INTEGRATED SOCIO-ENTREPRENEURSHIP IN CULTURAL SPACE: ANALYSIS AND VALIDATION SEMESTER LEARNING PLAN

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Abstract: This study aims to analyze and validate the semester learning plan for entrepreneurship courses with spatial-cultural integration based on PJBL. This research was conducted at the PGSD study program at UBBG, Banda Aceh. The research method is research and development. The instrument used is the RPS of lecturers. Some experts validate the RPS, material experts, linguists, and media experts before it is used in instruction. The observation stage follows the rules: define, design, develop, and disseminate. Based on the results of the study showed that the validity level of the PJBL-based Spatial Integrated Entrepreneurship course was valid; (1) Instructions in the Semester Learning Plan affect it easier for lecturers to convey the purpose of various activities to students, (2) The learning method used is by the material presented, and (3) The Semester Learning Plan can be one of the data for the evaluation of the learning process. This means the PJBL-based spatial-cultural integrated Semester Learning Plan for entrepreneurship courses can already be applied. This study recommends that the designed semester learning plan must be adapted to the learning method used.

Keywords: Socio-Entrepreneurship, Cultural Space, PJBL

INTRODUCTION

The development of the technological era that leads to the century of society requires the readiness of the younger generation, in this case, students, as actors in playing roles at the national and international levels. Currently, UBBG continues to race to improve course outcomes that can contribute to the world of education.

UBBG has two faculties, namely the FKIP and FSTIK. One of the study programs at FKIP UBBG that is a pilot study program is PGSD. This study program is the only accredited A on the UBBG campus. As every odd semester, students are required to take compulsory institutional courses, one of the courses considered to produce the greatest output is the entrepreneurship course, among other courses. However, it is not merely conventional entrepreneurship, which only teaches theory and practice in class without being oriented toward the local environment. Before this research was conducted, the entrepreneurship teaching system was still problem-based learning and had not moved to project-based learning, so the outcomes of previous studies were still rigid. They did not touch the vision of the UBBG campus, which has superior religious and cultural nuances in Southeast Asia in 2030 (Asvin & Rohman, 2019).

Lecture activities must be able to make students more creative in their thinking and innovative in their work. However, during lecture activities, most students who attend lectures find it difficult to understand the importance of ongoing learning. This is evident from the absence of questions asked by the lecturer when allowed to ask them. None of the students dared to answer the lecturer's questions when asked. Students behave passively by waiting for an explanation from the lecturer. It can be seen that students are more happy and more accustomed to listening (Asvin & Rohman, 2019).

Most students have low participation in improving the outcomes of entrepreneurship courses. This can be seen from the difficulty students have understanding the subject matter of entrepreneurship. Students are less active in study group activities. Most students are less interested in participating in off-campus entrepreneurship events. The course output is still like concepts and practices of trade in goods and services to make a profit. So changing the semester learning plan from just entrepreneurship to socio-entrepreneurship is necessary. Likewise, with the culture, where it is necessary to change practices that are just trading and become more open to community participation in student activities, Especially now that practitioners have entered campuses and continue to collaborate, it is necessary to change the semester learning plans for entrepreneurship courses so that they can interact socially as expected from practitioners. When students enter society in entrepreneurial practice, they need to know the culture of society related to entrepreneurship. Therefore, it is very appropriate if cultural space is integrated into entrepreneurship courses.

Experience from the outside world regarding the success of developing semester learning plans for entrepreneurship courses is very important material for strengthening students' entrepreneurial spirit (Sofyan & Saputra, 2022). Materials that describe social entrepreneurship still need to be adopted selectively so there is no controversy when implementing social entrepreneurship semester learning plans integrated with spatial culture (Widodo, 2022). Empirical studies from outside the campus are also a good reference for the completeness of the learning material for entrepreneurship courses (Triyanto, Parno, 2022).

