



Rencana Pelaksanaan Pembelajaran (RPP) in learning entrepreneurship subjects at SMAN 1 Lembang

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ABSTRACT

The lesson plan or Rencana Pelaksanaan Pembelajaran (RPP), serves as a crucial guideline for educators at SMAN 1 Lembang, especially in teaching the subject of entrepreneurship. The continuity of this learning process is essential, considering the rapid dynamics in the business and economic world, requiring students to be skilled in facing future challenges. This research aims to evaluate the school's effectiveness, design, implementation, and evaluation of the Entrepreneurship RPP. The research method uses a qualitative approach with interviews, observation, and documentation studies. Researchers collected data from the internet and sources, namely teachers or teaching staff at SMAN 1 Lembang. The research findings indicate that the effectiveness of learning is closely related to well-planned and implemented RPP, supported by teaching methods suitable for the components of the subject matter. A well-structured RPP serves as a practical guide to achieving learning objectives. Teachers must be selective in choosing teaching methods that align with the needs and content. This research emphasizes the importance of RPP as a supporting tool in directing structured and effective learning at SMAN 1 Lembang, contributing to enhancing educational quality in the school.

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ABSTRAK

Rencana Pelaksanaan Pembelajaran (RPP) menjadi pedoman krusial bagi pendidik di SMAN 1 Lembang, terutama dalam mengajar mata pelajaran Kewirausahaan. Keberlanjutan pembelajaran ini penting mengingat dinamika cepat dalam dunia bisnis dan ekonomi, memerlukan siswa yang terampil menghadapi tantangan masa depan. Penelitian ini bertujuan mengevaluasi efektivitas, perancangan, implementasi, dan evaluasi RPP Kewirausahaan di sekolah tersebut. Metode penelitian menggunakan pendekatan kualitatif dengan metode wawancara, observasi, dan studi dokumentasi. Peneliti mengumpulkan data dari internet dan narasumber, yaitu guru atau staf pengajar di SMAN 1 Lembang. Temuan penelitian menunjukkan bahwa efektivitas pembelajaran terkait erat dengan perencanaan dan implementasi yang matang, dengan dukungan metode pembelajaran sesuai komponen satuan pelajaran. RPP yang terstruktur dengan baik menjadi panduan efektif mencapai tujuan pembelajaran. Guru perlu selektif dalam memilih metode pembelajaran yang sesuai dengan kebutuhan dan materi yang diajarkan. Penelitian ini menegaskan pentingnya RPP sebagai alat pendukung dalam mengarahkan pembelajaran yang terstruktur dan efektif di SMAN 1 Lembang, berkontribusi pada peningkatan kualitas pendidikan di sekolah tersebut.

Kata Kunci: Efektivitas; kewirausahaan; rencana pembelajaran; RPP

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INTRODUCTION

Education is the main foundation in shaping a generation that can adapt and thrive amid rapid change. It is an effort to develop human intelligence and skills. Ki Hajar Dewantara in [Yanuarti \(2017\)](#) explains that education enhances students' potential to create intelligent and skilled individuals.

Education is a process aimed at optimizing learners' potential to enable them to contribute to benefits and progress in various aspects of education. Students' development involves various aspects such as spiritual, religious, self-control, personality, intelligence, good morals, and skills. These developments result from interactions and learning processes between educators and students in the school environment ([Karnoto, 2021](#)).

A teacher who acts as a learning process mentor has the obligation to improve their knowledge and skills based on the syllabus and their ability or skills in delivering learning modules ([Zahara et al., 2018](#)). According to Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan, teachers must have pedagogical competencies, which consist of personality, professionalism, and social skills. Teachers need to have competencies in knowledge, skills, attitudes, and behaviour when interacting with students ([Helingo, 2021](#)).

In a school, the principal acts as the driving force or policy maker to achieve the school's goals and broader educational objectives. The principal must utilize available resources to improve school effectiveness and make wise, beneficial decisions that meet the needs of school staff and students. Appropriate decision-making can be determined by looking at the results. If the learning process after the decision is made runs well and does not result in conflict, then the principal has made the right decision ([Tomatala et al., 2023](#)).

