



Improving Teacher Professional Development Through Social Media Optimization Training in Project-Based Learning in Work Education and Entrepreneurship

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ABSTRAK

Pendidikan kewirausahaan sangat penting untuk dilaksanakan dalam rangka mempersiapkan peserta didik agar memiliki kecakapan hidup kewirausahaan yang kreatif, berani, terlatih menjadi pribadi yang maju, dan memiliki kualitas hidup yang lebih baik. Namun, tidak semua guru memahami peran media sosial untuk pemasaran dalam meningkatkan engagement calon pembeli, mempengaruhi perilaku konsumen dan meningkatkan penjualan karya siswa. Tujuan dilaksanakannya kegiatan pengabdian masyarakat ini adalah memberikan pelatihan tentang optimalisasi media sosial dalam pembelajaran berbasis proyek dengan muatan lokal, prakarya dan pendidikan kewirausahaan bagi para guru. Metode yang digunakan dalam pengabdian masyarakat ini berupa pelatihan terpadu yang diawali dengan pemberian materi terkait sosial media dan Project Based Learning kepada para guru. Sasaran dalam kegiatan pengabdian masyarakat ini adalah 36 orang guru di SMA. Pengabdian kepada masyarakat ini menunjukkan hasil yang baik dengan peningkatan pemahaman tentang pemasaran media sosial dan pelatihan penggunaan media sosial yang cukup efektif untuk memberikan keterampilan teknis dalam menggunakan media sosial pada mata pelajaran kewirausahaan.

ABSTRACT

Entrepreneurship education is very important to implement in order to prepare students to have entrepreneurial life skills that are creative, courageous, trained to become advanced individuals, and have a better quality of life. However, not all teachers understand the role of social media for marketing in increasing the engagement of prospective buyers, influencing consumer behavior and increasing sales of student work. The purpose of implementing this community service activity is to provide training on optimizing social media in project-based learning with local content, craft and entrepreneurship education for teachers. The method used in community service is in the form of integrated training which begins with the provision of material related to social media and Project-Based Learning to teachers. The target in this community service activity is 36 teachers at SMA. This community service shows good results with an increased understanding of social media marketing and training in the use of social media that is effective enough to provide technical skills in using social media in entrepreneurship subjects.

1. INTRODUCTION

Education is a need for all human beings in the world and also as a bridge for the future, values, between generations and civilizations. As a bridge, education acts as a system that transforms all modalities of the nation towards the ideals of the nation's next generation. Education plays a role in supporting the progress of the nation through the quality of humans who carry out the functions of school institutions, especially in their attitudes and competencies (Diningrat et al., 2020; Siswanto & Hidayati, 2020). The internal and external challenges facing the nation today and in the future are also considered in developing the 2013 curriculum. The internal challenges faced by the nation are especially the increasing number of productive age population which will reach its peak in 2020-2035 when the figure reaches 70% (Anggraeni, 2019; Handayani, 2020; Lestari, 2018; Yama & Setiyani, 2016). This population development is a demographic bonus that must be utilized as Indonesian human resources who have competence in terms of mastery of knowledge, skills and religious attitudes, so as to shape the character of the nation's

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next generation to become independent citizens in pursuing the future of the life of the nation and state. Meanwhile, external challenges are related to the flow of globalization and various issues related to environmental problems, advances in technology and information, as well as the rise of creative and cultural industries (Chiu & Churchill, 2016; Darmaji et al., 2019; Owston & York, 2018). All of this should be used to strengthen local culture (local genius and local wisdom), character values as a rebuilding of local potential, balanced use of natural resources and the basis for developing entrepreneurship and creative economy (Holzberger et al., 2013; Vykhreshch et al., 2020). So as to be able to build the image and identity of the nation, and provide positive economic and social impacts (Abbas et al., 2022; Sabdarini et al., 2021). Entrepreneurship education has several objectives to prepare students to have creative, courageous life skills, have an entrepreneurial spirit (not an employee mentality), prepare graduates to become advanced individuals, and have a better quality of life. So that labor problems in Indonesia can be resolved, and the progress of the nation can be realized. In accordance with Presidential Instruction No. 6 of 2009, the content of the subject of craft and entrepreneurship is designed to pay attention to 'market insight,' in the development of entrepreneurship education, education of culture and national character, and active and naturalistic learning. meet these criteria.

