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as

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In the Educational Technology World Conference 2016 held on July 31st - August 3rd

The Inna Grand Bali Beach Hotel Indonesia with the theme of

“Educational Technology to Improve Quality and Access to Education for Prosperous Society”

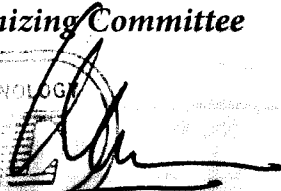
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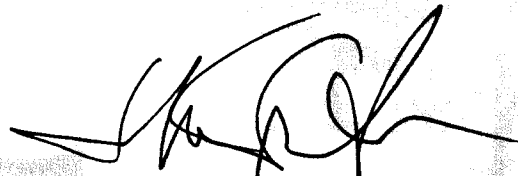
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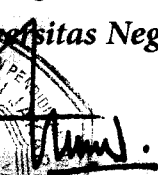
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PROGRAM BOOK

*“Educational Technology
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Sanur, Bali - Indonesia
July 31st - August 3rd, 2016



TABLE OF CONTENT

Table of Content	2
Welcome Speech by Chairperson of Steering Committee ETWC 2016	4
Co-host of ETWC 2016: Rector of Universitas Terbuka, Prof. Tian Belawati	6
Co-host of ETWC 2016: Rector of Universitas Pendidikan Ganesha (Undiksa), Prof. I Nyoman Jampel	7
Co-host of ETWC 2016: Rector of Universitas Mahendradatta, Prof. I Gusti Ayu Diah Werdhi Srikandi Wedasteraputri Suyasa	8
Co-host of ETWC 2016: Koordinator Kopertis Wilayah VIII Prof. Dr. I Nengah Dasi Astawa, M.Si	9
Speeches by:	10
1. Minister of Research, Technology, and Higher Education of the Republic of Indonesia, Prof. Dr. Muhammad Nasir	11
2. Minister of Research, Technology, and Higher Education of the Republic of Indonesia, Rudiantara	13
Speech by Chairperson of Organizing Committee ETWC 2016, Prof. Dr. Atwi Suparman	15
Introduction: ETWC 2016	18
Committee of ETWC 2016	21
Directions	22
Venue Layout	23
Information	24
Program	25
Keynote Speakers' Short Bio	26
Prof Mohamad Nasir	26
Rudiantara Short	28
J. Michael Spector	29

Design & Layout by Nurul Fitriana and Suzanna Romadhona

Robert Branch, Ed.d.	30
Prof Tian Belawati	31
Panelists' Short Bio	32
Stephen Harmon short Bio	33
Chairul Tanjung short Bio	34
Johannes Cronje short bio	35
Marcus Childress short bio	36
Conference Schedule	37
Table: Parallel & Roundtable Sessions	40
Closing Remark by Kay Persichitte	61
Short Bio: Kay Persichitte	53
Institution	65
Special Events	
Gala Dinner and Cultural Evening	67
City tour – Exploring the Presidential Palace "Tampaksiring" and Museum of Dr. Ir. Sukarno	68

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ROUNDTABLE SESSION 3
Tuesday, August 2, 08.00-10.00

VENUE	PRESENTER	TITLE	PAPER	CHAIR
RAMA SHINTA 2 (2)	Gede Rasben Dantes., Komang Sudarma and Gede Nurhayata	Implementation of Radio Frequency Identification As A Learning Tool To Increase Students' Creativity	R3.2-259-IC-ETWC2016	Susilo
	Sri Kadarwati, Nurmawati Sukoyo, Yusak Suharno, and Binti Muflikah	Ape (Means of Educational Games) Utilization in Building Character of Early Childhood	R3.2-314-IC-ETWC2016	
	Mochammad Bruri Triyono and Galeh Nur Indriatno	The Framework of Edupreneurship Model Applied by Vocational High Schools in Indonesia	R3.2-318-IC-ETWC2016	
	Putra Pratama Rahayu D Riyanti and Asmara Iriani Tarigan	Designing E-Training for Online Tutorial's Tutors	R3.2-161-DD-ETWC2016	
	Wawan Setyawan	Outside School Education Policy Analysis About the National Standard Early Childhood Education	R3.2-13-PQ-ETWC2016	
	Putri Anggreni	Lecturer Performance After Certification : Study on the Performance of Teaching Faculty of Economics Kopertis in Region VIII	R3.2-27-PQ-ETWC2016	
AGUNG ROOM (3)	I Wayan Widiana & I Nyoman Jampel	Improving Student's Creative Thinking and Achievement Trough the Implementation of Multiple Intelligence Approach with Mind Map at Elementary Student Class V	R3.3-340-MO-ETWC2016	Ifan Iskandar
	I Wayan Widiana	The Effect of Learning Model and Assesment Toward the Inferensial Statistical Achievement By Controlling Numeric Thinkng Skills	R3.3-341-PQ-ETWC2018	

