

**THE APPLICATION OF ENTREPRENEURIAL LEARNING TO FOSTER
STUDENT INTEREST IN ENTREPRENEURSHIP IN STUDIES
PROGRAM PPKn FPIPS IKIP PGRI BOJONEGORO**

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Abstract

Universities have an important role in entrepreneurship education. Facts on the ground indicate that during this entrepreneurial learning still takes place in the form of teaching classical theory in the classroom, where students generally a passive participant. On the basis of the problems and objectives of entrepreneurship education in college, then the efforts that are considered appropriate to resolve is through the application of entrepreneurial learning to foster student interest in entrepreneurship. The method used is descriptive analysis and data collection through observation and interviews. The results showed entrepreneurial learning consisting of three things: learning objectives, learning methods, and assessment of students able to foster interest in entrepreneurship.

Keyword: entrepreneurial learning, interest in entrepreneurship

INTRODUCTION

Entrepreneurial learning that have so far had several problems including an imbalance between matter theory and practice of entrepreneurship so that mastery of entrepreneurial knowledge and attitudes dominated, so that entrepreneurial skills are still very weak. There has been no material suitability bemuatan entrepreneurship theory and practice are reflected on the learning device. Seeing the subjects of entrepreneurial learning system that is so, then there should be systematic efforts to improve it. Several empirical studies indicate that there is a positive impact on the course or program of entrepreneurship education in universities on the feasibility and attractiveness for the initiation of new business (Graevenitz, et.al, 2010). As such universities as the highest educational level has keempatan develop entrepreneurship of the people who have the competence and

capability analysis, so as to create the Small Medium Enterprise (SME) high value (Edward & Muir, 2005).

On the basis of the problems and objectives of entrepreneurship education in college, then the efforts that are considered appropriate to resolve the problems of the teaching is through the application of entrepreneurial learning to foster student interest in entrepreneurship. Entrepreneurial learning is applied is an innovative learning model, and more emphasis on contextual learning through activities complex (Cord, 2001). The focus is on learning the principles and core concepts of a discipline, involving students in problem-solving investigations and activities meaningful tasks that other, giving students the opportunity to work autonomously in constructing their own knowledge, and peaked to produce real (Thomas, 2000). Excellence model of entrepreneurial learning that can improve student motivation, improve problem-solving abilities, improve attitude of cooperation, and improve the skills of managing resources (Moursund, 1997). It is important in this study is the application of entrepreneurial learning in studies program PPKn IKIP PGRI Bojonegoro to foster student interest in entrepreneurship.

RESEARCH METHODS

The draft study is a descriptive study of explanation to explain the application of entrepreneurial learning in growing interest in entrepreneurship students. The sample in this study were 30 students / respondents. This research was conducted in studies program PPKn FPIPS IKIP PGRI Bojonegoro. Technique data collecting by observation, interviews, and questionnaires. The analysis technique used is descriptive analysis and simple regression.

RESULTS AND DISCUSSION

The application of entrepreneurial learning is able to foster student interest in entrepreneurship in PPKn Prodi. It is shown from the results of entrepreneurial learning assessment based on the assessment of student portfolios consisting of six assessment instruments, namely the importance of entrepreneurship education, the dream of entrepreneurship, entrepreneurial motivations, characteristics of entrepreneurship, business ideas and entrepreneurial practices. Results of the

assessment of the class average based on the average value of the portfolio shows satisfactory results in the amount of 78.69. For the assessment of entrepreneurial practice is based on the division of the working group of students and the products sold by the students.

Of entrepreneurial activity conducted in entrepreneurial learning can be used to gauge student interest in entrepreneurship. Student interest in entrepreneurship is measured from the assessment questionnaires and interviews about the entrepreneurial experience of students in a group which is constructed of several entrepreneurial interest theory proposed by Nickels (2005); Arman et al., (2007); Zimmerer (2002). The indicator used to measure interest in entrepreneurship is to find and develop business ideas, cooperation, risk management, analysis of the business environment, grow the properties of hard work and self-confidence, innovation and creativity, as well as having leadership. Assessment questionnaire showed that students who have followed the entrepreneurship learning has had a good entrepreneurial interest. This is reflected in the ability to find and develop a business idea, a good cooperation, has a good business risk management, business analysis both internally and externally, has the properties of hard work and self-confidence, to innovate and create products that are creative, as well as have leadership. This is consistent with research Aghajani & Abbasgholipour (2012) which states that entrepreneurship education programs at universities can foster interest in entrepreneurship in students which include creativity and innovation, taking risks, internal control, independence, motivation progress and optimism.

To support and strengthen the entrepreneurial interests assessment of students who have been through entrepreneurial learning, the researchers conducted interviews with 10 groups of students working on their entrepreneurial experience. The results of interviews conducted between lecturers and students is as follows.

1. To find a business idea that is creative and innovative, working groups of students must make observations, discussions with friends, read books, explore personal experience, conducting interviews with parties associated with the business idea they want to develop, conduct surveys, and reading needs market.

