

THE "CREATIVE HOURS" MODEL BASED ON *THE LEARNING CYCLE* AS A VEHICLE FOR THE GROWTH OF STUDENTS' ENTREPRENEURIAL SPIRIT: A CASE STUDY AT SANTA URSULA JUNIOR HIGH SCHOOL BANDUNG

Maria Lufriansya Bribin^{1a}, Dadang Sundawa^{2b*}, Asep Mahpudz^{3c}, Daud Yefkanus Nassa^{4d}

¹²³ Universitas Pendidikan Indonesia, Indonesia

⁴ Universitas Nusa Cendana, Indonesia

^aE-mail: maria.bribin13@upi.edu

^bE-mail: dadangsundawa@upi.edu

^cE-mail: asepmahpudz@upi.edu

^dE-mail: daud.nassa@staf.undana.ac.id

(*) Corresponding Author

dadangsundawa@upi.edu

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ABSTRACT

This study aims to describe and analyze the "Creative Hours" learning model centered on a learning cycle as a vehicle for cultivating the entrepreneurial spirit of students in an entrepreneurship-based school. A qualitative approach with a case study design was employed at SMP Santa Ursula Bandung. Data were gathered through participant observation, in-depth interviews with the entrepreneurship team, accompanying teachers, and the principal, as well as documentation, then analyzed through data reduction, data display, and conclusion drawing. The findings show that the "Creative Hours" model rests on three components curriculum, process, and evaluation operationalized through five learning-cycle stages: exploring, planning, doing, communicating, and reflecting. Across these stages the school instills fifteen entrepreneurial values that can be grouped into self-regulation values, creative-innovative values, social-collaborative values, perseverance values, and honesty as a moral anchor. The model's distinctiveness lies in a 60% weighting for character assessment that exceeds the weighting for knowledge and skills, the integration of the entrepreneurship curriculum with the school's core values, and the presence of an authentic audience (parents) at the communication stage. The study concludes that a structured, character-oriented learning cycle functions effectively as a vehicle for cultivating entrepreneurial spirit and can serve as a reference model for developing entrepreneurship-based learning in other educational units.

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INTRODUCTION

The challenge of economic globalization requires the preparation of independent, creative, and competitive human resources. One of the weaknesses of education in Indonesia is the tendency to prioritize mastery of scientific and intelligence aspects, while soft skills and the development of students' interests, talents, and skills receive less attention. In fact, the characteristics of superior human resources lie in their independent character, hard work, perseverance, and the ability to find solutions to the problems they face. In this context, entrepreneurship education occupies a strategic position as an effort to build character from an early age. (Purwanto et al., 2022)

Entrepreneurship education is not enough to be understood as teaching trading theory or making a business plan. More than that, entrepreneurship is a set of values and dispositions that can be part of the character of students. The problem is, in many schools entrepreneurship education is still taught cognitively and separately from the real experience of students, so entrepreneurial values have not been internalized in daily behavior. A learning model is needed that places students as actors who experience the process of creating and innovating themselves, not just understanding concepts. (Yahya et al., 2023)

The 2013 curriculum provides space for strengthening character education through various learning approaches. A number of schools take advantage of this space by organizing entrepreneurship-based learning as a vehicle for character building. Santa Ursula Junior High School Bandung is one of the schools that organizes entrepreneurial activities in a structured manner through a program called "Creative Hours". This program is interesting to study because it combines the pattern of the entrepreneurship curriculum with the basic values of education embraced by the school, as well as making character the main component of assessment. (Asmuruf & Soelaiman, 2022)

A number of recent studies have confirmed the position of entrepreneurship education as a vehicle for character formation (Carpenter & Wilson, 2022). Found that project-based entrepreneurship learning in vocational high schools was effective in fostering students' motivation and entrepreneurial attitudes. Developing a learning model of entrepreneurship projects based on local wisdom that is proven to improve students' character, while showing that entrepreneurship-based learning can be a medium for strengthening students' character profiles and values. The findings reinforce the belief that entrepreneurship deserves to be positioned as part of character education, not just technical training in business. Vernia (2023) Martanti et al. (2024) Air & Ulfa (2025)

However, most of the recent studies focus on the theme of local wisdom, strengthening the Pancasila Student Profile, or the context of elementary and vocational schools, and often highlight that the implementation of entrepreneurial learning still tends to be theoretical and less related to real problems. There has not been much research that has documented in detail a structured entrepreneurship learning model at the junior high school level that combines an external entrepreneurship curriculum with basic values typical of schools and places character as the main component of assessment. This gap is what this research aims to fill through a study of the "Creative Hours" model. Even though the research data was collected in 2017, the model described is structural and has a transferability value, so its relevance is not tied to the moment of data collection. (Sherly et al., 2023)

Based on this background, this article focuses on one key question: how does the learning cycle-centered "Creative Hours" model foster the entrepreneurial spirit of students in entrepreneurship-based schools? The purpose of this research is to describe and analyze the program structure, learning cycle stages, and entrepreneurial values instilled through the model. This study is expected to make a conceptual contribution to the growth of the entrepreneurial spirit as well as provide a reference for practical models for the development of entrepreneurship-based learning in other educational units.