Before the principal goes directly to the field, planning must be done first. This can be done by holding regular preparatory meetings, determining a supervision schedule, or formulating supervision instruments ([Diandra et al., 2020](#)). As a manager, the principal creates short, medium, and long-term lesson plans. This school development program must be created to monitor and evaluate educational progress. Rencana Pelaksanaan Pembelajaran (RPP) is developed based on several components, including mechanisms for monitoring and evaluating learning ([Tanu, 2022](#)).

RPP is an important instrument in guiding the learning process in educational institutions, ensuring the delivery of lesson material in a structured and effective manner. Evaluating RPP's effectiveness is crucial in assessing the extent to which it has successfully achieved learning objectives. Additionally, evaluating RPP allows for continuous adjustment and development, enabling it to respond to changing learning needs and ensuring optimal teaching quality for students.

Learning is an activity aimed at achieving optimal development in students' cognitive, affective, and psychomotor aspects, with learning objectives that align with their learning goals. There are eight basic principles in learning, namely attention, motivation, active involvement, direct experience, repetition, challenge, reinforcement or feedback, and recognition of individual differences ([Savira et al., 2023](#)). These basic principles form the

foundation for developing effective learning methods, providing a basis for supporting students' success in achieving holistic learning outcomes.

Rencana Pelaksanaan Pembelajaran (RPP) is an important instrument in guiding the learning process in educational institutions, ensuring that subject matter is delivered in a structured and effective manner. Evaluating the effectiveness of RPP is crucial in assessing the extent to which it has successfully achieved learning objectives. RPP focuses on a learner-centred approach. In developing the RPP, it initially refers to the syllabus, then integrates key elements such as Kompetensi Inti (KI) and Kompetensi Dasar (KD), learning materials, assessment, and learning resources into an integrated learning plan. RPP is developed by considering specific learning approaches and models to achieve the KD set in the curriculum. Learning planning is a process of formulating activities to be carried out by teachers and students before the learning process begins, to achieve learning objectives. In the context of planning, it is important to have a system that can be used to analyze the necessary and related components in order to achieve learning objectives (Savira *et al.*, 2023).

The learning approach applied in the Rencana Pelaksanaan Pembelajaran (RPP) focuses on students. In preparing the RPP, the main basis is the syllabus, which is then systematically linked to the Kompetensi Inti (KI) and Kompetensi Dasar (KD), learning materials, assessment, and learning resources. All these elements are integrated into a comprehensive learning experience. In order to achieve Kompetensi Inti (KD), the RPP is developed using specific learning approaches and models, implemented in a structured and regular manner.

Effective learning has five elements: quality and learning media, student readiness and teacher competence, student motivation by teachers, completing and submitting assignments on time, and student learning outcomes as seen through evaluation results (Putri *et al.*, 2022). In addition to these five elements, social interaction between students and teachers also plays an important role in creating a conducive learning environment. Collaboration among students in group activities can also enhance conceptual understanding and enrich learning. The importance of support from the school environment and family in optimizing learning also contributes to students' educational success. Therefore, aligning the five elements of effective learning with support from various parties is the key to achieving satisfactory learning outcomes for students.

Previous research provides insights into identified issues or attempted solutions, which can serve as a basis for comparison and development in this study. Previous research has explored specific aspects of using RPP in Entrepreneurship courses in various schools. The differences in this research may include the scope, methodology, and a more specific focus on the design, implementation, evaluation, and effectiveness of RPP at SMAN 1 Lembang. Thus, this research can provide additional contributions to the understanding of the practice of using RPP in the context of Entrepreneurship learning, as well as expand the understanding of the factors that influence its effectiveness at the school level. The primary objective of this research is to determine the design, implementation, evaluation, and effectiveness of RPP as a supportive tool in the Entrepreneurship course learning at SMAN 1 Lembang, in order to conduct a structured and effective learning process.