Business development around the world continues to roll and undergo unstoppable invasions. Numerous case studies on two PBOs have revised and validated the proposed model. In this study, two businesses, A and B, were looked at. The businesses had 1,000 and 2,500 professionals and 40 and 30 years of expertise. The firms have finished various engineering, logistics, construction, and commissioning projects in the upstream and downstream segments of the oil, gas, and petrochemical industries. Both businesses, which are privately held, are involved in massive projects in the sectors mentioned above. The information was gathered by speaking with 20 project participants—10 from each company. Senior executives, project managers, and people in charge of various projects and knowledge issues were also contacted for the interviews providing an introduction to the experience and current events inside the organization (Hakamian et al., 2019). Every change has an impact. Suppose the interaction process continues to cause changes. Changes in the structure of society can then give rise to social processes (Sari et al., 2019). And if this social process continues, it can cause social and cultural change (Sari et al., 2020).

One example of cultural and spatial integration is an activity passed down from generation to generation by sea communities in Aceh Province (Ridho & Tumin, 2022). As proof that the youth of Meuraxa Regency aspires to have BUMDes that are integrated into an independent village government system, the PL organization in Banda Aceh City is required to build governance for boat rental services (Soleh & Arifin, 2021). The current business unit governance practices outlined in the establishment document must be changed to transition from this innovative initiative to BUMDes (Noviyanti, 2021). The main objective of this research is to create a boat rental service management system for OT organizations by improving the administrative management of BUMDes Mandiri business units. It's a qualitative study. Seeing the potential of human and natural resources, this business may benefit from both (Rahmattullah, 2021).

When the COVID-19 pandemic broke out, the world of education had come through various learning experiences by leveraging various information technology capabilities (Abdusshomad, 2020; Telaumbanua, 2020). A lot of information was obtained from telegram and WA groups from the

campus both at the student level with field supervisors, fellow field supervisors, and field supervisors with the campus coordinator of each higher education institution (Rahmattullah, 2022) (Tumoka, 2021) (Solikhin & Munastiwi, 2022)(Herwiana & Laili, 2022).

Research on the analysis and validation of the semester learning plan on social entrepreneurship material that is integrated with spatial culture continues to be reviewed by several experts. Because the material conveyed in the material is very interesting and varied. In connection with the substitution of local material in higher education lesson plans, efforts are still being made. Utami et al. (2019), in their research concerning local wisdom material, stated that the expression of ideas by local people through ethnoecological learning can strengthen the nature of meaningful learning and can encourage students' positive attitudes so they can solve the problems faced with wisdom. The article makes a connection between the environment and culture. However, this research is not yet different; it focuses on two materials, namely socio-entrepreneurship and cultural space. The environment referred to as research, which is used as the object of research by Utami et al., is the environment of one tribe. At the same time, in this study, there was a collaboration between various tribes. This means that the difference in this research is in the content of socio-entrepreneurial material.

Research conducted by Mursal et al. incorporated historical content into entrepreneurship learning with the result that the material was successfully applied (Irhas Fansuri Mursal Abdurrahman, 2021). However, material related to socio-entrepreneurship is integrated into the spatial culture, and the implications for entrepreneurship have not yet been attempted. However, apart from the two studies above, which examined the effectiveness of implementing local content material, other research discussed integrating two materials in one course simultaneously, as expected in this ongoing research. The implementation of social entrepreneurship in community empowerment was researched by Darwis et al. (Yuandina, 2022). However, the implications are more on eradicating poverty and not mentioning the benefits for entrepreneurs. If this is included in the material content, it is not by the concept of social entrepreneurship itself, namely service and profit.

Based on the search results on socio-entrepreneurship and spatial, cultural themes from this paper, the material discussed in three previous studies shows that Utami et al.'s research will be continued by adding cultural space. Darwis et al.'s research updates the distribution of profits where later business actors are a form of dedication and earn income. Research conducted by Mursal et al. was also continued in this study as input for implications. But here, it is summarized as implications for the practice of entrepreneurship courses. The output is in the form of student characters in the research conducted by Yusuf et al. in the medium category (Yusuf et al., 2019). However, in this

study, it was strengthened by the PJBL learning method so that students' character became strong (Afriana & Rokhimawan, 2022).

