as 20 people or 33.3%. For question number 46, the most respondents chose the choice always with 28 respondents or 46.7% of all respondents. For question number 47, the most respondents chose the choice often and always with each number of respondents 24 people or 40% each of the total respondents.

The analysis method used in this study is multiple linear regression analysis. Multiple linear regression analysis is used by researchers when the researcher intends to predict the state of state (rise and fall) of the dependent variable (criterium), when two or more independent variables as predictor factors are manipulated (up and down their values) and to prove whether or not there is a functional relationship between two independent variables (X) or more with a dependent variable (Y). Multiple linear regression analysis in this study was used to determine the effect of Entrepreneurship Education and Strengthening Character Education on Student Learning Outcomes of Economics Subjects at SMA District Limboto.

Through the SPSS output results above in the Coefficients table, it can be known:

Konstanta a = 65,708

Koefisien Regresi (X₁) = 0,113

Koefisien Regresi (X₂) = 0,098

So that through the above results can be built multiple linear regression equations, namely:

$$\hat{Y} = 65,708 + 0,113X_1 + 0,098X_2$$

The coefficients of the multiple linear regression equation above can be interpreted as follows: 1) From the above equation it can be seen that the value of the constant is 65.708. The value is marked with a positive number, meaning that a positive number indicates an increase in change, if there is no value of Entrepreneurship Education and Strengthening Character Education, the value of Student Learning Outcomes in Economics Subjects is 65,708. 2) From the above equation, it can also be seen that the regression coefficient shown by the variable X₁ in this case Entrepreneurship Education is 0.113. The number is positive, which means it shows an increase in change. If Entrepreneurship Education experiences an increase of 1 unit, it will increase the Learning Outcomes of Economics Subject Students by 0.113 in the sense that the more Entrepreneurship Education increases, the more the Learning Outcomes of Economics Subject Students and vice versa if Entrepreneurship Education.

DISCUSSION

The results of research related to the influence of Entrepreneurship Education on the Learning Outcomes of High School Economics Students in Limboto District showed that the regression coefficient of Entrepreneurship Education (X₁) of 0.113 means that if Entrepreneurship Education increases by 1 unit, the Learning Outcomes of Economics Students will increase by 0.113. The positive value coefficient between Entrepreneurship Education and Student Learning Outcomes in Economics which states that if the variable of Entrepreneurship Education is higher, the Learning Outcomes of Economics Students are higher.

It is partially known for the variable Entrepreneurship Education (X₁) to have a t-count of 3.593 and a significant value of 0.001. The terms of decision making of a hypothesis are accepted or rejected based on the magnitude of its significance value. The results of the study obtained a significance value of 0.001 < 0.05, so it can be concluded that Ho₁ is rejected and Ha₁ is accepted. Also based on t-count analysis > t-table with values of 3.593 > 2.002, it can be concluded that Ho₁ is rejected and Ha₁ is accepted. Because Ha₁ is accepted, there is a significant partial influence of Entrepreneurship Education on the Learning Outcomes of High School Economics Students in Limboto District, this means that the higher or lower the Entrepreneurship Education, it will significantly affect the high and low Learning Outcomes of Economics Subject Students.

Based on the analysis above, it is in accordance with existing theories, namely according to the theory of H. Saparudin & Harris Iskandar, namely Entrepreneurship Education can cause entrepreneurial attitudes, namely discipline, high commitment, honest, creative and innovative, independent and realistic. By paying attention to these entrepreneurial attitudes, entrepreneurship can play a significant role in the economic progress of the Indonesian people. Therefore, understanding entrepreneurship to students in educational institutions with the main theme of the project to strengthen the profile of Pancasila students and as a step to implement an independent curriculum is very urgent or urgent to do so that it can equip students to prepare themselves to become strong entrepreneurs in the future.

In line with research conducted by Icha Setya Diyanti (2012) entitled "The Influence of Learning Outcomes of Entrepreneurship Subjects and Family Environment on the Entrepreneurial Interest of Students of SMK Gema 45 Surabaya" which uses a type of quantitative descriptive research to obtain positive influence results between the learning outcomes of entrepreneurial subjects on entrepreneurial interest aimed at looking at the significance of learning outcomes of entrepreneurship subjects of 0.006 which is smaller from 0.05 and looking at the percentage of influence of learning outcomes of entrepreneurship subjects of 0.079 units. This shows that the high and low learning outcomes of entrepreneurship subjects have an influence on changes in students' entrepreneurial interest. The better the learning outcomes of students' entrepreneurship subjects will be followed by an increase in interest in entrepreneurship, and vice versa.