ROUNDTABLE SESSION 4
Tuesday, August 2, 10.30-11.50

VENUE	PRESENTER	TITLE	PAPER	CHAIR
RAMA SHINTA 1 (1)	Moch. Asmawi	The Effect of Training Method And Leg Power Toward Dolyo Chagi Ability	R4.1-234-DD-ETWC2016	Usep Sul
	Siyamta, Punaji Setyosari and Saida Ulfa	A Comparison of Two Free Massive Open Online Course (MOOC) Platforms For Teaching and Learning Challenge Boarding School Curriculum Muadalah after Published of the Regulation Religion Ministry Number 13 and 18 2014th	R4.1-242-DD-ETWC2016	
	Wawan Herry Setiawan	Distance Education: An Alternative to the Rural Bureaucracy to Promote Advancement of Rural Communities Education	R4.1-14-PQ-ETWC2016	
	Darmanto Darmanto	Effects of Problem-Based Learning Model Versus Expository Model and Motivation to Achieve for Student's Physic Learning Result of Senior High School at Class XI	R4.1-59-PQ-ETWC2016	
RAMA SHINTA 2 (2)	Prayekti	Sustainability Program of Educational Accreditation	R4.2-325-IC-ETWC2016	Trianasari
	Asep Dudi Suhardini, Laksmi Dewi and Fitroh Hayati	Program Evaluation of Three Diploma (D3) Faculty of Engineering Department of Mechanical Engineering State University Jakarta	R4.2-60-PQ-ETWC2016	
	Zulfiati Syahril and Diah Arneliza	Improving Quality of Distance Learning Experience and Students's Progress Through Formative Evaluation	R4.2-111-PQ-ETWC2016	
	Ratna Marta Dhewi and Rini Dwiyani Hadiwidjaja		R4.2-184-PQ-ETWC2016	

THE FRAMEWORK OF EDUPRENEURSHIP MODEL APPLIED BY VOCATIONAL HIGH SCHOOLS IN INDONESIA

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Abstract

This study aims to reveal: 1) the condition of craft and entrepreneurial learning in order to improve the students' technopreneurship competence; 2) the condition of vocational teacher professionalism development in improving teacherpreneurship; 3) the management system of financial resource; and 4) the framework of edupreneurship model applied by vocational high schools.

This study was conducted by employing R&D method, they are: preliminary study, expanding the framework and testing the framework of edupreneurship model. This study was conducted at nation and private vocational schools in Yogyakarta. To collect the data, this study used in-depth interviews, questionnaires and observations. The data were analyzed by using analysis interactive model approach.

The result of the study shows that: 1) the improvement of students' technopreneurship competence in craft and entrepreneurial learning can be optimized by using CLTSMK learning methods that focus on the formation of the students' survival skills; 2) the development of vocational teacher professionalism to improve the teacherpreneurship ability which consists of competence, creativity and effectiveness; 3) the management system of financial resource can be optimized by managing alternative financial sources and developing the business unit of schools; and 4) broadly, the framework of edupreneurship consists of technopreneurship, teacherpreneurship and schoolpreneurship with the output i.e. the framework model of edupreneurship students survival skills, creativity of teaching, and income generating for vocational high school.

Keywords: technopreneurship, teacherpreneurship, schoolpreneurship

I. INTRODUCTION

Indonesia as a developmental country is one of the countries which is interested in terms of resources and economic by foreign countries especially in Asia. Currently, in Asia, Indonesia has the largest population, in amount of 248,8 million (CBS,2013). Based on the number, Indonesia has a great opportunity to dominate the sector of the

manpower fulfillment in domestic and abroad. This condition becomes the greatest challenge for Indonesia, in order to maintain the consistency in the competition with other countries. To maximize the opportunities through the fulfillment of labor sector, Indonesia has to prepare a good quality of Human Resources (HR) which has alert mentality to work and has a high insights of science and technology.

Human resources and technology become a benchmark as well as an indicator of a readiness of a country. One of the purposes of the establishment of AFTA is to make the ASEAN region as a competitive production place so ASEAN products have strong competitiveness in global market (MOF, 2014). However, based on the data from *World Economic Forum* (2014) in *The Global Competitiveness Report 2013-2014*, the competitiveness of Indonesian human resources are in the 34th position from 144 countries. Indonesia's position is higher than other countries such as Spanyol which is ranked at 35, Portugal which is ranked at 36, Kuwait which is ranked at 40, Turkey which is ranked at 45, Italy which is ranked at 49, South Africa which is ranked at 56, and Brazil which is ranked at 57, Mexico which is ranked at 61, and India which is ranked at 71. In contrast, in the ASEAN level, Indonesia's position is lower than the three countries such as Singapore which is on the 2nd position; Malaysia that is on the 20th position, and Thailand which is on the 31st position. Nevertheless, the position of Indonesia is still higher than Philippine which is ranked at 52, Vietnam which is ranked at 68, Laos which is ranked at 93, Cambodia which is ranked at 95, and Myanmar which is ranked at 134. The competitiveness of a nation is no longer determined by the abundance of natural resources and cheap labor, it is determined by the excellence innovation and science, or the combination of both (Directorate General of Higher Education, 2008: 17).