The contents of the presidential instruction concern the Creative Economy Development policy for the 2016-2022 period, namely the development of economic activities based on individual creativity, skills and talents to create creative and individual creativity that has economic value and influences the welfare of the Indonesian people, with the target, direction, and strategies as listed in the appendix of Presidential Instruction (Purbaningrum & Soenarto, 2016; Rhosa et al., 2019). Currently the school is also trying to foster an entrepreneurial spirit through entrepreneurship education, it is hoped that in the future an entrepreneurial spirit can train teachers to be able to act smartly in facing various educational challenges (Barba-Sánchez, V. & Atienza-Sahuquillo, 2016). Based on the analysis of the data and information from SMA Negeri 1 Krian, we found that the challenges faced by SMAN 1 Krian were related to human resources. SMA Negeri 1 Krian has young teachers who have the potential to develop craft and entrepreneurship education, but not all of them understand the role of social media for marketing to increase engagement of prospective buyers, influence consumer behavior and increase sales of student work. It is hoped that the use of social media can develop the learning process at SMA Negeri 1 Krian.

Solution to overcome the problem, by providing training on optimizing social media in project-based learning local content of craft and entrepreneurship education for teachers at SMA Negeri 1 Krian, it is hoped that they will be able to increase knowledge and increase teacher professionalism. Project-based learning is proven to effective with discussion and social media usage, especially in improving problem-solving skills (Harni, 2021; Nadiyah & Faaizah, 2015; Susiana & Rendra, 2021). There are significant results on student engagement during the learning process in courses and training institutions by using project-based learning (Pratiwi & Setyaningtyas, 2020; Sa'dulloh, 2021). It was also assessed for the measurement of knowledge on teacher's behavioral changes. Social media optimization able to encourage students to learn because they prefer to learn with visual forms or images and find additional information for learning (Ballings et al., 2016; Latifah & Utami, 2019; Syofyan et al., 2022). Therefore this study aims to provide training on optimizing social media in project-based learning with local content, craft and entrepreneurship education for teachers. It is hoped that it will be able to increase knowledge and increase teacher professionalism.

2. METHODS

The method used in community service is in the form of integrated training. The training approach provided begins with the provision of materials related to Social media, and Project-Based Learning to teachers at SMAN 1 Krian. More specifically the stages of activities and the method of implementing the activities carried out can be seen in the following Table 1 and Figure 1.

Table 1. Activity Stages

No.	Stage	Activity	Method	Partner Participation
1.	Preparation	Coordinate with partners	Focus Group Discussion	As an informant in finding problems and solutions
2.	Implementation	Pre-Test, Giving Social media Material	writing test	As a participant and provide a place and time
		Provision of Project-Based Learning materials	Discussion and Q&A	As a participant and provide a place and time

No.	Stage	Activity	Method	Partner Participation
		Practical assistance in designing Social media and Project-Based Learning	Discussion and Q&A	As a participant and provide a place and time
3.	Monitoring and evaluation	Mentoring and discussion with partners on the implementation of the results of the training and the implementation of a brief, Post-Test	Focus Group Discussion	Report implementation results

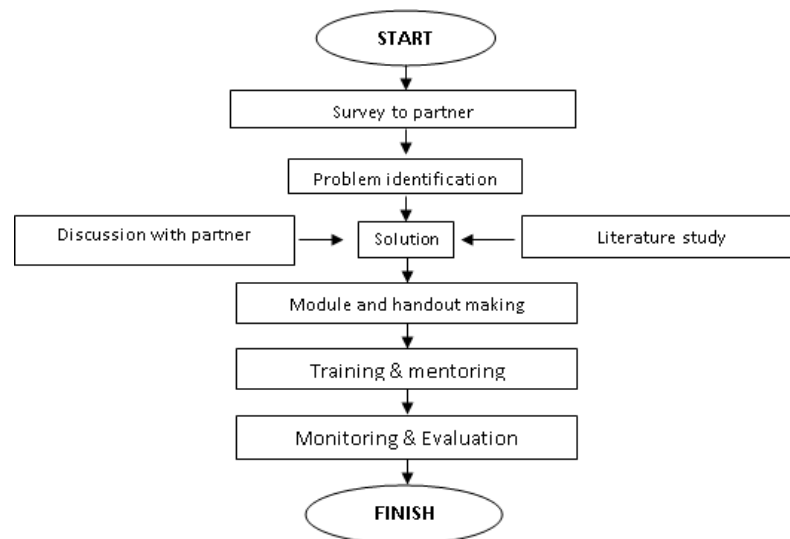


Figure 1. Community Service Implementation Framework.