In testing the validity of RPS, Jainuddin and Misbah have used indicators for formulating objectives, content, time, and language (Zainuddin, 2020). However, in this study, the validity of the lesson plan is even more complex, coupled with the accuracy of the format of the lesson plan itself, which is a concern for both lecturers and students and can later be used for other courses by taking samples.

This study aims to analyze and validate the semester learning plans for entrepreneurship courses based on socio-entrepreneurship integrated with spatial culture. Analysis and validation of semester learning plans are needed because they need to include material related to socio-entrepreneurship. Besides that, it also makes spatial culture an integration, intending that this entrepreneurship learning also balances the role of students in society. The presentation of the material is more emphasized in the PJBL learning method, assuming that the resulting output has a greater impact on students. So that students can not only think creatively but also be innovative.

METHODS

The study The introduction should describe the research methodology. The research approach, study subjects, research procedure, use of materials and instruments, data collecting, and analysis methodologies are all explained in the method. The Introduction ought to mention the archetypal method. The research approach, study subjects, research procedure, use of materials and instruments, data collecting, and analysis methodologies are all explained in the method.

The 4D model is the most popular and straightforward model for the phases of learning media production. This 4D development model has a lot of supporters despite being frequently viewed as less complex than the ADDIE or ASSURE models and is not as straightforward as first thought. The following four development phases—Define, Design, Develop, and Disseminate—are the inspiration for the name of the four D development model (Siregar, 2020).

Step 1: Define

Setting and formulating the necessary learning requirements is the aim of this phase. Analyzing various development models is almost concurrent with this step. We shall examine the goals and issues with the current media or educational tools. At this point, five steps are typically carried out (Siregar, 2020).

First: Front-end analysis looks at the core problems teachers or students face to improve teacher effectiveness and student learning. A few prospective replacements that are more appealing and efficient learning systems have been found as a result of this inquiry. The advantages and disadvantages of each choice are then considered, along with how they might help the group resolve their problems.

Second: The people who will participate in the learning process are the subject of learner analysis. It is necessary to take note of a few student characteristics because they are crucial for design and development. Before starting their education, students' abilities are important characteristics that must be examined. This study explores the concepts of competency and a student's actual situation.

Third: The process of selecting the most crucial abilities that students need to master and decomposing them into a list of prerequisite and enabling subskills is known as task analysis. Additionally, this study ensures that all roles are covered in the learning resources or media being created. The study results will be the basis for every feature that must be included in the final product.

Fourth: Identification of the most important ideas that need to be taught, organization of those ideas in a hierarchy, dissection of ideas into key characteristics, and elimination of irrelevant ideas are all parts of concept analysis. With the help of this research, several justifications for each issue will be identified and described in the product development process.

Fifth: The process of creating learning objectives, which is the conversion of task analysis and concept analysis findings into the goals expressed in behavior in a clear and quantifiable manner, is known as specifying instructional objectives. The development of examinations and lesson plans will be based on these objectives. The learning materials are then updated with the objectives for use by instructors and students.

Step 2: Design

The design phase in creating 4D learning media is the following step. This phase's goal is to create a prototype of the learning content (learning media) that will be created. This phase can start once a set of behavioral goals has been developed. Key elements of the design stage include the choice of materials, medium, and formats for materials and the creation of prototypes (Siregar, 2020).

Step 3: Develop

Realizing a predetermined design or finishing a prototype are the two possible ways to achieve the development phase's objectives. As an illustration, even if many have been developed since the Define phase, the outcomes should be viewed as the initial version of the learning material (learning media) that needs to be adjusted before it can become an efficient and trustworthy final version to

address the issue. At this stage of development, input is typically solicited, acquired through formative review, and then changed. In this phase, there are often two primary steps (Siregar, 2020).

Step 4: Disseminate

The dissemination stage of 4D learning media development is the last. When testing during the development phase results in a product that has received favorable evaluations from specialists and has demonstrated consistent performance, the product is considered to have reached the final stage of manufacturing (development). The product can be widely used once proven fit for use. Validation tests, packaging, diffusion, and adoption are the procedures carried out throughout this dissemination phase. Summative evaluations are conducted at this stage after formative evaluations have been completed during the developmental phase (Siregar, 2020).

