



Implementation of 21st Century Integrative Thematic Learning: Efforts to Form Entrepreneurship Students

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Abstract

This study aims to find out about the implementation of integrative thematic learning in 21st century learning as an effort to form entrepreneurship students. This research method is library research. Library research is research where the data or materials needed to complete the research come from the library either in the form of books, encyclopedias, dictionaries, journals, magazines and so on. The results of this study indicate that the implementation of Integrative Thematic learning in forming edupreneurship students can be done by: Integrated in all subjects, integrating with extracurricular activities, instilling a sense of responsibility, instilling in students to dare to take risks, instilling self-confidence in students towards their own abilities, instilling in students to have leadership skills, easily adapting to everyone, and being open to people's suggestions and criticisms, instilling in students to be able to be innovative, creative and flexible. The implications of implementing 21st century integrative thematic learning for entrepreneurship students are very important in current education. First, this approach allows the integration of various disciplines under one relevant theme, such as agriculture and fisheries, enriching students' learning experience and preparing them with a holistic understanding of entrepreneurship.

Keyword: *Implementation, Intergrative, Entrepreneurship, Learning, 21st Century*

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INTRODUCTION

Entrepreneurship education is a very important issue to be discussed and is always discussed in various corporate sectors or educational environments. This is seen because there are many problems that are important to study, namely the problem of high unemployment rates in various countries in the world. For this reason, many developed and developing countries are trying to address this problem, especially Indonesia (Utami & Masjkuri, 2020). Unemployment that is currently always faced by the country in Indonesia is one of the difficulties in finding job vacancies for native Indonesians, in fact many companies prioritize employing foreigners rather than native citizens, namely native Indonesian citizens (Firmansyah, 2019). This is what makes Indonesian citizens experience difficulties in finding work in their own country and have to look for work abroad.

The high unemployment rate in Indonesia can be seen from various types of levels and levels of education, the large number of unemployed people in Indonesia is not only from the education level of Elementary School, Junior High School, Upper Middle School and even graduates from this level.

universities, both Strata 1 and 2, also experience difficulties in finding work (Dongongaran, 2016). This is because many graduates from universities are not suitable and are not commensurate with the jobs available, therefore, not a few graduates from Indonesian universities are willing to leave his hometown to look for work abroad. According to data from the Central Statistics Agency in 2020, the data stated that the number of unemployed people in Indonesia reached 15.72 million people due to Covid-19 (Fikri, 2021). Apart from that, unemployment rate data is dominated by Vocational High School (SMK) graduates. Meanwhile, the number of unemployed people in Indonesia in 2021 is 8.75 million people and continues to increase to this day (Nugraheni, 2021).

Apart from that, what causes the high unemployment rate in Indonesia is due to the increase in the population in Indonesia, this continues to increase from year to year. As Indonesia's population continues to increase, it is possible that opportunities to find work will become increasingly narrow, because the number of people in Indonesia is not proportional to the number of jobs available. As according to the 2015 BPS data, the population of Indonesia reached 252,370,792 people. Seeing this population, it has become a matter of great and special attention for the government to continue to protect and follow up seriously and provide opportunities for all Indonesian people to be able to carry out work activities or entrepreneurship, so that the community's economy can improve and people's lives become prosperous (Prasetyani, 2020).

Seeing the number of unemployed people and the difficulty of finding work in Indonesia, this problem must be immediately addressed and a solution is found, so that the number of unemployed people in Indonesia is reduced and people get decent jobs, in fact it is hoped that people can create as many job opportunities as possible. Therefore, one thing that can overcome the decreasing level of unemployment in Indonesia is by carrying out entrepreneurial activities (Intan, 2015). People who are able to carry out entrepreneurial activities will be able to improve the quality of life, the community will become independent, it can even reduce the number of unemployed and of course it can help the government to create jobs (Mutiarasari, 2018).

The government has designed educational curriculum activities by introducing entrepreneurial activities, so that every student is equipped with life skills, so that in the future students who graduate from formal or non-formal education will have a passion for entrepreneurship. So that the entrepreneurial values that are instilled will become characteristics for each student in socializing and interacting with their environment in the future (Sohib, 2020). Then students who graduate from formal education can become useful members of society and can contribute to advancing the regional economy and the Indonesian nation.