LITERATURE REVIEW

Curriculum design plays an important role in schools, as it is a guideline for educators to teach in the classroom. Lesson plans must be carefully designed to motivate students to learn and help them solve real-world problems (Islami & Armiami, 2020). One aspect of curriculum design is the RPP. As the name suggests, the RPP contains lesson plans implemented by educators to achieve learning objectives, creating a pleasant classroom atmosphere to spark students' interest and engagement during lessons.

Teachers have several ways to overcome learning problems, such as poor time management, suboptimal classroom management and supervision, and students who are not active in the learning process. This can be done by preparing lesson plans in advance. A teacher's readiness after having a lesson plan, understanding the teaching materials, and preparing effective learning media will improve the learning process to be more effective (Dewi, 2021).

In Nurlaila (2018), research, several key principles in developing teaching preparation have been explained. First, the importance of clear competency formulations in teaching preparation makes learning objectives more measurable and precise. Second, teaching preparation must be simple, flexible, relevant to learning activities, and capable of facilitating the formation of student competencies. Third, the activities designed in teaching preparation must be consistent with the targeted competencies.

Fourth, teaching preparation must be comprehensive, thorough, and transparent in its achievement, covering all learning elements. Finally, coordination between the components of the school program is key, especially in the context of team teaching or moving class. Understanding and applying these principles helps teachers design effective and successful teaching preparations to achieve learning objectives. On the other hand, Mariam (2018) argues that, based on the issues, learning models have advantages and disadvantages.

Therefore, educators need to test which learning models suit specific students. One way to ensure that learning modules are implemented effectively is to motivate students. To enhance students' enthusiasm for learning and active class participation, educators can provide materials related to real-world experiences. This will make students more interested in learning and enable them to apply the knowledge gained in real-world contexts, thereby demonstrating the achievement of learning objectives (Islami & Armiami, 2020).

Rencana Pelaksanaan Pembelajaran (RPP)

Rencana Pelaksanaan Pembelajaran (RPP) is an essential document in the learning process because it is used as a guide in implementing teaching and learning activities to achieve basic competencies. Permendikbud No 22 tahun 2016 explains that the RPP is a learning plan that covers one or more sessions in face-to-face learning. RPP is developed based on the syllabus and aims to guide students' learning process toward achieving basic competencies.

Every educator in the school is required to develop a complete and systematic lesson plan. This lesson plan intends to ensure that learning is interactive, inspiring, enjoyable, challenging, efficient, and can motivate students to participate actively in the learning process. The lesson plan also provides sufficient space for students' initiative, creativity, and independence, following their talents, interests, and physical and psychological development.

The RPP is developed based on the core competencies or subthemes to be implemented in one or more sessions.

In the study by [Palobo and Tembang \(2019\)](#), it was shown that lesson plans that meet the required components of the Kurikulum 2013 include components such as school identity, subject, grade or semester, academic year, core material, time allocation, core competencies, basic competencies, achievement indicators, learning objectives, learning material, learning methods, learning media, learning resources, learning activities, assessment, and approval. The results of this study confirm that the integrity of lesson plans that meet these components provides a solid foundation for effective learning planning and implementation. By considering these aspects, educators can design lesson plans that meet curriculum requirements and are implemented well in daily learning activities.

RPP Planning Guidelines

In a study conducted by [Widiyanto and Wahyuni \(2020\)](#), it was explained that in formulating the Rencana Pelaksanaan Pembelajaran (RPP), teachers should not only refer to the curriculum and syllabus, but also pay attention to several rules contained in the Permendikbud. Therefore, revitalization or a process to revive something that was previously empowered in several aspects is needed, such as: 1) course nomenclature; 2) learning strategies; 3) learning media; 4) time allocation and number of meetings; 5) learning outcomes; 6) learning outcomes and sub-learning outcomes; 7) study materials; and 8) assessment techniques ([Fatimah et al., 2021](#)).