RESULTS AND DISCUSSIONS

After research on the development of semester learning plans integrated with the culture-based PJBL model, the following research results were obtained:

Defining Stage (Define)

In the definition stage, an analysis is carried out on several aspects: RPS analysis needs analysis and student characteristic analysis. For more details, the results of the analysis are presented as follows:

1. *Semester Learning Plan Analysis*

At this analysis stage, an analysis of the applicable Semester Learning Plan is carried out. In this study, the RPS analyzed was adapted to the curriculum of Kerangka Kualifikasi Nasional Indonesia (KKNI). The Semester Learning Plan analysis aims to determine the extent to which students must have competencies based on the graduation learning outcomes required by the KKNI curriculum in organizing learning in the PGSD study program. In addition, to determine the scope of material/study materials, processes, and learning outcomes appropriate for developing the expected Semester Learning Plan.

2. *Needs analysis*

This needs analysis was carried out after analyzing the KKNI curriculum. Needs analysis is done by analyzing the Semester Learning Plan. This need includes the Semester Learning Plan used by lecturers during the learning process. The preparation of lesson plans is part of the learning process planning. Conditions in the field show that most lecturers do not properly prepare lesson plans, which affects learning implementation.

3. *Analysis of student characteristics*

Student analysis is a study of student characteristics. This analysis is needed before designing learning tools, especially lesson plans. Identifying student behavior and characteristics needs to be done to determine individual qualities that can be used as guidelines in lesson planning. This analysis is used as a basic reference for developing research-based learning integrated semester learning plans.

Design Stage (Design)

Based on the Semester Learning Plan analysis, needs analysis, and analysis of student characteristics at the definition stage, a semester learning plan for the PJBL-based Spatial-Cultural Integrated Entrepreneurship course was designed as a research methods course. The semester Learning Plan is adjusted to the learning outcomes specified in the IQF curriculum, then arranged according to the steps in the research-based learning model. The semester Learning Plan is designed to encourage students to become active and have the ability to analyze, able to think critically, and able to exchange ideas in learning. The format for preparing this Semester's Learning Plan is modified according to National Higher Education Standards (SN Dikti), Semester Learning Plans or other terms, at least contain (a) study program name, course name and code, semester, credits, and the name of the supervising lecturer; (b) learning outcomes of graduates assigned to courses; (c) final capabilities planned to meet graduate learning outcomes; (d) study materials relating to the capabilities to be achieved; (e) learning approach.

Development Stage (Develop)

After carrying out the design stage, the next step is the development stage. This development stage aims to produce valid and practical Semester Learning Plans integrated with research-based learning to be suitable for use in the learning process. This development stage consists of two: Semester Learning Plan validation and practicality test.

1. *Semester Learning Plan Validation*

The validator then validates the designed Semester Learning Plan. Validity is needed to test a study. The word valid is often interpreted correctly, true, valid, and valid so that the word validity can be interpreted with accuracy, truth, or validity. The validity of the Semester Learning Plan that has been developed is said to be valid if it meets certain criteria. A product is said to be valid if the product can be used to measure what should be measured.

2. *Observation data on the implementation of learning*

Observation data on the implementation of learning was taken from the observation sheet on the implementation of the lesson plan obtained by the observer at each meeting.

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Table 1. Practicality of Implementation

Lesson	Percentage Evaluation Observer		Average	Category
	K1	**K2**		
Lesson 1	3,7	3,6	3,65	Practice
Lesson 2	3,6	3,5	3,35	Practice
Lesson 3	3,8	3,9	3,85	Practice
Practicality of Implementation			3,61	

Source: Research Results, 2022

The table above shows that the implementation of the Semester Learning Plan is in the practical category in the range of 3.5-3.85. The average results of implementing the lesson plans, in general, and implementing research learning-based research methods in semester III PGSD have been carried out according to plan. In this case, it can be seen that the developed Semester Learning Plan can be easily implemented by lecturers, meaning that the developed Semester Learning Plan is practical. Semester Learning Plan can be practical if lecturers can use the Semester Learning Plan to carry out learning logically and continuously without many problems. Thus, the based on research learning that has been developed can be used as an example in other departments that need it.

