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Rose Crunch Delight Unique Snack Experience With A Touch Of Roses Supports Science Learning For Grade IV

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ABSTRACT

This research was conducted at SD Negeri 2 Sumur, Tamansari District, Boyolali Regency. The subjects of this research were teachers and students of grade IV. This research aims to introduce and create a food product called Rose Crunch Delight, a snack made from rose flowers. The solution offered SDN 2 Sumur is one of the schools located near Cluntang Village. By carrying the theme of local wisdom, SDN 2 Sumur tries to create food innovations from rose flowers. This is also integrated with the learning of science and natural sciences material on plants, sources of life on earth about snack foods that will be used as the basic ingredients for making rose chips. The research method uses qualitative through learning activities with an edupreneurship spirit, namely a unique snack experience with a touch of roses. The results of this study indicate that the innovative product made by SDN 2 Sumur is Rose Crunch Delight. This part of the plant can be used as an innovative product in the form of Rose Crunch Delight (Rose Flower Chips). Increasing the creativity and innovation abilities of students through the Rose Crunch Delight product in the science subject. That Edupreneurship is very much needed and must continue to be developed in Educational Institutions in Indonesia, both formal and non-formal.

Keywords: Rose Crunch Delight; Science Learning.

ABSTRAK

Penelitian ini dilaksanakan di SD Negeri 2 Sumur, Kecamatan Tamansari, Kabupaten Boyolali. Subyek penelitian ini dilakukan oleh guru dan peserta didik kelas IV. Penelitian ini bertujuan untuk mengenalkan dan membuat produk makan yang diberi nama Rose Crunch Delight camilan makanan dari bunga mawar. Solusi yang ditawarkan SDN 2 Sumur merupakan salah satu sekolah yang terletak dekat dengan Desa Cluntang. Dengan mengusung tema kearifan lokal, SDN 2 Sumur mencoba untuk membuat inovasi makanan dari bahan bunga mawar. Hal ini diintegrasikan pula dengan pembelajaran IPAS materi tumbuhan, sumber kehidupan di bumi tentang makanan camilan yang akan digunakan sebagai bahan dasar pembuatan keripik mawar. Metode penelitian menggunakan kualitatif melalui kegiatan pembelajaran berjiwa edupreneurship yaitu pengalaman camilan unik dengan sentuhan bunga mawar. Hasil penelitian ini menunjukkan produk inovatif yang dibuat SDN 2 Sumur adalah Rose Crunch Delight. Bagian tumbuhan ini bisa dijadikan produk inovatif berupa Rose Crunch Delight (Keripik Bunga Mawar). Peningkatkan kreatifitas dan kemampuan inovasi peserta didik melalui produk Rose Crunch Delight pada mata pelajaran IPAS. Bahwasannya Edupreneurship amat sangat dibutuhkan dan harus terus dikembangkan pada Lembaga-lembaga Pendidikan di Indonesia, baik formal maupun non formal.

Kata Kunci: Rose Crunch Delight; Pembelajaran IPAS.

SCHOOL

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INTRODUCTION

Rose Crunch Delight

Edupreneurship applies to all groups including elementary school educators. Elementary school educators can continue to teach well and professionally with edupreneurship. Without reducing the quality of learning, an elementary school teacher can become an entrepreneur. Entrepreneur as someone who creates a new business by taking risks and uncertainties in order to achieve profit and growth by identifying opportunities and combining the resources needed to establish it (Siti Fatimah, 2013: 6). This can also be done by elementary school educators.

Edupreneurship, which has a combined meaning of education and entrepreneurship, is a unity whose meaning cannot be separated. Both become one because the process carried out is indeed a reflection of the concept of entrepreneurial education, meaning educating someone to be able to work on and produce something that has sales value and can then be used by themselves or groups (Halil H, 2021)

Becoming an entrepreneur, an elementary school teacher is able to become an independent, hard-working, and useful person for others. Learning activities in elementary schools that require interesting media in the form of Educational Game Tools (APE), are an opportunity for the growth of entrepreneurial spirits in elementary school teachers (Hermanto Halil, 2021). The high demand for media, and the difficulty of accessing the need for these media due to expensive prices, makes elementary school teachers think why not make their own media, from easily available materials, materials at more affordable prices, or from materials they already have (Sajari et al., 2017).