The focus of this research is to formulate the framework of *edupreneurship* model for vocational high school. Reviewed aspect of

technopreneurship focuses on students' ability to utilize technology in entrepreneurship which is accordance with their competences. Reviewed aspect of *technopreneurship* consists of *human skills*, *conceptual skills*, and *technical skills*. Reviewed aspect of *teacherpreneurship* focuses on teacher's ability to maximize their competences and their opportunities so they can develop themselves to make a creative and effective learning activity. Reviewed aspect of *teacherpreneurship* consists of *human skills*, *conceptual skills*, and *technical skills*. Reviewed aspect of *schoolpreneurship* focuses on the school's ability to develop alternative financial sources through the development of the business units of school. Reviewed aspect *schoolpreneurship* consists of *human skills*, *conceptual skills*, and *technical skills*.

The aims of this research are to reveal the learning conditions of students in order to improve the *technopreneurship* competence, to reveal the competence conditions of vocational high school teachers in order to improve the *teacherpreneurship*, to reveal the pattern of the management of vocational high school's financial source, and to develop a framework of *edupreneurship* model for vocational high school. In the next stage, at the second year and the third year, it is expected to develop the *assessment* tools of *edupreneurship* model, and the procedures which are used to develop the *technopreneurship* competence of students, *teacherpreneurship* competence of teachers; and the pattern of financial source management of vocational high schools (*schoolpreneurship*).

II. RESEARCH METHOD

This research uses the approach of *Research and Development* method, the result of this research is the *edupreneurship* model in vocational high schools. Gall, Gall, & Borg (2007:589) suggest the definition of R & D in education is a development model industrial-based in which the result of the research is used to design products and new procedures which will be tested systematically in the field, it will be evaluated, and it will be refined to achieve the criteria of effectiveness and quality.

This research and development were conducted through three stages. The first stage is a preliminary study of model, the focus of this phase was to obtain preliminary information on the former of the framework of *edupreneurship* model. The second stage was the development of the framework of *edupreneurship* model. The third stage was the evaluation of the framework of *edupreneurship* model.

This research was conducted in January 2015 to November 2015. Analyzing the needs was conducted in January to Maret 2015. Literature review and field survey were conducted in April to Mei 2015 in accordance with the needs of the development model framework. The development of the framework of *edupreneurship* model with the FGD is conducted in Juni to Juli 2015. The development *edupreneurship* model framework is conducted in Agustus-September 2015. The last phase, October to November 2015 is used to finish the report.

This research was conducted in the nation vocational high schools and private vocational high schools in Yogyakarta which consists of SMK Negeri 2 Yogyakarta, SMK Negeri 3 Yogyakarta, SMK Negeri 4 Yogyakarta, SMK Muhammadiyah 3 Yogyakarta, SMK Taman Siswa Jetis, SMK PIRI 1 Yogyakarta, SMK Negeri 2 Depok, SMK Negeri 1 Depok, SMK Negeri 1 Sewon, SMK Negeri 2 Godean, SMK Karya Rini, SMK Muhammadiyah Berbah, and SMK Negeri 1 Pengasih.

The activity dimensions of this research are the management of the schools' financial sources, the development of teachers' professionalism, and vocational high schools' learning method. The management of financial sources of vocational high schools and the activity of operational business units of the schools which consist of: School Production Units, School cooperation, canteen, rental units, and the cooperation with DU (Worked-field) or DI (Industrial-field). The activities of the management of schools' financial sources are seen from the function of POAC (*Planning, Organizing, Actuating, Controlling*) management while the school's operational business units can be seen from the management of production/operational, marketing, human resources, and financial. The development of teachers' professionalism consist of the development of teachers' competence, creativity and the learning effectiveness. The development of learning method for students of vocational high school consist of students' learning

motivation, students' creative thinking, and the students' managerial ability.

Some of those dimensions can be seen from the factors which are influence each others and analyzed the correlation with the other factors based on the data which are collected by using observation, interview, and documentation. Furthermore, they are formulated to be used as an approach which can be the way to determine the framework of *edupreneurship* model of vocational high school so they can be applied in order to support schools' *income generating*,

students' *survival skills*, and *creativity of teaching*.

The data collecting techniques used in this research are: (1) distributing questionnaires to the students, (2) direct observation in the study site by using the pictures and sounds recorder, (3) in-depth interviews to all the respondents who have been determined, and (4) distinguishing schools' documents such as RAPBS, business units that have been operated by schools, school financial report and other data required.