Several aspects that need to be considered in designing lesson plans include graduate learning outcomes, which require the learning process to provide meaningful learning experiences for students to develop knowledge, skills, and attitudes. Second, learning characteristics actively involve students, with a scientific approach as one option that emphasizes the search for knowledge by students. In addition, it is also necessary to pay attention to the diversity of students' learning styles to adjust the learning methods that can cover various learning preferences, so that each student can optimize their learning potential individually.

Third, choosing appropriate methods for the learning objectives is important in lesson planning. Fourth, in terms of assessment, the principle of focusing on learning achievement is key, using authentic assessment that covers aspects of attitude, knowledge, and skills. Overall, understanding and applying these principles helps teachers develop or design effective and efficient lesson plans for students' learning needs and the learning time provided by the school.

Entrepreneurship Subject

Entrepreneurship is an activity that emphasizes creativity and innovation to create new products or services that provide added value and benefits. Entrepreneurial activities can also create job opportunities for others. In the context of learning, seventeen core values are relevant to students in entrepreneurship. These values include the ability to be independent, creative, willing to take risks, action-oriented, possess leadership qualities,

work hard, uphold the value of honesty, be disciplined, be innovative, be responsible, be able to work together, never giving up, being committed, being realistic, being curious, communicating well, and having strong motivation (Afandi, 2021).

Entrepreneurship is one of the important subjects for human resource development, because entrepreneurship education allows individuals to imagine and create freely. In addition to education, entrepreneurship is also believed to expand access and social mobility for students or the community, both horizontally and vertically (Nurhamidah, 2018). In a study by Amalia and Korfes (2021), entrepreneurship education in Indonesian universities is still in its early stages and relatively new, with programs that are not yet effective and unevenly distributed..

In Peraturan Pemerintah Republik Indonesia Nomor 41 Tahun 2011 tentang Pengembangan Kewirausahaan dan Kepeloporan Pemuda serta Penyediaan Prasarana dan Sarana Kepemudaan, it is explained that entrepreneurship education plays an important role. The central and regional governments must facilitate cooperation between students, the business world, educational institutions, and professionals to expand the entrepreneurship network. The reason is that educational institutions are one of the government entities that aim to develop entrepreneurship. (Wahdiyati et al., 2023).

Entrepreneurship education aims to develop individuals with the character, understanding, and skills necessary to become entrepreneurs. It is integrated into the curriculum by considering the activities relevant to each school, so students can apply these concepts daily. Entrepreneurship education practices can be internalized through various aspects, such as business companies, food and beverage, hotels, and many others that can be studied (Adhimah, 2022).

METHODS

This study uses a qualitative approach with interviews, observation, and documentation studies to evaluate the effectiveness of the Rencana Pelaksanaan Pembelajaran (RPP) in entrepreneurship education at SMAN 1 Lembang. Data was collected through interviews and direct observation in the school environment, especially in the classroom, and analysis of the RPP used in the learning process. The interviews mainly focused on one key informant, the entrepreneurship teacher who used the RPP in the teaching process. The interviews were conducted to explore understanding related to indicators associated with using the RPP, including the teacher's understanding of the components of the RPP and strategies for its implementation in entrepreneurship education.



Figure 1. Research Location SMAN 1 Lembang
Source: Personal Documentation

This research was conducted at SMAN 1 Lembang (see **Figure 1**), and the main research subjects consisted of teachers, teaching staff, and students involved in entrepreneurship education. Additionally, this research utilized literature sources such as journals and books as supplementary data, enabling the researcher to systematically review relevant references or literature systematically, thereby opening new perspectives and insights into the topic or issue being studied..

Informant Profile

Lia Fitriawati is an informant with experience as a PKWU/Entrepreneurship teacher at SMAN 1 Lembang (see **Figure 2**).