Regarding the purpose of implementing edupreneurship, it is in line with Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Chapter II Article 3 concerning the Basis, Functions, and Objectives which states that: "National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe, fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Learning difficulties occur due to several factors from the students themselves, such as lack of motivation and interest in learning, as well as the students' learning styles so that they also affect their readiness to start learning in class (Alfatonah et al., 2023).

The goal of learning science is to develop interest and curiosity, play an active role, develop inquiry skills, get to know yourself and your environment, and develop knowledge and understanding of science concepts. The independent curriculum gives teachers and students the freedom to choose various teaching tools, so that learning can be adjusted to the learning needs and interests of students. (ARUMSARI, 2023).

Science learning is very appropriate to be associated with edupreneurship learning as a basic theory in supporting the practice of making chip snacks. Science learning is carried out in real terms. Broader and more real learning is in the independent curriculum, students are also encouraged to work in groups (Nuryani et al., 2023). In the current Independent Curriculum, science lessons have become a distinctive feature (Rahmayati and Prastowo, 2023).

Therefore, to instill and grow the mentality, researchers tried to research the chips business, which is a snack food sourced from various types of ingredients such as bananas, sweet potatoes and cassava, a choice that has been processed traditionally to be consumed

SCHOOL

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Volume 02, No. 02, November 2024, Page. 36-43

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directly. The process of frying these chips is done by sorting the sliced bananas and then frying the chips to be consumed, the process is carried out like this.

That Edupreneurship is very much needed and must continue to be developed in Educational Institutions in Indonesia, both formal and non-formal. In its implementation, the learning method using the blended learning method is one of the new breakthroughs that can be used and developed in various Educational Institutions in Indonesia. In this paper, the author will discuss unique snacks around the Cluntang, Musuk, Boyolali area which is famous for the production of rose flower chips with the content of Science Lessons on Plants, Sources of Life on Earth.

Solutions Offered

Boyolali area, precisely in Dukuh Gondang, Cluntang Village, Musuk District, has a group of Putri Mawar women. This group was founded due to the many problems related to women in rural areas, including: economic problems, early marriage, work for women at risk, and basic health for women. The Putri Mawar women's group also has a business unit that has pioneered a business by producing various kinds of rose flower products, including; tea (bags and premium), rose syrup, and rose chips. SDN 2 Sumur is one of the schools located near Cluntang Village. By carrying the theme of local wisdom, SDN 2 Sumur tries to create food innovations from rose flowers. This is also integrated with the learning of science and natural sciences on plant material, sources of life on earth about snack foods that will be used as the basic ingredients for making rose chips. ROSE CRUNCH DELIGHT will later be used as a product name to attract purchasing power at the SDN 2 Sumur market day.

METHOD

Time and Place

The implementation was carried out in September 2024 at SDN Negeri 2 Sumur, Tamansari District, Boyolali Regency in class 4 which was attended by 9 students.

Materials and tools

The basic ingredients of the chips snack are rose chips, rice flour, coriander powder, Royco, garlic and shallots, turmeric, cooking oil and Balado powder or corn.

Pre-Implementation Stages

Before making this rose chip snack, the researcher conducted a survey first to Cluntang village, Musuk District, Boyolali Regency to find out the source of information data related to making chip snacks. The selection of objects was carried out in Cluntang village with the consideration of local entrepreneurial groups who could be informants for further manufacture at SDN 2 Sumur with the object of students so that they have an eduepreneurship spirit.

Implementation Stages

After conducting a survey, the implementation was practiced by students in making Rose Crunch Delight (Rose Chips). First, students were made into groups to allow for collaborative work and not burden the materials brought. Each group brought 3 rose stalks to be sorted from the petals. Here, the teacher also plays a role in conveying the advantages of using roses so that students understand the benefits of roses. As much as possible, students have a creative and innovative attitude in developing business capital to get results/number of goods that have economic selling value.

This study uses a qualitative approach through learning activities with an eduepreneurship spirit, namely the Unique Snack Experience with a Touch of Roses. The post-positivism paradigm argues that researchers cannot get facts from a reality if the

SCHOOL

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Volume 02, No. 02, November 2024, Page. 36-43

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researcher creates a distance from the existing reality. The relationship between researchers and reality must be interactive. Therefore, it is necessary to use the principle of triangulation, namely the use of various methods, data sources and data (Batubara, J. 2017).