3. RESULT AND DISCUSSION

Results

Of the three stages of the community service implementation plan that has been prepared, it has been carried out and achieved quite well. The results of each stage that have been carried out are described as follows. **Preparation phase**, at this stage, the team conducted a literature study to compile material in the form of handouts and modules to make it easier for partners to understand the material. In addition, at this stage, the team prepares the equipment and facilities to support activities carried out in community service partners. At this stage the handouts and modules have been compiled. Learning outcomes of craft and entrepreneurship education subjects at SMAN 1 Krian and integration of SSM in local content learning can be seen in the following Table 2 and Table 3.

Table 3. Integration of SSM in local content learning

Basic Competencies	Competencies learning indicators	Materials	Time allocation	Learning activities	Assessment
1	2	3	4	5	6
Pre-Test					
1.1 Participants understand the role, purpose and benefits of SMM	Understand: 1. Definition of social media 2. The importance of social media 3. Types of social media marketing Create: 1. Purpose of social media	- Definition of social media - The importance of social media Types of social media marketing	90 minutes Learning Media: Power Point	- Explaining the meaning of social media - Explaining the importance of social media Compare and present the	- Verbal - Written Quiz

and the stages of its preparation.	2. Consumer persona Business model canvas			types of social media marketing (SMM)	
1.2 Participants understand the steps in SMM planning and optimize the use of video marketing, social bookmarking and content marketing.	Understand: 1. Social Media Marketing Plan 2. Video marketing. 3. Marketing with Photo Sharing Sites 4. Content marketing Create: Social Media Marketing Plan (1 month) and account social media	- Planning SSM - Marketing through video Product review articles on social media	90 minutes Learning Media: <i>Software Video Editor, Handphone/camera, Canva</i>	- Analyze product review articles on social media - Create SSM plan for products to be sold Create marketing videos (short & long) that will be used on social media	- Verbal - Written - Assignment Portofolio
1.3 Participants understand the different characteristics of social media platforms, and develop social media marketing (SSM) content	Understand: 1. Social Media Platforms and Social Network Sites 2. Microblogging Compiled: Content Creation and Sharing: Blogging, Streaming Video, Podcasts, and Webinars	- Social media characteristics and their uses. - SEO Blog Social media streaming	90 minutes Learning Media: <i>PowerPoint, WordPress blog, LinkedIn blog, Facebook Notes, Spotify, YouTube review, Canva, Figma</i>	- Analyze the different characteristics of SSM media - Create SEO blog Creating SSM content on several social media platforms	- Verbal - Written Presentat ion

Post-test

Training stage, the opening of the event was led directly by the Principal of SMAN 1 Krian and was attended by 36 teachers. In the opening, the head of the community service Team conveyed the background of the implementation of community service, followed by remarks and acceptance from the school who expressed his gratitude for the choice of SMAN 1 Krian as the place for community service, and conveyed a brief history of the relationship between the role of high school level education institutions and universities, which have a mandate to prepare and improve the softskills and hardskills of the younger generation. Documentation of opening and training activities can be seen in the [Figure 2](#).

Next is the delivery of material on social media marketing to support entrepreneurship learning in schools. With the development of demands and challenges in industry 4.0, it is open as well as an opportunity for everyone, including students who are still studying. The facts above prove that in the digital era like now, social media has a massive influence on people's lives. So that marketing strategies using social media are considered effective to reach various potential consumers in Indonesia with various age ranges. The resource person explained the basic competencies contained in the module, including understanding and scope of social media, social media planning, and how social media marketing works. Participants were very enthusiastic in participating in the presentation of the material because the illustrated examples were very close to the teacher's audience. The training process and examples of social media marketing materials can be seen in the [Figure 3](#) and [Figure 4](#).