The entrepreneurial spirit is essentially not limited to business activities, but is a set of attitudes and characters that any individual can have. According to , entrepreneurship is a creative and innovative ability that is used to seek and utilize opportunities for success. This concept is in line with the Hidayatulloh & Ashoumi (2022) *need for achievement* theory , which asserts that individuals with a high achievement drive tend to be independent, dare to take risks, and persist in achieving goals. These characteristics can be grown through the educational process so that they are relevant to be developed from school age. Timan et al. (2024)

Entrepreneurial values are closely related to character education. states that character education aims to form moral knowledge (Lickona (2008) *moral knowing*), moral feelings (*moral feeling*), and moral action (*moral action*). In line with that, it emphasizes that character education is a response to a multidimensional crisis through the habituation of values in daily life. In the Indonesian context, the Ministry of National Education (2010a) formulated seventeen entrepreneurial values, such as independence, creativity, honesty, discipline, responsibility, hard work, and leadership, which can be integrated into the learning process. Thus, the entrepreneurial spirit is seen as an integral part of the formation of students' character. Hariyanto et al. (2023)

Effective learning in fostering character and entrepreneurial spirit requires an active and reflective learning experience. emphasizing that meaningful learning is born from reflected experiences, while developing Sikandar (2015) Bell & Bell (2023) *an experiential learning cycle* consists of four stages, namely *concrete experience*, *reflective observation*, *abstract conceptualization*, and *active experimentation*. The cycle is an important foundation in project-based learning because it allows students to gain hands-on experience, reflect, and generate new understanding through real practice.

Project-based learning places projects at the core of learning activities so that learners are actively involved in problem solving and producing real products. explains that this model is learner-centered, inquiry-oriented, and relates to real-life situations. In the context of education in Indonesia, this model is recommended in the 2013 Curriculum because it is in line with a scientific approach that emphasizes the processes of producing, creating, and innovating. Therefore, project-based learning is an effective means to instill entrepreneurial values while developing students' skills. Tiberius & Weyland (2023) (Abdurahman et al., 2025)

Character education in the 2013 Curriculum is carried out in an integrated manner through the entire learning process and school culture. Normatively, the implementation of character education is based on Law Number 20 of 2003 concerning the National Education System which emphasizes the importance of forming the nation's character. The Ministry of National Education (2010b) formulated eighteen character values that must be developed in schools, including religious, honest, discipline, creative, independent, and responsible. emphasized that character education will be more effective if integrated into daily learning practices. Thus, Sitaridis & Kitsios (2024) *the Creative Hours program* can be seen as an integrative vehicle that brings together entrepreneurship education and character education within the framework of the 2013 Curriculum.

METHOD

This research uses a qualitative approach with a naturalistic paradigm. The qualitative approach was chosen because the research intends to deeply understand a phenomenon in a natural setting, namely the growth of entrepreneurial spirit through the "*Creative Hours*" program. The design used is a case study on a single site, namely SMP Santa Ursula Bandung, an entrepreneurship-based junior high school in the city of Bandung. (Rasyid, 2022)

Data collection was carried out from March to June 2017 through three techniques. First, participatory observation of the implementation of "*Creative Hours*" activities in grades VII A and VII B, including direct observation of the process of making student products. Second, in-depth interviews with three members of the entrepreneurship team, two assistant teachers of grade VII, and the principal. Third, a documentation study of the assessment rubric, assessment format, and program supporting documents. In order to maintain research ethics, the identities of the informants in this article are presented in the form of role codes, namely the Entrepreneurship Team (TE-1, TE-2, TE-3), Accompanying Teachers (GP-A and GP-B), and School Principals (KS).

Data analysis was carried out inductively through three interactive activity streams, namely data reduction, data presentation, and conclusion/verification (Miles & Huberman, 1994). The validity of the data is maintained through triangulation techniques and triangulation of sources, so that the conclusions drawn rely on corroborating data from various sources. The researcher acts as the main instrument directly involved in the observation process in the field.

RESULT AND DISCUSSIONS

Program Structure "Creative Hours"

Entrepreneurial activities at SMP Santa Ursula Bandung are institutionalized as a local content that contributes to the students' report card scores. This activity is carried out every Wednesday with a duration of two hours of lessons, both inside and outside the classroom. At the beginning of the activity, the teacher gave motivation and briefing on the "Annual Theme" which became the umbrella of the students' projects. In the 2016/2017 school year, the theme used was "Appropriate Technology".

