
CONTENT ANALYSIS OF ENTREPRENEURSHIP SEMESTER LEARNING PLAN (RPS) VERSUS CHARACTER EDUCATION AND PROFESSIONAL ETHICS IN THE HEAVY EQUIPMENT ENGINEERING STUDY PROGRAM OF PADANG STATE POLYTECHNIC

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ABSTRACT

KEYWORDS

Semester lesson plan,
Entrepreneurship, character education,
Professional Ethics

The study aims to compare the content of the Semester Learning Plan (RPS) of the Entrepreneurship and Character Education and Professional Ethics courses in the Heavy Equipment Study Program of the Padang State Polytechnic. This research is qualitative and based on the concept of "logic-hypothetic-verification". The analysis was carried out based on theoretical studies and content analysis of the two RPS and obtained a correlation between the two. The results of the study found that there is a strong relationship between RPS Entrepreneurship and RPS Character Education and Professional Ethics. Based on research, it is recommended that the two courses can be combined so that they become one new course under the name Entrepreneurship Character Education so that the learning objectives do not overlap so that the educational process is more economical so that the implementation of learning activities is more effective and efficient.

INTRODUCTION

Entrepreneurship is a valiant person carrying out productive activities to produce goods and services. Entrepreneurship began to be glimpsed starting in the 1900s in the USA and is known as the decade of entrepreneurship. Entrepreneurship began to be in demand in Indonesia in 1993. Small businesses are a medium for learning budding entrepreneurs so they are left out even though the number is around 38 million in Gross Domestic Income (GDP) of around 38%. Its role in import exports continues to increase; In labor, absorption is known as the unemployment safety valve. The progress and development of entrepreneurship are supported by entrepreneurial behavior, basic attitudes, and the provision of knowledge and skills in entrepreneurship (Riset, 2016).

According to (Covey, 1989), it is our character that needs to be developed, not our personality. Entrepreneurs must be proactive, "begin with the end in mind, put first things first, think to win/win seek to understand first, be for making understanding, learn to synergize, and sharpen the saw".

Entrepreneurship course identity,
Course code16K33082,
Semester IV,

Number of credit systems 2 credits,
Lecture time 16 meetings per semester.

Syllabus, entrepreneurial motivation, strategies for growing new entrepreneurs, entrepreneurial ecosystem, entrepreneurial guidance patterns, and examples of business proposals for students (Siswanto, 2019). The purpose of studying the course, increasing alternative efforts to grow new entrepreneurs through guidance patterns and strategies to grow new entrepreneurs. A special achievement of learning is that after completing this lecture activity, students know about entrepreneurship (guiding patterns and strategies for growing new entrepreneurs) (Riset, 2016).

Learning outcomes of the Entrepreneurship course.

- Students can adjust to work professionally with the character and ethics that apply in the workplace.
- Students can work professionally by applying, cleanliness, health, safety, and work environment.
- Students can work on maintenance and repair of heavy equipment in general and especially components or systems on heavy equipment.

Sub-Outcomes of Entrepreneurship Learning

- Students can adjust to work professionally with the character and ethics that apply in the workplace.
- Students can work professionally by applying health hygiene, safety, and work environment.
- Students can use literature, and work tools (tools), precisely and correctly according to their designation.
- Students can use principles and system operation procedures (SOPs) to work correctly.
- Students can analyze the damage and repair it properly and correctly.
- Students can make maintenance and repair work reports correctly.

In general, there are several underlying aspects of entrepreneurship, including religious views, development views, and views of responsibility. The religious view that all religions encourage people to try reasonably and honestly, such as Islam, is confirmed by the hadith narrated by Al-Bazzar, Turmizi, and Hakim. Based on this view, entrepreneurship can be said: a. Devoted people promote the dignity of self and society, b. People who have more sense than people in general, c. People who possess the following basic elements of entrepreneurship: mental attitude, management ability, leadership spirit, and skills.

To become a strong entrepreneur, several aspects become supporting elements that must be considered, including; Having an entrepreneurial personality, discipline, entrepreneurial thinking, creating ideas, implementation, looking far ahead, adjusting market wills, and savings towards success.

The description of some aspects of supporting Tangguh Entrepreneurship includes: 1. Entrepreneurial personality, among others, determines attitudes. Brave the risk, try to find a tough, strong-willed mental experience, 2. Discipline includes, among others, knowing oneself, underpinning life programs, removing barriers, being thrifty, and being careful, 3. Entrepreneurial thinking is creative, accepting suggestions, short-term and long-term plans, wise, authoritative, and honest, 4. Creating ideas is constructive, clear-thinking, and easy-to-

understand ideas, 5. The executor has a fast and careful program, 6. Looking far ahead i.e. studying circumstances, estimate, marketing reach, and incremental capabilities, 7. Adjusting the will of the market, namely knowing market life, market needs, market services, and having a strategy to deal with the market. 8. Savings to success include calculating budgets, restraint, nobility, and enthusiasm.