As for the relevance of previous research to this research, namely: First, research written by Friska Dwi Yusantika with the title "Instilling an Entrepreneurial Spirit in Elementary School Students in the Era of Industrial Revolution 4.0" in 2021. The results of her research state that education currently does not only requires academic ability. However, in the 21st century, students must be equipped with knowledge of life skills. One way is through entrepreneurship education (edupreneurship) and through integrating extracurricular learning in schools, training students' abilities to be able to communicate well and helping students to adapt to school culture (Yusantika, 2021).

Therefore, entrepreneurship can be understood as the process of designing, launching and managing a new business with the aim of making a profit, often associated with innovation and risk taking. Standards for entrepreneurial success for students include understanding the basic concepts of entrepreneurship, the ability to develop business ideas, create a comprehensive business plan, management and operational skills, as well as the ability to implement and evaluate business. Success is also measured by the sustainability and social impact of the business, financial achievements, personal and professional development, as well as the ability to collaborate and build networks. By meeting these standards, students can become entrepreneurs who are innovative, adaptive, and successful financially and socially (Widyawati dan Ni Wayan Mujiati, 2021).

The relevance of this research to previous research is that this research both examines the cultivation or implementation of entrepreneurship education in the 21st century era to shape students into entrepreneurship. However, the difference is that previous research examined the elementary school level, while this research discusses generally all levels of education. Second, research written by Nadhiya Asna, Nana Alfiana, and Binti Nur Asiyah with the title: "The Urgency of Edupreneurship as an Effort in Preparing for the Indonesian Golden Era", in 2023. The results of the research state that the problem faced by Indonesians is the increasing number of unemployed people. very relatively, there are several reasons, namely the high number of graduates from universities which is not commensurate with the opening of job opportunities,

and the lack of an entrepreneurial mindset that was never previously taught in elementary schools. The research results also show that the edupreneurship program can have a positive impact on students so that they can increase their interest, independent and innovative spirit (Asna, 2023). The relevance of this research to previous research is that this research both examines the importance of implementing entrepreneurship education for students and has similarities in using research methods, namely using library methods. Based on previous research, this research can be formulated in relation to the problem formulation, namely: How is the implementation of integrative thematic learning in the 21st century in forming entrepreneurial students?

Therefore, this discussion is very important to study, so that through edupreneurship education in schools, students will have their own characteristics and will certainly have competence in entrepreneurship and have sufficient knowledge according to their respective knowledge. Apart from that, research also has several important benefits. First, this research can provide insight into how an integrative and thematic learning approach can improve students' entrepreneurial abilities, including critical thinking, creativity and problem solving skills. Second, the results of this research can be a guide for educators in designing a curriculum that is more effective and relevant to the needs of the times, helping students to be better prepared to face real world challenges. Third, this research can support the development of better education policies by showing the importance of entrepreneurship education from an early age, so that it can increase economic potential and innovation in the future. Finally, this research can contribute to academic literature in the field of education and entrepreneurship, offering a learning model that can be adapted by various educational institutions.

Therefore, this research offers updates in several aspects. First, the integration of thematic learning with a focus on 21st century skills such as creativity, collaboration, communication and critical thinking is a relatively new approach and relevant to modern demands. Second, the focus on building entrepreneurial character among students provides a new perspective in education, which not only emphasizes academic aspects but also the development of practical skills and entrepreneurial attitudes. Third, this research combines educational theory and practice with an entrepreneurial context, offering a holistic and applicable learning model. In addition, this research is also relevant to technological developments and global market dynamics, which require rapid and innovative adaptation in education to prepare future generations who are better prepared and competitive in the job market.

RESEARCH METHODS

This research uses library research methods (Library Research). Library research, known as library research or literature review, is a research method based on the analysis of existing literature or written sources, whether in the form of books, journals, theses, theses or dissertations (Choiri, 2019). However, this research uses references sourced from reading books and journal articles. The data source publications range from 2015 to 2023. The approach taken in this research is to use a content analysis approach.