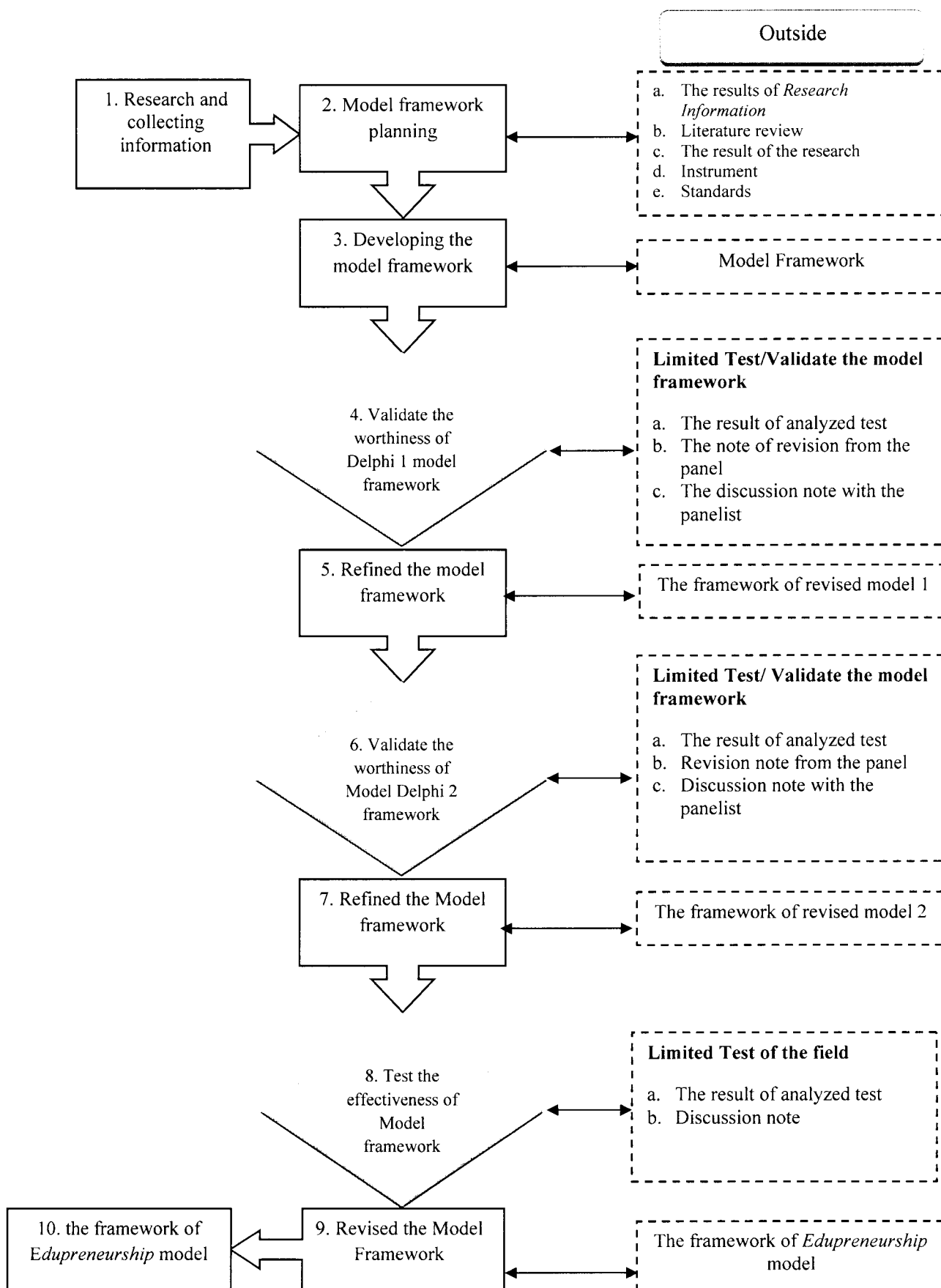


Figure 1. The Procedure to Try Out the Development of *Edupreneurship* Model Framework

III. RESULT AND DISCUSSION

The framework of *Edupreneurship* model is a program which encourages DUDI and the national education programs, in case of vocational education. *Link and match* which are emphasized in the framework of *edupreneurship* model have special features which are integrated between students, teachers, and the principals. These three components are expected to contribute to the development of entrepreneurship.

In the first component, the students are required to be able to combine their vocational competence and their ability to use technology. This first component is called the framework of *technopreneurship* model. In the second component, the teachers are expected to have a good professionalism which consists of

competence, creativity, and effectiveness aspects in teaching process. This second component is called *teacherpreneurship*. In the third component, the schools should be able to optimize their potential by implementing the business units of the schools as the alternative financial sources so they can produce *income generating* for the operational schools. This third component is called the framework of *schoolpreneurship* model. *Output* obtained by applying the *edupreneurship* model for the vocational high schools are the *survival skills* for the students, *creativity of teaching* for the teachers, and the *income generating* for the schools. The figure of *edupreneurship* model framework is presented as follows.