Figure 2. Interview with the Informant
Source: Personal Documentation

With her dedication as an educator, she delivers learning materials related to Entrepreneurship Education to students. As a teacher at SMAN 1 Lembang, her profile reflects his commitment to contributing to developing students' skills and knowledge in the context of entrepreneurship. Her role as a speaker provides valuable insights and knowledge to his audience. It serves as a source of inspiration for students as they navigate the ever-evolving world of entrepreneurship.

RESULTS AND DISCUSSION

Results

The interview was conducted on October 31 at SMAN 1 Lembang, focusing on exploring information about lesson plans in the context of entrepreneurship education. After interviewing the resource person, several significant findings related to the research results were identified. The following is a description of the analysis results obtained by the researcher.

The main preparation carried out by an educator or teacher is to design lesson plans. The first step a teacher needs to take in designing a lesson plan is to analyze the syllabus to understand the basic competencies to be achieved. Then, the teacher completes information such as the name of the subject and the allocated time. Next, the teacher determines the syllabus's Competency Standards, Basic Competencies (KD), and indicators. In addition, the teacher also sets learning objectives, teaching materials, and learning methods, formulates learning activity steps from the introduction to the conclusion, and determines the learning tools and resources to use.

This study also found that the choice of teaching methods plays a major role in improving the effectiveness of lesson plans. Methods encouraging active student participation, such as group discussions and case studies, have strengthened students' understanding and interest in entrepreneurship. At SMA 1 Lembang, two methods used in teaching Entrepreneurship are Problem-Based Learning (PBL) and Project-Based Learning (PjBL).

PBL is a method that encourages participants to solve real-world problems relevant to entrepreneurship. Students are given challenges or problems to research, analyze, and find solutions for. This learning process involves group work, discussions, and guidance from teachers. PBL enables students to develop problem-solving and critical thinking skills and apply entrepreneurship concepts in real-life situations. Because with the PBL method, the learning process is conducted by presenting real-life case examples, allowing students to analyze and find solutions to problems that may arise in the life of an entrepreneur or business.

PjBL requires students to design, develop, and implement real entrepreneurial projects. They work in teams to identify business opportunities, design business plans, and even try to implement the projects. This method provides a deep and practical learning experience, allowing students to experience the real business management process.

With the PjBL method, students learn practically by using psychomotor skills, which is learning that utilizes students' skills in a particular field. Teachers assign tasks that students must complete, such as creating a BMC, making prototypes, or conducting market analysis.

Through the RPP, it can be seen to what extent a teacher can carry out their professional duties as an educator. The effectiveness of the learning process depends on how well the teacher has developed and refined the lesson plan using appropriate teaching methods. It also depends on how well the lesson plan has been developed and refined, accompanied by teaching methods that align with the components of the lesson units. This aims to ensure that learning objectives are achieved more effectively during the learning process.

RPP's Influence on Learning

Technically, the RPP for Entrepreneurship at SMAN 1 Lembang contains all the components necessary for planning and implementing effective learning. RPP includes: 1) Competency standards, Kompetensi Dasar (KD), and learning outcome indicators that refer to the applicable curriculum and syllabus; 2) Clearly defined and specific learning objectives that guide students toward achieving the desired competencies; 3) Learning materials that include relevant entrepreneurship content, such as theories, case studies, and practical aspects that support student understanding; 4) Learning approaches and methods used, such as PBL and PjBL, which encourage active student participation and problem-solving; 5) Learning activity steps that detail the learning process from start to finish, including learning activities, assignments, and student roles; 6) Learning tools and resources to be used in learning, such as textbooks, presentation materials, online resources, and relevant teaching aids; and 7) Learning evaluation that includes evaluation tools, assessment criteria, and methods for measuring student achievement of the established competencies..

Effectiveness of RPP in the Learning Process

For learning to be effective, the first step teachers need to take is to create a lesson plan. With a lesson plan in place, the learning process can be carried out more effectively regarding time allocation, material delivery, and student activity, all of which have been planned following the syllabus to achieve basic competencies (Andriani & Hidayat, 2021). Additionally, lesson planning allows teachers to be more flexible in addressing challenges that may arise during the learning process, enabling them to provide appropriate responses to enhance learning effectiveness.