In this study, entrepreneurship subjects are a discipline that is studied and taught at SMK as one of the subjects of adaptive groups given to students. Entrepreneurship subjects are given to students of SMK GEMA 45 Surabaya from class X to class XII. The purpose of entrepreneurship education is to provide lessons for students to have a dynamic and creative personality, thus encouraging students to be able to independent businesses, not depend on others. Students are invited and directed so that they are able to open their insights about how meaningful entrepreneurship is because it can be used as a potential to be able to provide a good life in today's world of work. The learning outcomes of entrepreneurship subjects are educational assessments of student development and progress regarding the mastery of teaching materials given to students and the values contained in the curriculum. That learning outcomes are.

Si l'attitude entrepreneuriale a été intégrée chez les étudiants, les étudiants peuvent mettre en œuvre l'attitude entrepreneuriale dans les activités d'apprentissage quotidiennes en général et pour les matières économiques, ce qui peut entraîner une compréhension, des compétences et une maîtrise accrues de ces matières. Si les étudiants peuvent appliquer systématiquement une attitude entrepreneuriale dans les activités d'apprentissage, cela peut finalement augmenter la valeur des matières d'économie. ceci est mis en évidence par cette étude, à savoir que l'influence de l'éducation à l'entrepreneuriat sur la valeur des matières économiques peut augmenter.

The results of the study related to the effect of Strengthening Character Education on the Learning Outcomes of High School Economics Students in Limboto District showed that the regression coefficient of Entrepreneurship Education (X2) of 0.098 means that if Strengthening Character Education increases by 1 unit, the Learning Outcomes of Economics Students will increase by 0.098. The positive value coefficient between Strengthening Character Education and Student Learning Outcomes in Economics which states that if the variable of Strengthening Character Education is higher, the Learning Outcomes of Economics Students are higher.

It is partially known for the variable Strengthening Character Education (X2) to have a t-count of 2.512 and a significant value of 0.015. The terms of decision making of a hypothesis are accepted or rejected based on the magnitude of its significance value. The results of the study obtained a significance value of $0.015 < 0.05$, so it can be concluded that H_0 is rejected and H_a is accepted. Also based on t-count analysis $> t$ -table with values of $2.512 > 2.002$, it can be concluded that H_0 is rejected and H_a is accepted. Because H_a is accepted, there is a significant partial influence of Strengthening Character Education on the Learning Outcomes of High School Economics Students in Limboto District, this means that the higher or lower the Strengthening of Character Education, it will significantly affect the high and low Learning Outcomes of Economics Subject Students.

Based on the analysis above, it is in accordance with Presidential Regulation No. 87/2017 explained that Strengthening Character Education (PPK) is an educational movement in schools to strengthen student character through harmonization of heart sports (ethics), aesthetic sense sports), thought sports (literacy), and sports (kinesthetic) with the support of public involvement and cooperation between schools, families, and communities. The Character Education Strengthening Movement (PPK) is part of the National Mental Revolution Movement (GNRM). The dimension of character processing, first is the processing of the heart (ethics), individuals who have deep spirituality, faith and piety. Second is the process of taste (aesthetic), individuals who have moral integrity, artistic and cultural sense. Third is Literacy, individuals who have academic excellence as a result of learning and lifelong learners. and the fourth sport (kinesthetic), individuals who are healthy and able to actively participate as citizens. KDP, according to Presidential Decree No. 87/2017.

In its implementation. The results obtained above are in line with research conducted by Arip Alimin (2014) entitled "The Effect of Character Education on Learning Achievement of Productive Subjects of Students Competence in Industrial Electronics Engineering Expertise SMK N 1 Losarang Indramayu Regency" which uses an ex post facto design with a quantitative approach with the results of the distribution of questionnaires on a sample of 123 students of grades X, XI, XII Industrial Electronics Engineering Expertise Competence is known that character education Affect the learning achievement of productive subjects. This is known from the results of a simple regression test obtained the regression equation $\hat{Y} = 67.692 + 0.149X$, provided that the constant value is 67.692, the R^2 value is 0.182 and

the Fcalculate value is 26.953. The equation shows that if there is an increase in the value of one point in the value of character education, the value on the learning achievement of productive subjects of grade X, XI and XII students Competence in Electrical Engineering.