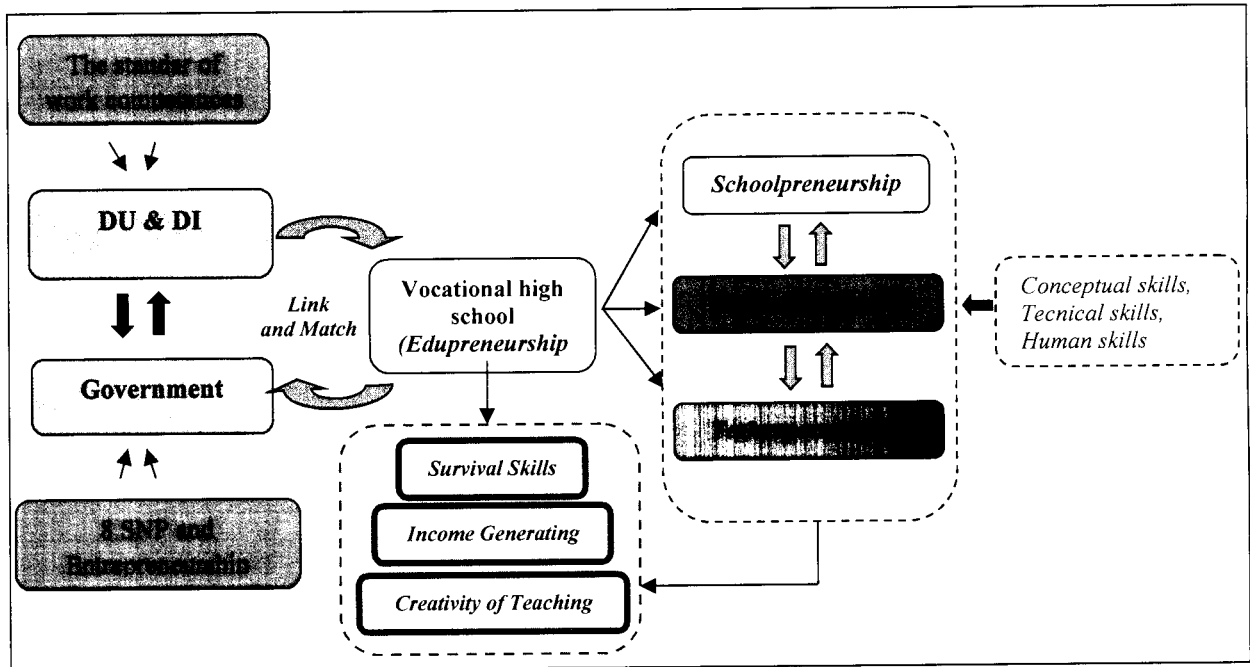


Figure 2. The Framework of *Edupreneurship* Model

The framework of *Technopreneurship* model is an integration between theoretical

learning, practices, and utilization of technology by using *Cooperative Learning*

by *Technopreneur for SMK (CLTSMK)* learning method. *Technopreneurship* method can be applied in all areas of expertises in the vocational high schools both in the Productive subject and Craft and Entrepreneurship subject which have been adapted to the competence and keunggula of each vocational high schools. *Cooperative Learning by Technopreneur for SMK (CLTSMK)* learning method integrated into Learning Implementation Plan (RPP), which consists of four phases: 1) delivering the objectives of learning and discussing it

to the students to motivate them in the beginning of the class; 2) providing information, observing, and asking; 3) gathering information, discussing, performing, and presenting the results of the discussion; and 4) the strengthening of the material and the conclusions of study. These four phases are used to improve the *survival skills* of the students which are showed through the learning motivation, creative thinking, and managerial abilities of students.