Meanwhile, the data collection technique in this research is that the researcher reads carefully and repeatedly the theory that supports this research and marks the parts of the text that will be used as research data. The data analysis technique in this research follows Winner and Dominick with the following steps: describing the communication content related to the meaning of edupreneurship in general, 21st century learning and comparing the research results with the actual situation and finally concluding the research results briefly and concisely.

RESULTS AND DISCUSSION

Meaning of Edupreneurship in General

The meaning of edupreneurship in general can be interpreted linguistically, that the word edupreneurship is a combination of two words taken from English. Namely education and entrepreneurship. These two words are made into a new meaning. Meanwhile, the meaning of edupreneurship in terms can be interpreted as an entrepreneurial learning process carried out in an educational environment, where educators and students carry out a specific learning process, namely learning not only theoretically but practically (Fadlullah, 2011).

Therefore, edupreneurship are two words that cannot be separated in the learning process, because edupreneurship is an interrelated unit. So that in the entrepreneurship learning process carried out at school, every student who carries out entrepreneurship learning, the student will get its own value and of course it

will be embedded in the students' souls from an early age about the importance of entrepreneurship in life (Felisitas Ndeot, 2018). If we examine more deeply the importance of edupreneurship implemented in the learning process in the educational environment, then this is in line with Republic of Indonesia Law No. 20 of 2003 concerning the national education system, namely: National education functions to develop abilities and shape the character and civilization of a dignified nation. In order to make the nation's life more intelligent, it aims to develop the potential of students to become human beings who have faith, are devoted to Allah Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Departemen Pendidikan Nasional, n.d.).

The application of the edupreneurship learning process in the educational environment is a very good breakthrough for students, so that with the application of edupreneurship learning, every student who graduates from school, students will have new knowledge about life skills, the ability to innovate, train their soul and mentality and able to develop every potential possessed by students. This is particularly relevant to the law described above (Afifandasari, 2022). However, what every educator needs to know is that in implementing entrepreneurship learning, special skills must be required, where teaching new things in the learning process is not an easy thing, an educator must be able to create a new atmosphere and of course different from previous learning, especially in entrepreneurship learning, it must be able to create creative learning and make students enthusiastic about entrepreneurship (Wasisto, 2017).

Then, one effort that can also be made is to change the world through ideas, innovation and efforts to instill a spirit of edupreneurship in every student didik (Hasan, 2020). So as a result of creative edupreneurship learning, the school will certainly achieve proud achievements from the students' abilities and creative spirit, so that the school will experience progress, excel and become a model school in the educational environment. The success of a school is not only seen and obtained in terms of material things, but the success of the school if it receives a lot of awards, assistance and will certainly have a positive impact on the surrounding community.

The implementation of the entrepreneurial process can be seen from several scopes, including the fields of agriculture, plantations and fisheries which are oriented towards cultivation products that are traded. So, not only as a food ingredient for personal consumption but also to increase income as a living effort in an effort to achieve prosperity. The process of learning entrepreneurship in the educational environment is studied from several scopes, including entrepreneurship which includes activities in the agricultural, plantation and fisheries sectors, of which several parts are formed and produced from community cultivation and are traded in the community, even the results of community cultivation reach penetration. international market. So that the results of this cultivation are not only consumed for household purposes and needs, but are expected to be able to meet the needs of everyone. For more details regarding the scope of entrepreneurship, the author explains below, namely:

Agriculture and Farming

Indonesia is a country rich in nature, its land is fertile and rainfall is abundant, with abundant natural wealth, Indonesian people must be able to utilize it to manage natural wealth by cultivating agriculture and plantations. It cannot be denied that humans as living creatures definitely need food obtained from agricultural products...and plantations. These two sectors are promising businesses, because the results from agriculture and plantations are basic needs that continue throughout human life (Rasyid, 2015).

Activities that can be carried out in the agricultural sector are not only the results of rice planting activities. However, in the agricultural sector, this can be done as a result of growing vegetables, fruit or tubers, where these results can be processed into various kinds of preparations which have a high enough selling value to be marketed. Meanwhile, the plantation sector can be divided into three categories, namely fruit plantations, flower gardens and herbal medicinal plants (Anita, 2019). Of these three sectors, it is a business that is also promising and is always needed by many people.