The making of Rose Crunch Deligt (Rose Chips) involved grade VI students and accompanying teachers as facilitators in assisting the making process, learning theory and activity evaluation.

RESULTS

SDN 2 Sumur utilizes rose flower as the basic ingredient by processing it into chips that can be a value in itself. The name of this product is Rose Crunch Delight (Rose Chips) as an innovative food product that has high economic value. Combined with the science subjects in grade IV, the learning process will be more enjoyable.

The process of making Rose Crunch Deligt (Rose Chips) is first made into groups to allow for collaborative work and not burden the materials brought. Each group brings 3 stems of roses to be sorted from the petals. The teacher also gives examples and accompanies in this making process. Here the teacher also plays a role in conveying the advantages of using roses so that students understand the benefits of roses. The teacher should not play too much of a role in the making process, it is enough for students to apply each stage given by the teacher. So that whatever results are made by students become valuable experiences and may be applied in the future. As much as possible, students have a creative and innovative attitude in developing business capital to get results/quantities of goods that have economic selling value. In the final stage, students are taught to make the food served as attractive as possible by putting chips in plastic and adding stickers. At this stage, students decorate as creatively as possible to become a product that is popular with buyers.



Figure 1. Tools and Materials

Rose Crunch Delight

Rose Crunch Delight in Indonesian "Kenikmatan Bunga Mawar". One of the innovations in the field of entrepreneurship that can be applied to students. Entrepreneurship in education or edupreneurship is an educational innovation that aims to produce graduates with high quality, competitiveness and great contribution to the wider community (Assingkily & Rohman, 2019). Many people say that the level of education of entrepreneurs is important, especially in maintaining the sustainability of their businesses. Apart from that, adequate education is also needed in overcoming various problems that occur (Luthfiana Shofia, 2024).

Chips business is one of the snacks that comes from various types of ingredients such as bananas, sweet potatoes and cassava, choices that have been processed traditionally to be consumed directly. The process of frying these chips is done by sorting the sliced bananas and then frying the chips to be consumed, the process is done like frying chips in general.

The efforts made by teachers at SDN 2 Sumur in an effort to support science learning by making unique snacks with a touch of Rose Crunch Deligt flowers (Rose

SCHOOL

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Volume 02, No. 02, November 2024, Page. 36-43

Available Online at journal.upgris.ac.id/index.php/imajiner

Chips) are as follows:

1. The supervising teacher provides an understanding of the nutritional content of roses and compares it with other snacks, increasing knowledge about nutrition and freeing students to observe the color and texture before and after frying.
2. Holding discussions about the social and economic benefits of using rose flowers in food, as well as the importance of sustainability.
3. Divide students into groups to design their own rose chip recipes to encourage collaboration and creativity.
4. Teachers can involve students' parents in learning activities, for example by asking them to help students prepare materials.

Benefits of learning:

1. By making rose chips, students can learn about the parts of plants that can be consumed, such as flower petals.
2. Students can gain meaningful knowledge because they learn while doing real activities.
3. Making unique snacks can make learning more fun and interesting for students.
4. Students can develop a variety of skills, such as fine motor skills, critical thinking skills, and communication skills.

After seeing the development, with careful planning and proper implementation, the activity of making rose chips can be a valuable learning experience for students of SDN 2 Sumur. The steps for making Rose Crunch Delight are as follows: 1. Prepare garlic and shallots and turmeric in a mortar and puree; 2. Prepare a bowl to separate the red rose flowers from the crown; 3. After that, prepare a small basin and add ground coriander, rice flour, royco then the spices that have been pureed are also mixed; 4. Add enough water then stir until evenly mixed; 5. After that, put the flower petals in the dough and stir again; 6. While heating the oil in the pan; 7. If the color is brownish then drain; 8. Corn or Balado flavored powder can be added.



Figure 2. Rose Crunch Delight Results (Rose Chips)

The results in this image show a product called Rose Crunch Delight, a snack made from rose petals. Students can then sell this snack product in the school environment. Hygienic ingredients can be a reference for the suitability of the product, and can determine the selling price of an item. Students in grade IV of SDN 2 Sumur sell this snack product in groups and record each purchase and calculate the profit from each snack product sold. Details of the tools and materials can be seen in the following table.