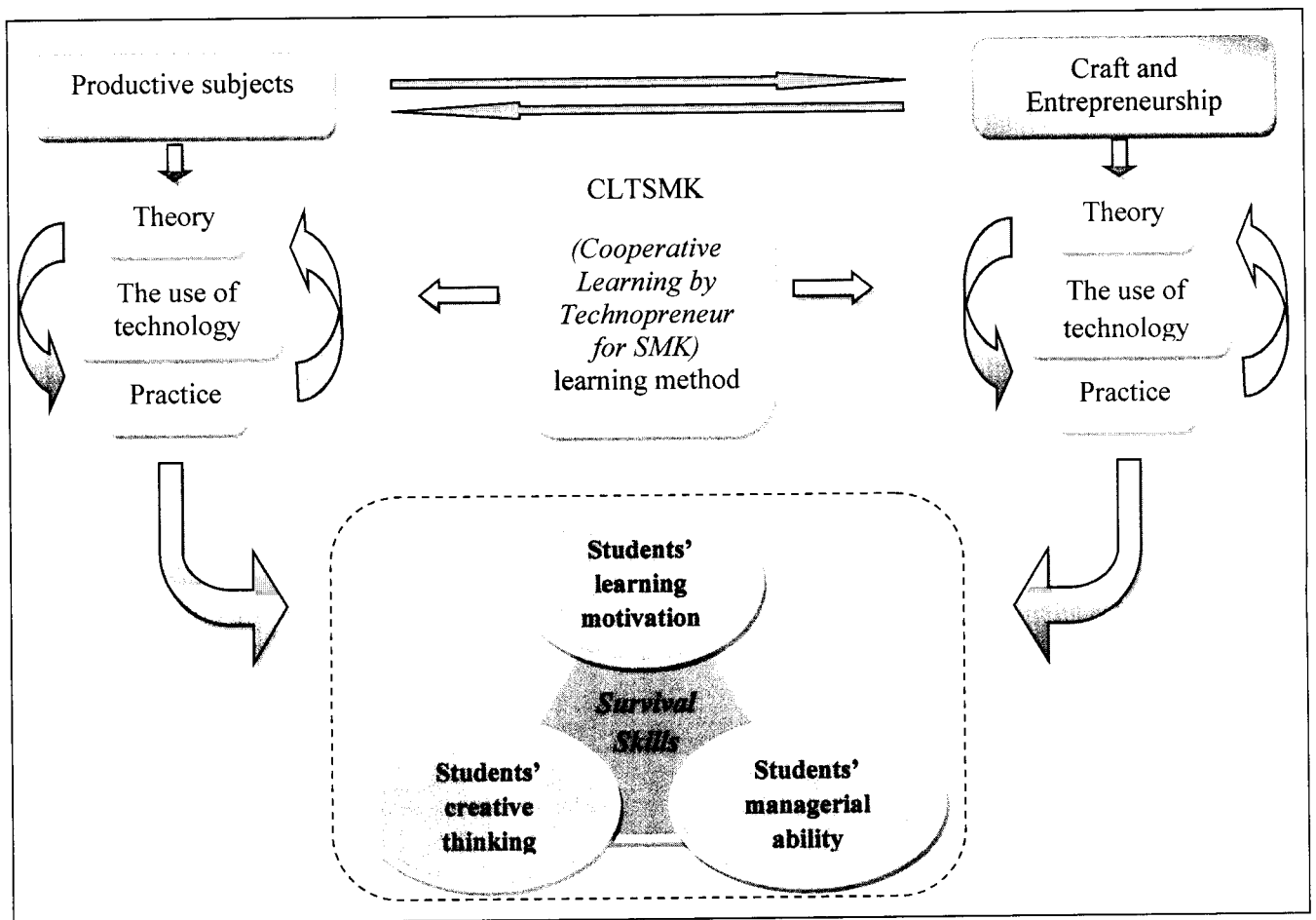


Figure 3. The Framework of *Technopreneurship* Model

The framework of *Teacherpreneurship* model is a set in the development of the educators to have a good professionalism. The framework of *Teacherpreneurship* model consists of competencies, creativity, and effectiveness aspects. The improvement of teachers' professionalism through the improvement of competencies aspects is not enough to improve the quality of education, especially on the education of vocational high schools.

Competence aspect relates to the teachers' ability in terms of knowledge,

skills, and attitude in conducting their professions as teachers while creativity aspect relates to their inovative skills in accordance with their professions, and effectiveness aspect relates to the compatibility between the implementation and the goal that has been achieved. All the components are a unified to achieve *teacherpreneurship*. The figure of *teacherpreneurship* model framework is presented below.