Everyone can start a business to grow crops and cultivate various types of plants. As a beginner entrepreneur, usually many people start their business just as a hobby. However, he takes his hobby seriously so that he gets very good results. Even from agricultural and plantation products that were initially just trial and error, the results can be sold in the local market and even penetrate the international market. In the context of agriculture and plantations, thematic learning can include aspects of biology, chemistry, economics and technology. For example, the theme of "Sustainable Agriculture" could integrate science about ecosystems, modern cultivation techniques, market analysis, and agricultural business management.

Students learn how to produce high-quality, environmentally friendly agricultural products while managing their businesses efficiently. This not only enhances students' understanding of agriculture but also prepares them to become innovative entrepreneurs in the agricultural sector, able to apply the latest technology and sustainable practices in their businesses.

Fishery

Activities in the fisheries sector are no less important than the agriculture and plantation sectors. Because in practice fisheries are a business with a very high selling value and the goods are always needed by many people. If we examine in more depth the business in the fisheries sector can be divided into two, namely: fisheries taken from land and fisheries taken from the sea. Both types of fisheries, both fish taken from land and from the sea, have very promising potential and are very profitable if cultivated seriously and seriously (Yani, 2017).

In the fisheries sector, thematic learning can focus on themes such as "Marine Ecosystems and Fisheries Economics". It combines marine biology, natural resource management, fish catching and cultivation technology, as well as marketing and distribution of fishery products. With this approach, students not only understand the biological and ecological aspects of fisheries but also develop the business skills necessary to run a successful fishing venture. They learn about the importance of sustainability and how to manage marine resources effectively to support a sustainable fishing industry.

Therefore, in today's world of education, there is a strong emphasis on developing 21st century skills which include critical thinking, creativity, collaboration, and communication. Integrative thematic learning fits this approach because it helps students connect theoretical knowledge with practical applications in the real world. This is critical in preparing students to become adaptive and innovative entrepreneurs, able to tackle global challenges such as climate change and food security. This learning also reflects a shift in education from a narrow focus on individual subjects to a more holistic and interdisciplinary approach. This allows students to see the interconnections between different fields of science and understand how they can be applied simultaneously to solve complex problems.

Thus, through integrative thematic learning, students not only gain academic knowledge but also practical and entrepreneurial skills that can be applied in various sectors, including agriculture, plantations and fisheries. This supports the aim of modern education to produce graduates who are ready to face the challenges of the world of work and are able to create new economic opportunities.

Integrative Thematic: 21st Century Learning Understanding Integrative Learning

Integrative learning is known as learning that has several scientific disciplines in compiling learning materials where the materials are related to one another. So, with this learning connection, it will be easy for teachers to convey knowledge, while students can easily understand the material that will be conveyed by educators (AM et al., 2018). The presence of integrative learning in the educational environment has been known since the change in the education curriculum in Indonesia, from the KTSP curriculum to the 2013 curriculum (Purnomo, 2021). Integrative learning in the 2013 curriculum certainly has a goal, namely so that students can develop knowledge, be able to develop the attitudes and skills of each student (Millah, 2017).

Apart from the objectives of integrative learning explained above, integrative learning also has a special objective, namely that teachers must have professionalism in delivering learning. Learning is no longer focused on educators, but in integrative learning, students are required to play a more active role and students have to play more roles than educators. So in this integrative learning, each student is given freedom to discuss, freedom to express opinions, and so on (Maulida, 2023). However, in the integrative learning process, educators must also be able to become facilitators in the classroom. This means that educators must be able to conclude various kinds of problems encountered by students.

Integrative learning is also integrated learning, namely learning that emphasizes that each student takes an active role in learning activities (Diputra, 2016). With learning as above, we will consciously know where each student's weaknesses or incompetence lie. Because this integrative learning also requires students to be able to find problems and find out how to solve these problems. Therefore, students' creativity will be trained and will continue to develop so that it will bring out the various potentials that each student has.