According to TE-3's explanation, the curriculum pattern of this activity originally adopted the Ciputra entrepreneurship model. However, as KS emphasized, in order for this program to be different from other entrepreneurship-based schools, the school adds core values or basic values of education that it adheres to include serviam, integrity, against the tide, compassionate motherhood, achievement motivation, and team spirit with the acronym "SERVITE et AMATE". Thus, entrepreneurship activities are not separated from the basic values of the school and are positioned as part of the implementation of the 2013 Curriculum which emphasizes character education.

Structurally, the "Creative Hours" program consists of three interrelated components, namely curriculum, process, and evaluation. In the curriculum component, students are developed in three elements at once: character or mindset, skills, and knowledge. The process component is centered on the learning cycle, assessment rubric, and innovation model. The evaluation component is carried out based on the weekly assessment rubric and the end-of-semester assessment rubric, the results of which are entered into the student's report card.

The most distinguishing aspect of the program lies in the weight of the assessment. Knowledge assessments are given 20% weight, 20% skill assessments, and 60% character assessments. The composition shows that the most priority is not the product results, but the character of the students formed during the process. The weight of this dominant character is a paradigmatic marker that "Creative Hours" is designed as a vehicle for character building, not just technical skills training.

Table 1. Composition of the Evaluation Weights of the Program "Creative Hours"

Assessment Components	Weight
Knowledge Assessment	20%
Skills Assessment	20%
Character Assessment	60%

Source: *processed from research data*

Lima Tahap Learning Cycle

The "Creative Hours" activity process is carried out through five stages of the learning cycle, namely exploration, planning, doing, communicating, and reflection. Before entering the core activity, the teacher first explains the entire stage and the assessment rubric. In addition, the teacher explained three ways to innovate products, namely innovation in the form, function, and structure of work. The following are described the five stages based on the results of observations and interviews in grades VII A and VII B.

Exploration. At this stage, students are divided into five groups of six to seven members each. As explained by GP-A and GP-B, students explore a variety of activities and issues related to entrepreneurship through reading books and articles, watching shows, searching for resources on the internet, interviews, observations, questionnaires, and surveys. From this exploration process, students began to find ideas for projects to be worked on.

Planning. After obtaining data from the exploration stage, students plan the project carefully: determining the project name, work time, cost, tools and materials, and work standards. At this stage, each group begins to divide tasks so that all members have their own responsibilities, and the teacher directs students to pay attention to work safety. Before proceeding, the group was asked to create a prototype so that the project's shortcomings could be recognized from the beginning.

Doing. From the prototype, students carry out project work according to the results of the teacher's evaluation. As an illustration, in the observation on April 26, 2017 in class VII A, one of the groups worked on a product called "wonder candle", which is an aromatherapy candle with various shapes, colors, and fragrances. At this stage, teachers assess creativity and innovation through feedback on prototypes made by students.

Communicating. The completed project is communicated in front of the class and assessed by two accompanying teachers. Students are trained to convey ideas well, explaining the process from start to finish, reasons for choosing projects, benefits, advantages and disadvantages, and innovations made. This communication stage culminates at the time of receipt of the report card, when students present the product to their parents and obtain an assessment from them. The presence of parents as an authentic audience provides positive pressure that encourages students to be serious in their work.

Reflection. In the final stage, learners recall the entire process, assess the success rate of the project, and analyze the extent to which they have worked together and are responsible. The teacher then motivates the students to continue with the next project. This stage of reflection closes the cycle and at the same time makes failure a learning material, not the end of the process.

Inculcating Entrepreneurial Values

Through the five stages of the learning cycle, the "Creative Hours" activity instills fifteen entrepreneurial values, namely independence, creativity, daring to take risks, leadership, hard work, honesty, discipline, innovative, responsibility, cooperation, never giving up, realistic, curiosity, communicative, and strong motivation to succeed. To make it easier to understand the planting pattern, these values are grouped into five groups as follows.