The equation also shows that if there is an increase in the value of one point in the value of character education (X), the value of learning achievement in productive subjects will increase by 0.149 points. The Fcalculate value of 26.953 is compared to the Ftable value, in this case the Ftable of 3.92 uses a significance level of 5% df numerator = 1 (number of variables – 1), and df denominator = 121 (number of data – number of variables). The Fcalculate value of 26.953 is greater than the Ftable value of 3.92 (Fcalculate > Ftable). Based on the exposure of the results of the data analysis above, it shows that there is a significant influence between character education on the learning achievement of productive subjects of grade X, XI and XII students. Competence of Industrial Electronics Engineering Expertise SMKN 1 Losarang, Indramayu Regency.

If Strengthening Character Education has been embedded in students, namely through harmonization by the heart (ethics), taste sports (aesthetics), thought sports (literacy), and sports (kinesthetic), then in the end it will be able to foster the desire to gain knowledge in the school environment in general and especially in Economics subjects. This is evidenced through this research, namely the influence of Strengthening Character Education education can increase the value of Economics subjects. The results of the study obtained an F-count value of 21.287 and a significant value of 0.000. The results of the study obtained an F-count value of 21.287 > F-table 3.15 and a significance value of 0.000 < 0.05, Based on the criteria and guidelines that exist in decision making on simultaneous significant tests (Test F), then Ho3 is rejected and Ha3 is accepted. So it can be concluded that the results of the simultaneous significant test (Test F) show that the variables of Entrepreneurship Education and Strengthening Character Education.

Based on the analysis above, it is in accordance with existing theories, namely according to the theory of H. Saparudin & Harris Iskandar, namely Entrepreneurship Education can cause entrepreneurial attitudes, namely discipline, high commitment, honest, creative and innovative, independent and realistic. And in accordance with Presidential Regulation No. 87/2017, it is explained that Strengthening Character Education (PPK) is an educational movement in schools to strengthen student character through harmonization of heart sports (ethics), aesthetic taste sports), thought sports (literacy), and sports (kinesthetic) with the support of public involvement and cooperation between schools, families, and communities. Entrepreneurship Education and Strengthening Character Education in Senior High School in Limboto District have been implemented through habituation programs that are carried out every day at school. There are also activities to support Entrepreneurship Education and Strengthening Character Education at high schools in Limboto District, including flag ceremonies every Monday and special days.

The results obtained from the above research are in line with research conducted by Firdaus Akmal (2019) entitled "The Influence of Entrepreneurship Education on the Entrepreneurial Interest of Students of Smp Alam Ar-Ridho Semarang" using quantitative methods with Expost Facto design obtained the results of the study showed that the average score of Entrepreneurship Education of SMP Alam Ar-Ridho Semarang of 61.2 is located in the interval 55-66, meaning in the high category, while the average score of Entrepreneurial Interest of SMP Alam Ar-Ridho Semarang students of 96.8 is located in the interval 87-105, meaning in the high category.

The constant value of 16.803 means that if the application of Entrepreneurship Education is equal to zero, then the consistent value of the variable of entrepreneurial interest is 16.803. The variable coefficient X is 1.307, meaning that every 1% increase in the variable application of Entrepreneurship Education, the interest in entrepreneurship increases by 1.307. The regression coefficient is positive, so it can be said that the direction of influence of variable X on Y is positive. While the value of t is calculated > t table (9.195 > 2.000) and the significance value of 0.000 < 0.05 so that it can be concluded that Entrepreneurship Education affects the Entrepreneurial Interest of students of SMP Alam Ar-Ridho Semarang. Also in line with research conducted by Andy Irawan, et al (2022) entitled "The Influence of Character Education on Learning Outcomes in Social Studies Subjects Class X Smk PGRI 2 Bojonegoro Academic Year 2021/2022" using quantitative research with instruments used in the form of angke.

CONCLUSION

Based on the analysis of data and research results that have been described in the discussion in this study on the Effect of Entrepreneurship Education and Strengthening Character Education on the Learning Outcomes of High School Economics Students in Limboto District, the researcher summarizes his conclusions as follows: a) Entrepreneurship Education partially significantly affects the Learning Outcomes of High School Economics Students in Limboto District. The results of the study obtained a significance value of 0.001 < 0.05, so it can be concluded that Ho1 is rejected and Ha1 is accepted. Also based on t-count analysis > t-table with values of 3.593 > 2.002, it can be concluded that Ho1 is rejected and Ha1 is accepted. b) Strengthening Character Education partially significantly affects the Learning Outcomes of High School Economics Students in Limboto District. The results of the study obtained a significance value of 0.015 < 0.05, then it can be concluded that Ho1 is rejected and Ha1 is accepted.

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