Apart from that, in the integrative learning process, there are several things that must be considered before carrying out the learning process, namely: (1) The implementation of the integrative learning process must be able to be understood by every student. (2) Every teacher must be able to consider the lesson content against the specified time limit. So that every topic studied can be discussed well and students also understand the material being studied, so students will not get bored during the learning process. (3) The teacher must be able to provide an entrepreneurship theme that is closest to the students' environment. (4) Teachers must prioritize basic competencies that will be achieved with predetermined themes (Hidayah, 2015).

Based on the definitions above, it can be concluded that integrative learning is learning that must combine several competencies that students will achieve with various subject areas, so that it can be formed into a complete theme. With the integration of several subject areas, it is certain that every student will gain new knowledge and learning experiences without being limited by several types of scientific disciplines. In this way, integrative learning carried out in schools can develop various affective, cognitive and psychomotor domains in a balanced and comprehensive manner.

Understanding 21st Century Learning

The development of the 21st century is marked by the presence of technology and information in various areas of life, changing all systems of human life that are far from being close, making things that are difficult become easy (Purwadhi, 2019). What is meant by 21st century learning is learning that combines technology and combines with current developments and adapts to student development (Mu'minah, 2021). 21st century learning is also learning that requires special skills for an educator, by combining various teaching skills, improving education by continuously designing and evaluating to make the learning process a success (Calacar dan Bongcac, 2019). Therefore, the presence of learning in the 21st century, So the ongoing learning process will not only focus on academics. However, it also focuses on various factors other than academic factors. In this way, every student after graduating from education will gain a lot of knowledge and skills that can help them in facing various challenges and competition, especially in looking for work.

However, with the presence of learning in the 21st century, it has certainly received various responses from the public. One of these responses is that some people consider that 21st century learning is a great opportunity to achieve success. Meanwhile, other responses said that eternal learning 21 actually becomes an obstacle and challenge for students and parents. However, all these perceptions depend on how a person views the development of the times. Seeing the various responses from society, of course, whether we want it or not, we must face and follow current developments (Sukmanasa, 2023). As we are currently paying attention to, the positive impact that we get from the development of the times is that it is easy for all of us to access whatever things we want (Baroya, 2018). Therefore, with the progress and development of technology at this time, we should all be able to use it as best as possible.

Implementation of 21st Century Learning in Forming Edupreneurship Students in the Educational Environment

School is a second home for a child. School is a place to develop children's abilities and personalities to become better and develop. So that schools can shape and direct each student to develop the various abilities and skills of each child (Basri, 2023). One thing that can be developed in a child is the child's ability to entrepreneurship. So, every child should be introduced to entrepreneurship education, so that when the child graduates from school he will have entrepreneurial skills. Therefore, one thing that must be prepared in the 21st century is entrepreneurship education which is carried out in the school environment in order to form educated students.

One way of implementing entrepreneurship education in schools is by providing learning materials related to entrepreneurship. Material is one of the most important keys in the learning process, good material will produce good students. So, to implement entrepreneurship education planning well, it must involve teachers and the school environment, so that the learning process can run well (Ramdhani, 2021). Implementing entrepreneurship education in the learning process does not require creating a new curriculum. However, implementing entrepreneurship education can be integrated with the existing curriculum. So that learning in the 21st century can combine educational activities at school, such as intracurricular and extracurricular activities (Ananda, 2016). Therefore, entrepreneurial activities can form

students and edupreneurship candidates who have superior character and have a deep understanding and adequate skills in carrying out entrepreneurship (Resnawati et al., 2022).

There are several things that must be considered in implementing entrepreneurship learning, because entrepreneurship learning must be able to combine with learning in the 21st century and must involve students. Students are one of the most important points in the entrepreneurship learning process, thus students must participate and be actively involved in its implementation. Students must be able to solve problems that come and must be able to generate various creativity and potential possessed by students.

Apart from that, learning to implement integrative thematic learning in the 21st century to form entrepreneurial students has significant implications in education today. First, the curriculum needs to be designed to integrate various scientific disciplines into one theme that is relevant to real life, encouraging the development of 21st century skills such as critical thinking, creativity, collaboration and communication. Teaching methodologies should also shift to project-based learning and collaborative approaches, allowing students to work on real projects and solve problems together. The use of digital technology in learning and the introduction of the latest technology relevant to sectors such as agriculture and fisheries are also important to increase efficiency and innovation.