Value self-regulation (independence, discipline, responsibility). Independence is trained through commitment between teachers and students, providing a framework of steps with a time limit, and the need to follow the *learning cycle* stage. Discipline is instilled not militaristically but through timely habituation according to the project *timeline*. Responsibilities are built through the division of tasks recorded in each group and the obligation to make reports from stage to stage. (Kisno et al., 2023)

Creative-innovative values (creative, innovative, curious, realistic). Creativity is triggered from the exploration stage through observation and sparking questions from teachers. Innovation is directed at three paths, namely the form, function, and working structure of the product. Curiosity is fostered by encouraging students to interview expert speakers and explore local wealth. The realistic value trains students so that their ideas refer to the availability of materials, skills, and market needs (target market). (Hasan et al., 2023)

Social-collaborative values (cooperation, communicative, leadership). Cooperation is built through respect for differences of opinion and the principle of "one speaks, another listens". Communicative skills are trained because communication is seen as an inherent part of entrepreneurship. Leadership is developed through the rotation of group leaders on each project as well as an emphasis on one's own leadership before leading others, in a democratic pattern. (Baswedan et al., 2025)

The value of fighting power (never giving up, hard work, daring to take risks, strong motivation to succeed). Fighting power is grown by placing failure as a learning process, motivation from external sources such as entrepreneurs and practitioners, peer assessment, and challenges in the form of reflective questions. Students are encouraged to dare to take risks by recognizing the weak points of the plan and communicating the problems faced.

Honesty as a moral anchor. Honesty is instilled through accountability for each stage of the learning cycle, the obligation to admit when tasks are not carried out, appreciation for one's own and others' belongings, and the courage to admit project failures. These values serve as moral anchors that keep the entire process honest and accountable.

DISCUSSION

The above findings show that the growth of the entrepreneurial spirit at Santa Ursula Junior High School Bandung does not occur through lectures or memorization, but through structured experiences experienced by students in the learning cycle. This pattern is in line with *the experiential learning cycle* Bell & Bell (2023) of

exploration and doing stages acting as concrete experiences, communicating and reflection stages as reflective observations, while teacher evaluation along with innovation direction encourages conceptualization and experimentation in the next project. The emphasis on the process of producing, not just understanding, is also in line with the idea of meaningful learning through direct experience. Thus, the five stages of the learning cycle serve as an internalization path: each entrepreneurial value is not taught separately, but emerges and is practiced at the relevant stage, from exploration to reflection. (Kaharudin & Djohan, 2022)

There are three characteristics that make the "Creative Hours" model effective as a vehicle for the growth of the entrepreneurial spirit. First, the weight of character assessment of 60% places character as the main goal of learning, so that the process of instilling values acquires real assessment legitimacy, not just a moral appeal. Second, the integration of the entrepreneurship curriculum pattern with the basic values of the school makes entrepreneurship not purely technical-economic, but tied to a broader value framework. Third, the presence of parents as an authentic audience at the communication stage strengthens the motivation and responsibility of students because their work is judged by real parties outside the teacher. These three characteristics confirm that "Creative Hours" meet the characteristics of the project-based learning that is formulated, namely projects as the center of the curriculum, are realistic, and are controlled by students. In line with that, it was also found that entrepreneurial project models can improve the character of learners when designed in a structured manner. Tiberius & Weyland (2023) Martanti et al. (2024)

The cultivation of fifteen values grouped into a group of self-regulation, creative-innovative, social-collaborative, fighting power, and honesty shows that the entrepreneurial spirit that is built is comprehensive. The planting pattern reflects the three components of character education: moral knowledge is formed when teachers explain values and procedures, moral feelings grow through motivation and example, while moral actions are realized when students carry out projects honestly and responsibly. The struggle of never giving up, daring to take risks, and strong motivation to succeed also resonate with the need for achievement which is stated as the core of entrepreneurial behavior. These values not only prepare students for entrepreneurship, but also form a character that is relevant to life in general. Thus, the "Creative Hours" model is a concrete example of how entrepreneurship-based learning functions as a vehicle for character formation within the framework of the 2013 Curriculum. Lickona (2008) Timan et al. (2024)

As a model, "Creative Hours" has a transferability value. The core elements of the five-stage learning cycle, three innovation paths, character-weighted rubrics, and authentic audiences can be adapted by other educational units by adjusting the theme and basic values embraced by each school. What needs to be maintained is consistency of orientation to the process and character, not just to the product results.

CONCLUSION

The "Creative Hours" model centered on the learning cycle functions effectively as a vehicle for the growth of the entrepreneurial spirit of students at Santa Ursula Junior High School Bandung. This model is built on three components of curriculum, process, and evaluation that are operationalized through five stages, namely exploration, planning, doing, communicating, and reflection. Through this stage, the school instills fifteen entrepreneurial values that can be grouped into the value of self-regulation, creative-innovative value, social-collaborative value, value of fighting power, and honesty as a moral anchor.

The advantages of the model lie in the weight of the dominant character assessment (60%), the integration of the entrepreneurship curriculum with the school's basic values, and the presence of an authentic audience at the communication stage. These three characteristics make the growth of the entrepreneurial spirit take place as a meaningful experience, not just a transfer of knowledge. This study recommends that a similar model can be adapted by other educational units by adjusting their respective themes and basic values, as well as maintaining consistency of orientation in the process and character. Further research is suggested to test the feasibility of the model at different levels and school contexts.

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