3.   *Practicality Questionnaire Results for Lecturers*

The lecturer's response questionnaire was given to find out the lecturer's opinion on the lesson plans that had been prepared. Analysis of the data obtained from each questionnaire on the lecturer's response to the practicality of the lecturer can be seen in the table below:

Table 2. Results of Lecturer Response Questionnaire Analysis

Aspects Assessed	Score
a. The language used is standard	3
b. Presentation of sentences easily understood by lecturers	3
c. Clarity of language used so as not to cause double interpretation	4
d. Instructions in the Semester Learning Plan make it easier for lecturers to convey the aims and objectives of various activities for students	3
e. The Semester Learning Plan makes it easier for lecturers to teach the material to students	3
f. Steps in according to the available time allocation	4
g. The learning method used is the material presented	4
h. Accuracy Format Semester Learning Plan	4
i. The Semester Learning Plan makes it easy for lecturers to attract student interest in learning	4

j. The Semester Learning Plan can be used as one of the data sources for the evaluation of the learning process.	4
Score Obtained	36
Maximum Score	40
Practicality Percentage	90
Category	Practice

Source: Research Results, 2022

Based on the table above, it can be seen that the average percentage of assessment of lecturers in the use of semester learning plan for entrepreneurship subjects integrated spatial culture based on PJBL in semester III PGSD is in the practical category, namely in the range of 80% -90%. This means that the developed semester learning plan has practicality in terms of presentation and use. It can be concluded that the practicality of a semester learning plan based on research learning based on the lecturer's response questionnaire is categorized as practical.

Some conclusions about valid components in the lecturer's evaluation of RPS users can be assessed based on the validity test results.

a.   Clarity of language used so as not to cause double interpretation

Language clarity in the material being used is a crucial component. Because language is the medium via which the RPS's contents and the implementer of learning's knowledge are communicated, The RPS's language is consistent with the information presented. The RPS uses straightforward, understandable language. The role of the immediate environment can be felt in conjunction with the simplicity of the knowledge that explains it. Jubei discovered that a person's linguistic logic manifests their cohesive mentality (Ainurrifqi, 2021). The message can be properly communicated if someone speaks clearly.

b.   Steps in according to the available time allocation

When the material being disseminated is extremely dense, it is best to construct long, flowing sentences that make it easier for students to recite the material while keeping it upright and error-free after each paragraph. If there is any long-term, detailed material preservation, all material will be accurately described and not lost. This is consistent with what Mustika did, which was to specifically tailor the RPS and write it down with clear indicators of the type of innovative work being done, where learning is more focused on the needs of the students and lecturers and less on the lecturers themselves (Ilmiani, 2020).

c.   The learning method used is by the material presented

The method used in this article is called Project Best Learning (PJBL), which encourages students to help their teachers push their students to reach their full potential at each stage of their education. The RPS theme that emphasizes the integration of social entrepreneurship within secular pedagogy is compatible with the PJBL teaching methodology because it better equips teachers to foster creativity in their students while judging innovative frameworks (Hakamian et al., 2019). Students are given tasks using the project-based learning methodology focused on challenging problems they must research in groups. They are giving students a chance to take an active role in their education because asking questions and researching, explaining, and communicating with the answers motivates them. In addition, they must create and offer a product based on the research's findings.

A thinking exercise that can enhance higher-order thinking abilities is PjBL learning. The PjBL learning paradigm benefits students' study habits and encourages them to use unique thinking when solving real-life issues. In project-based learning, the teacher serves as a facilitator, working with students to create pertinent questions and significant tasks that will help students build their knowledge and social skills and be evaluated based on their learning experiences (Fitriyah et al., 2021). Students must participate in problem-solving, decision-making, or investigative tasks when working on a project to be independent while delivering realistic results and presentations. Due to its contextual nature and ability to foster students' independence, project-based learning (PjBL) is therefore suited for achieving the objectives of 21st-century education.