In addition, developing teacher competency through training in integrative teaching methods and educational technology is very necessary. Schools need to partner with industry to give students real-world experience through internships and collaborative projects. Student assessments should be project-based that reflect their ability to apply knowledge and skills to create real solutions. Educational policies should also support the integration of thematic learning and entrepreneurship, by providing the necessary resources and training and providing incentives for educational innovation. In this way, education can be more effective in preparing the younger generation to become innovative and adaptive entrepreneurs, ready to face challenges and take advantage of opportunities in a dynamic global economy.

To foster enthusiasm and creativity in students to participate in implementing entrepreneurship education, they must integrate various aspects, namely:

Integrated in all Subjects

The integration of entrepreneurship education in the learning process is the process of internalizing entrepreneurial values in learning activities. Through this integration, it is hoped that students will gain an awareness of how important entrepreneurial values are in everyday life. Through the learning process both ongoing and outside the classroom. The process of integrating entrepreneurship education can be carried out when delivering material, through learning methods. In other words, the integration of entrepreneurship education in subjects is carried out starting from the planning, implementation and evaluation stages of learning in all subjects.

Combine with Extracurricular Activities

Extracurricular activities are educational activities outside of subjects and counseling services, which aim to shape the development of students according to their needs, potential, talents and interests, through activities specifically organized by educators or school authorities. Here, the school, especially teachers, can provide students with an understanding regarding the scope of entrepreneurship. Such as in the fields of agriculture, plantations, forestry, fisheries, animal husbandry, processing of livestock or plantation products.

Integrated Via Local Content

Each student definitely has a different character, culture and region. Of course, with these differences, educators will be able to see the various abilities possessed by students. To integrate entrepreneurship learning, you must look at local cultural characteristics, local cultural values and problems in the social environment. The existence of local content learning can provide opportunities for students to be able to develop abilities that are considered very important. Therefore, if students are provided with knowledge in the form of early knowledge about entrepreneurship, each student will grow in them the spirit of entrepreneurship.

There are several characteristics that educators must instill in students in forming edupreneurship (Indrawan, 2022), namely: (1) Instilling a sense of responsibility. (2) Instill in students the courage to take risks. (3) Instill in students a sense of confidence in their own abilities. (4) Instill in students a leadership spirit, adapt easily to everyone, and be open to people's suggestions and criticism. (5) Instill in students the

ability to be innovative, creative and flexible. Therefore, if you want to be successful in developing entrepreneurship education in the world of education, the head of education, education staff, both teachers and students must be accustomed to entrepreneurial thinking, and it is necessary for all parties to be able to guide students to understand and develop an entrepreneurial attitude in accordance with their respective duties. -each

CONCLUSION

21st century integrative thematic learning in forming entrepreneurship students is to create an education system that is holistic and relevant to the needs of the times, where students not only gain academic knowledge but also the practical skills needed to become successful entrepreneurs. This learning aims to develop students' critical thinking, creativity, collaboration and communication skills through an interdisciplinary approach that combines various fields of study in one theme related to real life. Thus, students can understand and apply entrepreneurship concepts in real contexts such as agriculture, fisheries and other industries. Apart from that, integrative thematic learning also seeks to prepare students to face global challenges and a dynamic economy, encouraging them to become adaptive innovators. The implications of implementing 21st century integrative thematic learning in forming entrepreneurial students are essential in preparing future generations to become innovative leaders in a dynamic global economy. The holistically designed and relevant curriculum integrates scientific disciplines from the agriculture and fisheries sectors, enabling students to understand and apply concepts holistically. The adoption of project-based and collaborative teaching methodologies encourages the development of entrepreneurial skills through solving real problems. The application of digital technology and modern learning tools adds an interactive dimension and supports the exploration of the latest concepts in the industry. Project-based assessment of students ensures that their entrepreneurial abilities are reflected in the final results.

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