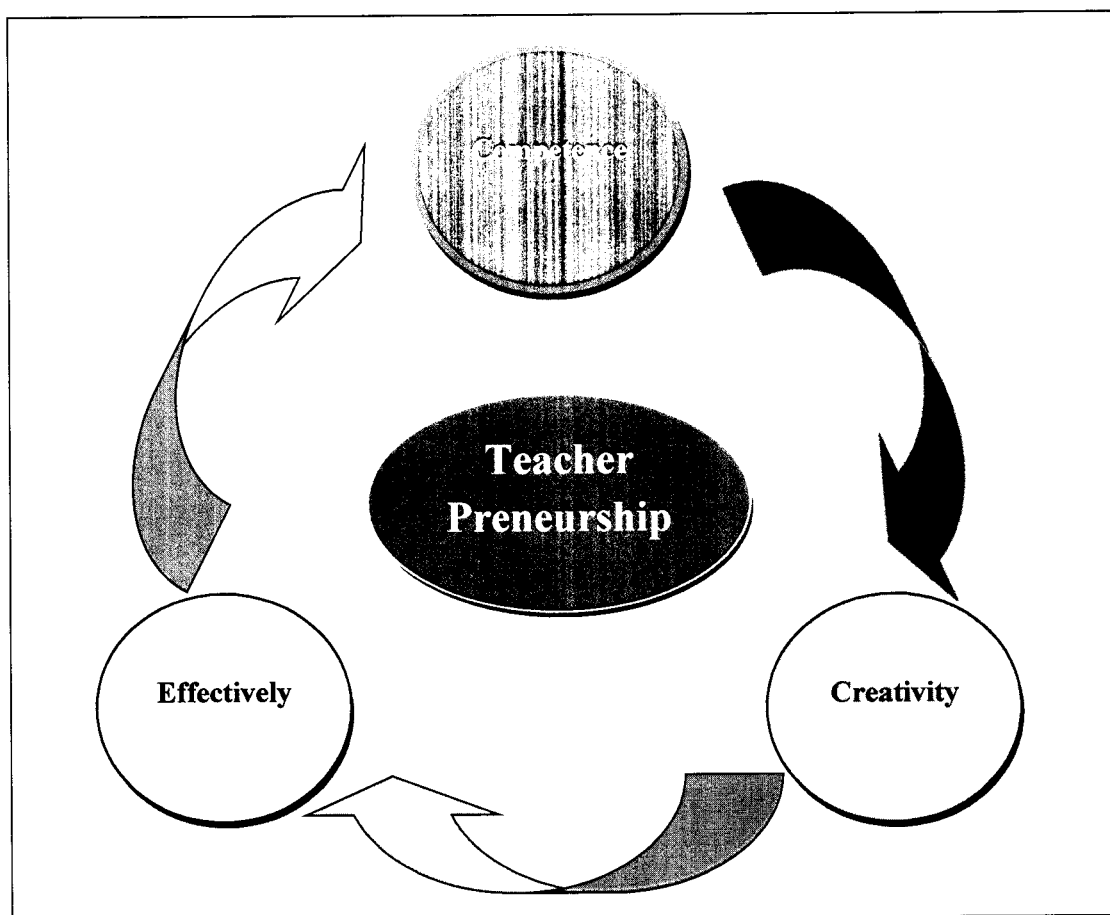


Figure 4. The Framework of *Teacherpreneurship* Model

The framework of *schoolpreneurship* model aims to improve the financial of vocational high schools through the model

of financial sources management and the model of development business units of vocational high schools. The model of

financial sources management is conducted in four stages: planning, organizing, implementing, and monitoring while the model of school business units development (alternative financial sources) consists of: UPS, School Cooperation, Canteen, the

cooperation with DUDI, and rental. The operational of those five business units is expected to produce *income*. The framework of *schoolpreneurship* model is presented as follows.