The view of entrepreneurship is influenced by two factors: entrepreneurs are born (Hagen et al., 2018), and entrepreneurs are created (Cleland et al., 1968). Entrepreneurs who are born, influenced by factors of origin, social status, and gender then trigger events. Entrepreneurship that is created is influenced by environmental elements, namely education, business motivation, business resilience, and trigger events.

Identity of Character Education and Professional Ethics courses,

TAB Code 3201,

Credit System Weight semester 3 credits,

Semester I,

Several lectures and 16 meetings per semester.

Learning Outcomes in Character Education and Professional Ethics courses.

- Be wary of the Almighty God and be able to show a religious attitude.
- Uphold human values in carrying out duties based on religion, morals, and ethics.
- Contribute to improving the quality of life of the state, nation, and society based on Pancasila.
- Acting as citizens who are proud and love the country, have nationalism, and a sense of responsibility to the State and nation.
- Respect the diversity of cultures, views, religions, and beliefs as well as the original opinions or findings of others.
- Cooperate and have social sensitivity and concern for the community and the environment.
- Obey the law and discipline in social and state life.
- Internalize academic values, religion, and ethics.
- Demonstrate an attitude of responsibility for work in the field of expertise independently.
- Internalize, the spirit of independence, struggle, and entrepreneurship.

Seven (7) habits become principles in life (Covey, 2005).

- Be proactive (the habit of making choices).
- Start with the end goal (the habit of setting a vision).
- Put things first (habits of integrity and execution).
- Thinking win-win(habit of mutual benefit).
- Trying to understand first, then understood (habits of mutual understanding).
- Create a synergy (creative cooperation habits).
- Sharpen the saw (habit of self-renewal).

METHOD RESEARCH

This research is qualitative research through observation of phenomena and more research into substance. The phenomenon observed is looking at the content of the Entrepreneurship Semester Learning Plan (RPS) VS Semester Learning Plan (RPS), Character Education, and Professional Ethics.

The concept used is based on logic-hypothetic verification. Logically, which is how we think according to certain patterns. Hypothetical, how to answer phenomena, requires verified hypotheses. Verifiability (verification) is collecting facts to prove whether the hypothesis is supported by facts.

The validity of the research is used in the content (content validity). Considerations on the validity of this are due to the need to be investigated what is already known to the respondents and research tools in measuring the ability of content (Sudjana, 2005).

The analysis was carried out based on theoretical studies and content analysis of the two Semester Learning Plans (RPS) mentioned above and drew conclusions and found a common thread regarding whether there was a correlation between the two.

RESULT AND DISCUSSION

Learning Outcomes of Study Program in Entrepreneurship course:

- Students can adjust to work professionally with the character and ethics that apply in the workplace.
- Students can work professionally by applying health hygiene, safety, and work environment.
- Students can use literature, and work tools (tools), precisely and correctly according to their designation.
- Students can use principles and System Operation Procedure to work correctly.
- Students can analyze the damage and repair it properly and correctly.
- Students can make maintenance and repair work reports correctly.

Study Program Learning Outcomes in Character Education and Professional Ethics courses:

- Be wary of the Almighty God and be able to show a religious attitude.
- Uphold human values in carrying out duties based on religion, morals, and ethics.
- Contribute to improving the quality of life of the state, nation, and society based on Pancasila.
- Acting as a proud citizen and loving the motherland, having nationalism and a sense of responsibility to the State and nation.
- Respect the diversity of cultures, views, religions, and beliefs as well as, the original opinions or findings of others,
- Cooperate and have social sensitivity and concern for the community and milieu.
- Obey the law and discipline in social and state life.
- Internalize academic values, religion, and ethics.
- Demonstrate an attitude of responsibility for work in the field of expertise and self-sufficient.
- Internalize, the spirit of independence, struggle, and entrepreneurship.

The relationship between content analysis of Semester Learning Plan (RPS) Entrepreneurship VS Character Education and Professional Ethics in Heavy Equipment Engineering students.

Table 1

No.	Successful entrepreneurs (Entrepreneurship)	Character (Character Education and Professional Ethics)
1.	Self-confidence	1. Belief 2. Independence 3. Optimistic 4. Positive
2.	Task and result oriented	1. The need for achievement 2. Profit-oriented, perseverance, and grit 3. Strive 4. Initiative
3.	Risk-taking	1. Ability to take risks 2. Love a challenge
4.	leadership	1. Behave as a leader 2. Can get along with others 3. Respond to suggestions and criticisms
5.	Keorisinilan	1. Innovative and creative 2. Flexible 3. Have multiple sources 4. All-rounder/know-how
6.	Future-oriented	1. Forward view 2. Perceptive

Character is a composite of our daily habits. Changing habits is difficult, but it can be done with a very strong commitment. A good habit can be defined as a cross between knowledge, expertise, and desire. Our goal is to move progressively from dependence to self-reliance and then interdependence even though independence is a paradigm of our society today, we can perfect cooperation and specialization.