Effective means achieving goals by choosing one of several alternative options. About lesson plans, educators need to choose learning methods from among other methods that will be used in the learning process. According to the source, learning effectiveness can be achieved by applying methods appropriate to learning needs, explaining and practicing certain material. As previously described, the source mentioned that two methods are frequently used in their teaching and learning activities: PBL and PjBL. For example, the PBL method is commonly used to explain material related to "engineering" to students, while the PjBL method is typically used when the teaching material pertains to "processing."

Implementation of Entrepreneurship According to the RPP

The entrepreneurship subject teaches students how to identify and implement their ideas, concepts, and strategies to create plans, manage, and develop a business. The informants

stated that the output or outcome of this subject is for students to build a more comprehensive understanding of entrepreneurship and all aspects related to it through various materials and projects carried out by students during the learning process in the entrepreneurship subject.

One way to foster students' entrepreneurial spirit is by providing motivation. Motivation means encouraging someone to perform and complete an activity to achieve a predetermined goal. Students who are enthusiastic about learning will achieve academic success, which indicates their behavioral development during the learning process (Cahyono, 2022).

Discussion

Based on the results obtained through research, it is known that in Entrepreneurship subjects, the planning and implementation of lesson plans in the learning process significantly affect students in improving behavior and achieving learning objectives (Jdaitawi, 2019; Siagan et al., 2019). The RPP serves as a guide to conduct the learning process using space and time as effectively and efficiently as possible. According to the sources, the effectiveness of the RPP during the learning process can also be measured through assessments of student engagement levels, through discussion processes, project creation, and active participation in presenting them. Suppose students are actively involved in class, discussions, or implementing their product ideas and can explain them to the public. In that case, it can be assessed that the learning conducted based on the RPP is effective and has successfully achieved learning objectives.

In a previous study conducted by Astiti et al. (2023), issues that had been identified or solutions that had been tried were discussed, and these became the basis for the study, while this study sought to determine the effectiveness of the lesson plan. Following the study at SMAN 1 Lembang, a novelty was obtained in the form of teachers' opinions regarding the effectiveness of the RPP in entrepreneurship education, obtained through interviews. The findings indicate that the RPP influences the teaching process, making it more effective and well-planned to achieve students' learning objectives. As a result, students can learn entrepreneurship's fundamentals, theories, and practices.

CONCLUSION

The effectiveness of the learning process depends heavily on the quality of the planning that has been developed and refined using teaching methods that align with the components of the lesson units being taught. Teachers must select the most appropriate teaching methods to achieve learning objectives effectively. Thus, Rencana Pelaksanaan Pembelajaran (RPP) serves as a guideline and a tool enabling educators to manage time, deliver content, and engage students effectively following the syllabus.

Implementing the Entrepreneurship subject plays a crucial role in fostering entrepreneurial spirit among students. Motivating students to strive and achieve their goals is key to better academic performance. In this context, motivation plays a significant role in the learning process, and teachers must encourage students' enthusiasm for learning..

In addition, careful planning and proper implementation of lesson plans also enable teachers to identify students' individual needs and develop appropriate strategies to support their development. This means that educators can tailor learning to each student's level of understanding and interests, creating an inclusive and supportive environment for all learners. Thus, effective lesson planning and well-structured RPP improve overall learning outcomes but also help create a more meaningful and relevant learning experience for every student in the classroom. It is known that the design, implementation, evaluation, and effectiveness of lesson plans as a supporting tool in entrepreneurship courses at SMAN 1 Lembang are well-developed and can help students' creativity in their learning. The lesson plans that have been developed successfully implement a structured and effective learning process.

AUTHOR'S NOTE

The author states that there are no conflicts of interest related to the publication of this article, and that the data and content of this article are free from plagiarism.

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