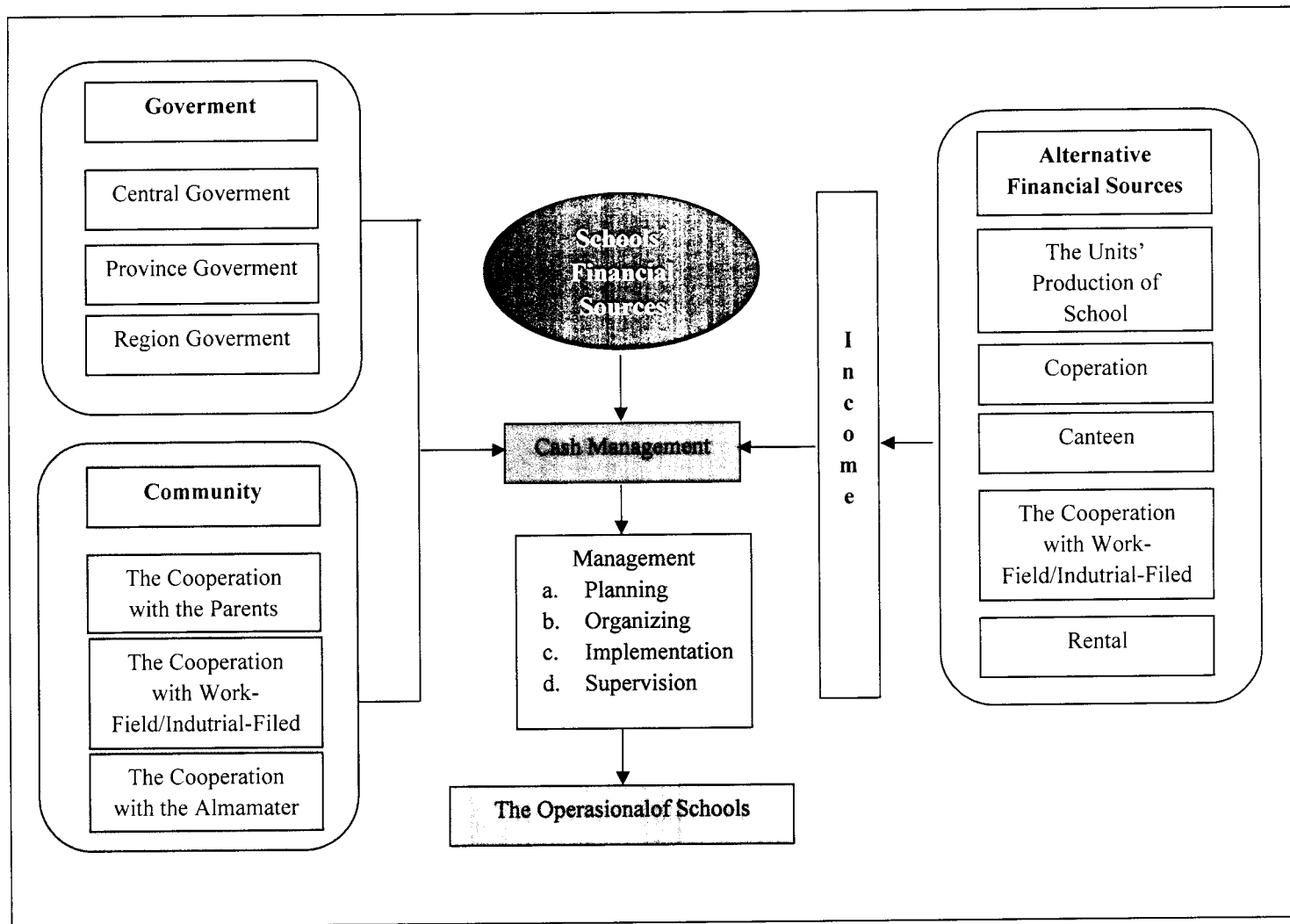


Figure 5. The Framework of *Schoolpreneurship* Model

IV. CONCLUSION

The conclusion of this research are: the improvement of *technopreneurship* competence of vocational high schools' students on the craft and entrepreneurship subject can be optimized by using CLTSMK (*Cooperative Learning by Technopreneur for SMK*) learning method which focuses on the establishment of student's *survival skills*. The factors affecting the improvement of the quality of students' product based on *technopreneurship* in vocational high school are creativity, innovation, and the students' managerial ability. The development of vocational high school teachers' professionalism to improve the *teacherpreneurship* ability consists of competences, creativity, and effectiveness. The factors affecting the performance of *teacherpreneurship* of productive teachers in vocational high schools consists of motivation, discipline, and the ability in operating technology. The pattern of financial sources management in vocational high schools can be optimized through the management of alternative financial sources and the development of business unit of vocational high schools. The framework of *edupreneurship* model for vocational high school consists of *technopreneurship*, *teacherpreneurship* and *schoolpreneurship* with an *output* the framework of *edupreneurship* model which consists of students' *survival skills*, *creativity of teaching*, and *income generating* for vocational high schools.

The suggestions from this research are: the findings obtained from this research are need to be develop. The suggestions from the researcher are: the framework of

edupreneurship model is recommended to be applied in private vocational high schools which are more flexible in utilizing the potential and assets of schools than the nation vocational high school; the development of research on the expertises of vocational high school is need to be conducted wider and more varied; the need of a clear and fundamental regulation of law, from the external level (the regulations of the minister of education) to provide an assistance for vocational high schools which will apply the framework of *edupreneurship* model; the development a set of *assessment* for the framework of *edupreneurship* model is needed; and the need of a forum which can be a blog to facilitate the students and the vocational high schools in the same community in order to develop the framework of *edupreneurship* model.

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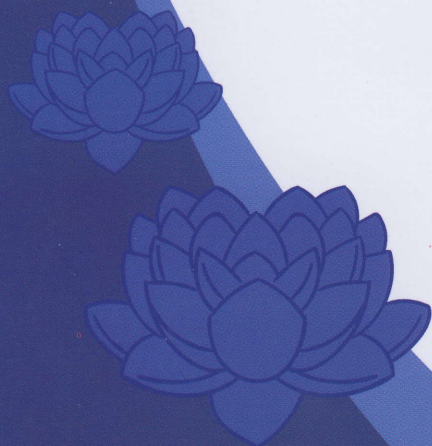
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Considering the fast development of educational technology studies and practices in Indonesia, it is important to bring an international conference on educational technology to Indonesia. Therefore, we need ample support from the Association of Educational and Communication Technology (AECT) in order to hold the event. UNJ as the host institution has set up a collaborative work with Universitas Terbuka (Open University), a prominent university in Indonesia and also with two other fast moving Universities in Bali, Universitas Ganesha (Ganesha Educational University) and Universitas Mahendradatta.

OBJECTIVE & THEME

The objective of the event is to exchange experiences and widen network among scholars, practitioners and professionals on educational technology studies and practices around the world. The theme of the conference is "Educational Technology for Improve Quality and Access of Education for Prosperous Society".



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