Table 1. Details of material prices

No	Material	Price
1	Rice flour	Rp. 3,000.00
2	Coriander Powder	Rp. 1,000.00

SCHOOL

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3	Royco	Rp. 1,000.00
4	Garlic and Shallots	Rp. 2,000.00
5	100 grams of red roses	Rp. 5,000.00
6	Turmeric	Rp. 1,000.00
7	Cooking oil	Rp. 6,000.00
8	Balado Powder and Corn	Rp. 3,000.00
Amount		Rp. 22,000.00

Science Learning

Science learning is carried out in a real way. Broader and more real learning is in the independent curriculum, students are also encouraged to work in groups (INA Alfatonah, YV Kisda, A Septarina, A Ravika, and IT Jadidah, 2023). Meanwhile, according to (Maulida et al., 2024) Science is a science that studies living and non-living things in the universe and their interactions, as well as studying human life as individuals and social beings who interact with the environment.

The integration of subjects in the independent curriculum integrates the subjects of Natural Sciences (IPA) and Social Sciences (IPS) into one subject called IPAS. The purpose of this integration is to develop a more holistic, multidisciplinary, and contextual education. The integration of subjects in the independent curriculum integrates the subjects of Natural Sciences (IPA) and Social Sciences (IPS) into one subject called IPAS. In the current Independent Curriculum, IPAS lessons have become a distinctive feature (Rahmayati & Prastowo, 2023).

In the Independent Curriculum, there is an update from the previous curriculum, one of which is forming two subjects, namely Science and Social Sciences, into IPAS (Natural and Social Sciences). Social Studies education in elementary schools is a subject that focuses on building basic science literacy. IPAS is the foundation used by students in preparing themselves to study more complex natural and social sciences at the elementary school level (Sulhelayati, 2023:67).

To get good and satisfying learning results, students also do independent learning at home using the facilities and support available in their respective homes, they repeat the material that has been taught and also study the material (topic) that will be studied next. This is what makes students happy with learning science because it is fun and easy to understand. With the understanding they get, this is what makes them enjoy and can complete practice questions and exams easily.

Several different expert opinions, researchers can conclude that Natural and Social Sciences (IPAS) is a field of study that deals with the understanding of living and non-living things in the universe, as well as the interactions between them. It also involves the investigation of individual life as a social being, by combining other knowledge that is logically organized and structured, including the causes and effects of various things. Elementary school students who study the environment around them usually see and participate in natural and social events, they also begin to learn about the environment and society as a whole. This is an important introduction to learning more complex concepts and topics in science and social studies.

In accordance with the science learning to know the parts of plants. Plants are living things that are very important for life on Earth. They produce the oxygen we breathe, provide food, and become a habitat for various other living things. According to Widjayanti., et. al

SCHOOL

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Volume 02, No. 02, November 2024, Page. 36-43

Available Online at journal.upgris.ac.id/index.php/imajiner

(2021) explains that plants are living things that are very important for life on Earth. They produce the oxygen we breathe, provide food, and become a habitat for various other living things. One part of the plant is the leaves. Rose leaves are the main choice for conducting research on this rose chip product.

By linking science material with rose flower snack products, learning will be more fun and meaningful for students. They will find it easier to understand difficult concepts and be interested in learning more about the world around them. One of them is the introduction of the part of the plant that is taken from rose leaves as the basic ingredient for chip snacks. Roses have unique properties, such as beautiful colors and fragrant aromas. These properties are related to the physical properties of objects. We will learn about the physical properties of objects and how to observe them.

CONCLUSION

In this study, several results were obtained, including, an innovative product made by SDN 2 Sumur is Rose Crunch Delight. This part of the plant can be made into an innovative product in the form of Rose Crunch Delight (Rose Flower Chips). Increasing the creativity and innovation abilities of students through the Rose Crunch Delight product in the subject of Science. That Edupreneurship is very much needed and must continue to be developed in Educational Institutions in Indonesia, both formal and non-formal.

There are several suggestions for this research by Increasing understanding of science in an interesting way. Encouraging creativity and innovation in creating new products. And introducing the concept of entrepreneurship and sustainability in the food industry.

CONFESSION

The author would like to thank the principal and teachers of SDN Negeri 2 Sumur who have permitted and assisted in the process of making Rose Crunch Delight (Rose Chips). The Cluntang Village Government for allowing this event to be held. The 4th grade students of SDN 2 Sumur who have carried out the activities together safely, happily and usefully.

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SCHOOL

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Volume 02, No. 02, November 2024, Page. 36-43

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