Live by living the principles of the 7 Habits (Covey, 2005).

Be proactive (the habit of making choices).

When we no longer change the situation, we are challenged to change ourselves (Victor Frank). Paradigm: ineffective: I am the result of the conditions around me. Effective: I am the result of my choices.

Start with the end goal (the habit of setting a vision).

Please tell me which way I should take from here (cat1); It depends on where you want to go (cat 2); I don't care where I'm going (cat 1); Then it makes no difference which path you take (cat 2) (Alice's adventures in wonderland). Paradigm: ineffective: I live as I am. Effective: I live by a plan

Put things first (habits of integrity and execution).

Important things should not be defeated by trivial things (Johann Goethe). Paradigm: ineffective: I put urgency first. Effective: I put what matters first

Thinking win-win(habit of mutual benefit).

What good is it for us to live if we do not facilitate each other (George Eliot)? Paradigm: ineffective: What you get is getting less and less for me. Effective: You get abundance and abundance to share.

Trying to understand first, then understood (habits of mutual understanding).

Listen or your tongue will make you deaf (a Native American proverb). Paradigm: ineffective: I listen to the answer. Effective: I listen for understanding.

Create a synergy (creative cooperation habits).

The enemy of the best is good (Va/Faire) Paradigm: ineffective: my way, your way, or compromise. Effective: Together we create a better way, a better way.

Sharpen the saw (habit of self-renewal).

A long, healthy, and happy life is the result of living meaningful things that engender personal spirit and contribute and are real to the lives of others (Hans Selye). Paradigm: ineffective: I only focus on getting golden eggs. Effective: I take care of the geese that produce the eggs.

The advantages of the 7 Habits include:

1. Personal/self-aggrandizement
 - Be proactive
 - Start at the end in thinking
 - Put things first
2. Public excellence (teamwork, cooperation, and communication):
 - Think mutually beneficial
 - Trying to understand first, then understanding
 - Creating creative cooperation
3. Habits of renewal, growth, and self-development in the form of:
 - Spiritual
 - Mental
 - Physical and social/emotional
4. Proactive habits:
 - One of the attitudes and traits needed to achieve success is a proactive attitude,
 - Definisi sikap proaktif adalah sikap seseorang yang mampu membuat pilihan
 - Menurut Covey, seseorang yang bersikap proaktif mampu member jeda antara datangnya stimulus dengan keputusan untuk memberi respon. Ia mendefinisikan proaktif kemampuan memilih respon.
 - Menurut Hjelle dan Ziegler, proaktif merupakan keyakinan diri bahwa sumber segala perilaku adalah terletak pada diri manusia itu sendiri dan muncul secara internal.
5. Areas of concern:
 - Commitment
 - Influence
 - Attention
6. Five (5) types of proactive individuals:
 - Proactive people are always responsible.
 - Proactive people focus their efforts on influencing their environment (including everything that can be influenced).
 - Focusing on circles of influence, proactive people work from within.
2. Component 2 of proactive habits (Covey, 2001) is:
 - Able to make decisions. Choose based on the value2 of life.
 - Do not blame external parties (other people, situations, and things outside oneself).

Characteristics of people who are prospective (Covey, 1997):

1. Can make decisions with reason and initiative
2. Have a habit of choosing based on his life values

3. Have a trusting attitude
4. Not blaming other people's external pihak² outside situations
5. Be certified, which is to honestly execute the good fortune, the pain, and the mind with what it is without hurting others
6. Putting things to decipher first
7. Focus on things you control.

Habitual conclusion I:

1. Being proactive is about more than just taking initiative
2. Being proactive means taking responsibility for our behavior (past, present, and future), and making choices based on principles and values rather than moods or circumstances.
3. Proactives are doers of change and choose not to be victims, not to be reactive, and not to blame others.
4. Doing this habit I use 4 human gifts, namely: self-awareness, conscience, imagination, and free will.
5. Determined to be the creative force in their own lives.

CONCLUSION

There is a positive relationship that strengthens each other between the content of the Entrepreneurship course and the content of the Character Education and Professional Ethics courses. Both courses are likened to 2 sides of a coin, so they have priorities in the educational process in producing output with an effective and economical process. Therefore, it is recommended that these two courses be combined into one new course under the name Entrepreneurship Character Education so that the learning objectives do not overlap so that the educational process is more economical so that the implementation of learning activities is more effective, and efficient.

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