The benefits of a project-based learning approach Increase motivation first. Students claim that project-based learning is more enjoyable than other aspects of the learning approach. According to numerous written research project reports, pupils have improved their diligence to the point where they have surpassed the RPS target. Second, develop your problem-solving skills. The importance of involving students in problem-solving activities and learning, particularly identifying and addressing difficulties, is emphasized by research on developing high-level cognitive skills in college students. Third, broaden cooperation. According to new cognitive theories and constructivists who claim that learning is a social phenomenon, students will learn more in a collaborative setting. To understand the importance of teamwork in projects, students must learn and use their communication skills, including working in teams, receiving evaluations from others, and communicating online (Astina, 2017).

d.   Accuracy Format Semester Learning Plan

The structure is appropriate since it moves the content from several RPS column layouts forward. The lecturer concentrates more on preparing the content to be prepared for the suitability of the material to be delivered during the class by modifying the layout and prioritizing the material.

e.   The Semester Learning Plan makes it easy for lecturers to attract student interest in learning

This area is very intriguing because instructors must foster a unique and imaginative learning environment. There are occasions when learning environments are created that are comfortable for lecturers but uncomfortable for pupils. The opposite. It is very interesting for lecturers and students to focus more on lecturer and student activities, looking far ahead at social values in entrepreneurship integrated with culture by delivering the RPS theme for entrepreneurship based on socio-entrepreneurship integrated with spatial culture. To increase output, students might be encouraged to do more. As well known, socio-entrepreneur integration into the spatial culture is a novel concept that entails participating in society and examining the cultural riches expressed in goods and services in each living locality.

The emergence of socio-entrepreneurship highlights the necessity of promoting social change to bring about long-lasting, constructive changes. It is everyone's responsibility who has the means to assist the weak when economic conditions are poor, there are groups of people who are living in poverty and are unable to escape it, the unemployment rate is high, and there are a lot of beggars, thugs, and homeless people who are considered to be poor (Listyorini, 2020). Therefore, the growth of social entrepreneurship is significant as a means of escape for the community itself, independent of government action. Like other business entrepreneurs, socio-entrepreneurs' efforts are evaluated based on their impact on society rather than their financial success or rate of return on investment.

f.   The Semester Learning Plan can be used as one of the data sources for the evaluation of the learning process.

Because students must obtain a percentage of achievement in the RPS part, it may be concluded that this can be used as a source of statistics. In addition, students must complete an assignment sheet, which will determine the percentage of their final grade they receive. This aligns with Yamin's opinion, which claimed that independent learning offers students enormous benefits since it allows each person to grow with other students and face-to-face interactions in the classroom (Yahdi, 2015).After research on the development of semester learning plans integrated with the culture-based PJBL model, the following research results were obtained:

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c.   The learning method used is by the material presented

The method used in this article is called Project Best Learning (PJBL), which encourages students to help their teachers push their students to reach their full potential at each stage of their education. The RPS theme that emphasizes the integration of social entrepreneurship within secular pedagogy is compatible with the PJBL teaching methodology because it better equips teachers to foster creativity in their students while judging innovative frameworks (Hakamian et al., 2019). Students are given tasks using the project-based learning methodology focused on challenging problems they must research in groups. They are giving students a chance to take an active role in their education because asking questions and researching, explaining, and communicating with the answers motivates them. In addition, they must create and offer a product based on the research's findings.

A thinking exercise that can enhance higher-order thinking abilities is PjBL learning. The PjBL learning paradigm benefits students' study habits and encourages them to use unique thinking when solving real-life issues. In project-based learning, the teacher serves as a facilitator, working with students to create pertinent questions and significant tasks that will help students build their knowledge and social skills and be evaluated based on their learning experiences (Fitriyah et al., 2021). Students must participate in problem-solving, decision-making, or investigative tasks when

working on a project to be independent while delivering realistic results and presentations. Due to its contextual nature and ability to foster students' independence, project-based learning (PjBL) is therefore suited for achieving the objectives of 21st-century education.