Figure 2. Opening



Figure 3. Training process

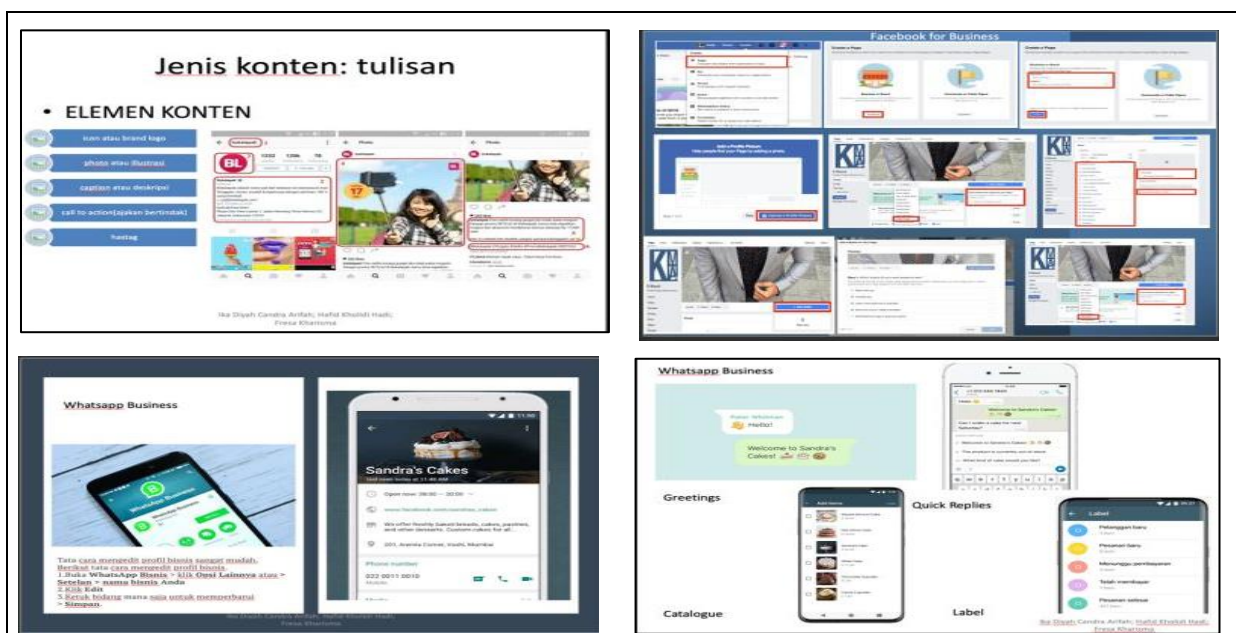




Figure 4. Examples of Social Media Marketing Materialsng

Monitoring and Evaluation Stage

At this stage, monitoring and evaluation is carried out by providing assistance and assessment through pre-test and post-test, as well as questionnaires. The following are the instruments used showed in Table 4 and Table 5.

Table 4. List of Closed Questions Pre-Test and Post-Test

No	Questions
1	Do you understand what is meant by social media?
2	Have you ever owned/managed social media before?
3	If you don't have social media to market your business, do you intend to manage social media?
4	Did you understand the importance of social media marketing before this training?
5	If you intend and already have social media, will you regularly manage social media?
6	Do you understand the benefits of social media marketing?
7	Do you think social media will help your professional development?
8	Do you intend to manage social media marketing for self-development after this training?
9	Have you previously attended social media marketing management training?
10	Do you think that being given training is expected to change your thinking about optimizing social media marketing?
	Amount

Table 5. List of Pre-Test and Post-Test Open Questions

1	If you intend and already have social media marketing, what is your motivation?
2	What kind of training do you expect?

The profile of respondents who are all teachers with the percentage of male participants being 48% and 57% female, with an age range of 25-30 years (33%), 31-50 years (36%) and 51-60 years (30%).

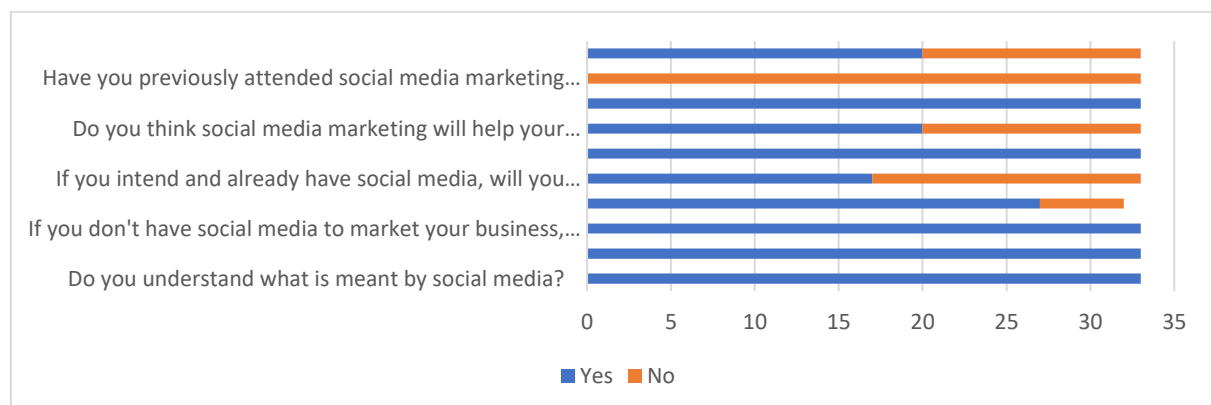


Figure 5. Pre-Test Result of Social Media Marketing Training

Based on Figure 5, all participants understand the definition of social media, and have owned/managed social media before. As many as 82% understand the importance of social media, and 52% understand the benefits of social media for business development. All participants had never previously received social media marketing training and 52% showed sufficient interest in participating in

social media marketing training for optimization for teacher professional development and business development. The results of the pre-test with open-ended questions indicate the teacher's motivation to learn social media marketing in theory and practice as a project-based learning material that can be applied to local content subjects, provides insight into how to digitize business processes and effective marketing strategies and gain knowledge, specially to inspire students to start businesses and entrepreneurial practices early on.



Figure 6. Post Test Result of Social Media Marketing Training

Based on the results of the questionnaire in Figure 6, there is an increasing understanding of the benefits of social media marketing, and an increasing desire from participants to manage social media as an effective marketing instrument to provide information to consumers and increase sales. Nearly 94% of the responses stated that the social media marketing training method was effective for providing technical skills in using social media, not only for communicating media, but also being developed optimally to determine the target market, becoming a mobile online store that is easily accessible because it is active 24 hours, and used for teacher professional development such as sharing learning materials. The post test and assessment module can be seen in the Figure 7.



Figure 7. The Post Test and Assessment Module

Discussion

From the results discussed in the previous section, there are several indicators of achievement in activities. Improvements need to be made, especially related to the implementation and optimization of

the use of social media in the entrepreneurship teaching process. Based on the implementation of service activities, the indicators of achievement of each activity can be seen in the following Table 6.

Table 6. Achievement Indicators

No	Activities	Achievement Indicators	Status	
1	Did you understand the importance of social media before this training?	Attendance of Participants	33 participants	Achieved
2	Understanding of Social media marketing materials	33 participants understand		Achieved
3	Social media marketing material	Implemented in mentoring		Achieved
4	Publication of online mass media	Published		Achieved
5	Activity videos	Published on Youtube		Achieved

Can be seen in Table 6. Achievement Indicators contain 5 Achievement Indicators, namely: attendance of participants, understanding of social media marketing materials, social media marketing materials, publication of online mass media and activity videos of the five achievement indicators have all been fulfilled. Based on the results of the pretest and posttest questionnaires that were presented in the previous section, it appears that there is an increase in responses in the aspects of participation in social media training activities, knowledge about the function and use of social media which is very broad, more massive use of social media in marketing student product results, and understanding of content on social media. Social media becomes an effective and a viable strategic tool for increasing network that important for establishing a new business. Program of social media optimization, the marketing content may increase its shareability, user engagement, and loyal community (Rossmann & Young, 2015). Stated there is the influence of the interaction of the Instagram as social media-assisted learning model and user experience on the understanding of concepts and the application of learning outcomes (Ekadjaja & Siswanto, 2021; Filus Fredik & Indra Dewi, 2018). This shows that the social media-assisted learning model is very useful for learning and provides new insights into entrepreneurship-based schools. The research-based learning models will support teachers in educating students by using knowledge-based concepts and student participation and this will have a good impact on educating students (Jewpanich & Piriyasurawong, 2015). Suggestions that are recommended to managers and teachers at SMAN 1 Krian include optimizing the function of social media in the teaching and learning process of entrepreneurship and if there are products made by students, they can be supported for registration in e-commerce so as to expand the product market segment. The importance of using social media of supporting entrepreneurs education to enlargement market.

4. CONCLUSION

Based on the results of the training and mentoring, it can be concluded that the majority of participants have never participated in socialization related to social media marketing. Participants also have never understood the benefits of using several applications for design and use on social media, as well as the benefits obtained by conducting transactions on e-commerce. Based on the results of the questionnaire, it was found that the resource persons had delivered material that was easy to understand and easy to implement in the practice of entrepreneurship in the classroom.

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