The benefits of a project-based learning approach Increase motivation first. Students claim that project-based learning is more enjoyable than other aspects of the learning approach. According to numerous written research project reports, pupils have improved their diligence to the point where they have surpassed the RPS target. Second, develop your problem-solving skills. The importance of involving students in problem-solving activities and learning, particularly identifying and addressing difficulties, is emphasized by research on developing high-level cognitive skills in college students. Third, broaden cooperation. According to new cognitive theories and constructivists who claim that learning is a social phenomenon, students will learn more in a collaborative setting. To understand the importance of teamwork in projects, students must learn and use their communication skills, including working in teams, receiving evaluations from others, and communicating online (Astina, 2017).

d. Accuracy Format Semester Learning Plan

The structure is appropriate since it moves the content from several RPS column layouts forward. The lecturer concentrates more on preparing the content to be prepared for the suitability of the material to be delivered during the class by modifying the layout and prioritizing the material.

e. The Semester Learning Plan makes it easy for lecturers to attract student interest in learning

This area is very intriguing because instructors must foster a unique and imaginative learning environment. There are occasions when learning environments are created that are comfortable for lecturers but uncomfortable for pupils. The opposite. It is very interesting for lecturers and students to focus more on lecturer and student activities, looking far ahead at social values in entrepreneurship integrated with culture by delivering the RPS theme for entrepreneurship based on socio-entrepreneurship integrated with spatial culture. To increase output, students might be encouraged to do more. As well known, socio-entrepreneur integration into the spatial culture is a novel concept that entails participating in society and examining the cultural riches expressed in goods and services in each living locality.

The emergence of socio-entrepreneurship highlights the necessity of promoting social change to bring about long-lasting, constructive changes. It is everyone's responsibility who has the means to assist the weak when economic conditions are poor, there are groups of people who are living in poverty and are unable to escape it, the unemployment rate is high, and there are a lot of beggars, thugs, and homeless people who are considered to be poor (Listyorini, 2020). Therefore, the growth

of social entrepreneurship is significant as a means of escape for the community itself, independent of government action. Like other business entrepreneurs, socio-entrepreneurs' efforts are evaluated based on their impact on society rather than their financial success or rate of return on investment.

f.   The Semester Learning Plan can be used as one of the data sources for the evaluation of the learning process.

Because students must obtain a percentage of achievement in the RPS part, it may be concluded that this can be used as a source of statistics. In addition, students must complete an assignment sheet, which will determine the percentage of their final grade they receive. This aligns with Yamin's opinion, which claimed that independent learning offers students enormous benefits since it allows each person to grow with other students and face-to-face interactions in the classroom (Yahdi, 2015).

CONCLUSION

Based on the findings of development and testing of the Semester Learning Plan for PJBL-based spatial-cultural integrated entrepreneurship courses in the learning that has been carried out, it was found that the process of developing the Semester Learning Plan for PJBL-based spatial-cultural integrated entrepreneurship courses in semester III of PGSD was carried out with the stages of defining, designing, developing, and disseminating. It can be explained as follows: 1) the defining stage is to carry out an analysis of the Semester Learning Plan, analysis of needs, and analysis of student characteristics. 2) the design stage is carried out by designing the Semester Learning Plan product form for PJBL-based integrated culture-integrated entrepreneurship courses. 3) the development stage is carried out by testing the Semester Learning Plan validation test by the validator.

The results of the Semester Learning Plan for PJBL-based spatial-cultural integrated entrepreneurship courses in semester III PGSD are valid and practical. This can be seen in the results from the Preparation of Semester Learning Plans by expert validators and educational practitioners who have implemented, which was developed to obtain an average score of 3.9 with a very valid category. This illustrates that the Semester Learning Plan developed is valid and can be used in learning. The practicality of the Semester Learning Plan is known from the results of observing the implementation of learning with an average of 93.3% in the very practical category. The average lecturer response questionnaire is 90% in the practical category.

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