2. Efforts are underway to look at the business opportunities that exist around is to combine things that are considered to be different to be combined into something new, interesting, and has a sale value. Mimic existing product / or once famous with new innovations.
3. To make the business plan to be executed, the working group of students define and create the vision and mission of the company, determine the objectives of the business is being run. To achieve business goals to be achieved, the working group should carry out the business strategy includes marketing strategy with the concept of the 4P (product, price, place, promotion), feasibility studies, customer service, unique products, maintaining product quality on an ongoing basis, and product innovation constantly. Marketing concept applied to market the resulting product by offering products in the environment, through social networks, following the exhibition, peddle on-campus and school. Sources of funds or capital for the business comes from private money, dues group and member savings.
4. The process of implementation of entrepreneurial practices that have been carried out by a working group of students are in accordance with the business idea and business plan previously created. To support efforts that will run each working group of students doing research to find out the market segment that will be the target market. In the course of the production process of each working group has determined the availability of raw materials, production capacity, facility / equipment used for the production process, and analyzing the environmental impact of the production process. To determine the selling price of the products is done by calculating the total cost of production and then dividing by the number of products produced and increase profit or gain of 10-20%. For promotion products produced by means of applying the concept created in the business planning stage. To provide good service to consumers, each working group provides the facility to consumers such as the sale of products in good condition, neat, and comfortable, the hospitality seller, used clothing polite, establish good communication with customers, and trying to meet consumer demand , In order for the business process execution goes according to plan have been made before the implementation of each work

group of students apply for the business management activities of production, marketing, and finance.

5. In carrying out the practice of entrepreneurship had appeared several factors supporting or inhibiting to the business carried on, among others, (a) factors supporting efforts include availability of raw materials are easily available, modern equipment, unique products, strategic business environment, transport adequate, affordable selling price and in accordance with the capabilities / consumer purchasing power, and capital mild to production costs; (B) inhibiting factors include the number of business competitors, the quality of raw materials, raw material prices unstable, short product durability (the majority of the products are food), and weather factors (for some food products that do have low marketability during certain seasons such as the rainy season and ice).
6. From the implementation of entrepreneurship practices that have been carried out, it appears some of the risks that must be faced by each group of students work. Efforts are being made to deal with emerging risks, namely by improving the appearance and quality of the product to make it more attractive to consumers, provide a more affordable price than the market price, applying the 4P marketing concepts, improve the quality of service to consumers, performing continuous product innovation, and establish business partnership.

From the interview can be concluded that the students who have to take a course of entrepreneurship has had the ability to find creative ideas and innovative businesses, glancing business opportunities, making the business of planning a good effort, carrying out entrepreneurial practices in accordance with the business plan made earlier, analyze supporting factors and obstacles to the work done, and confront emerging risks for businesses that have been run. The results are consistent with Coulter (2003), which discusses entrepreneurship as a process of thorough stage of the commencement of the exploration stage to the issues which allow for some hope and possibility to get the opportunity, competitive advantage is only obtained with creativity and innovation to then decide " in action "in entrepreneurship.

Based on the application of entrepreneurial learning, the division of the working group of students, and assessment of the portfolio has been able to foster an entrepreneurial spirit with a very good student. These results are consistent with research Aghajani & Abbasgholipour (2012) which states that entrepreneurship education programs at universities to increase student interest in entrepreneurship should provide challenging goals for students, so that students can improve responsibility and the spirit of hard work, the student must be supported by practical activities and according to the field they pursue. Research Susilo (2014) also showed that the greatest contribution to building an entrepreneurial interest in Indonesia is sex, knowledge, and evaluation. As such, entrepreneurial learning is able to foster student interest in entrepreneurship. To support the descriptive analysis above, the researchers also conducted a simple regression analysis test to determine the role of entrepreneurial learning for students following entrepreneurial interest.

Table 1. Analysis of Enterprise Learning Implementation Of Interest in Learning Students Coefficient ^a

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	38.682	8.559		4.519	.000
Pembelajaran Kewirasusahaan	.689	.087	.677	7.915	.000
R	= 0,677				
R ²	= 0,458				
F _{hitung}	= 62,645				
Sig F	= 0,000				

In tests conducted also showed statistical probability value of $0.000 < 0.05$, which means learning entrepreneurship can foster interest in entrepreneurship students. Fitriati (2011) also revealed that the use of entrepreneurial education model that is different in every university has a unique added value and local wisdom in accordance with the vision, mission, and objectives of the college. Results of this study also able to answer research Wardoyo (2012) which states that entrepreneurship education has been just as ordinary subjects and events lecturing unit or course syllabus is not explicitly stated intention to increase entrepreneurship. These conditions need to be considered and rectified by colleges to improve strategies and appropriate teaching methods in order to improve student entrepreneurship intentions. Ward statement was also supported by Ekpoh and Edet

(2011) which states that by integrating entrepreneurship education into the curriculum is able to contribute significantly to encourage positive orientation of students at the college, with the hope that this initiative will bridge the gap and change the mindset (mindset) college graduates from job seekers into job creators.

This was also followed up by research conducted by Lee (2005) that entrepreneurship education in countries that orientation entrepreneurial culture is still poor and still considered a developing country will have a great impact in comparison with countries that have a strong entrepreneurial culture oriented. Thus, the application of entrepreneurial learning is a strategy and appropriate teaching methods to improve student entrepreneurship intentions. With the intention of increasing entrepreneurship in students, the student wirasusaha interest will grow and it will automatically change the mindset (mindset) student of job seekers into job creators. In addition, the position of Indonesia is still classified as a developing country so that entrepreneurship education will have great impact for the development of the economy of the country (based on results of research Lee, 2005).

CONCLUSION

The results showed that the results of the student portfolio assessment is based on the application of entrepreneurial learning is very good and excellent. Entrepreneurial interest student assessment results through questionnaires and interviews showed that students who already take a course in entrepreneurship have a good entrepreneurial interests. Based on simple regression test showed that the application of entrepreneurial learning has mampu foster entrepreneurial spirit very well.

SUGGESTION

The application of entrepreneurial learning in teaching and learning activities can be used to foster the entrepreneurial spirit of students. It can also to be used to realize and prove the superiority of the study program.

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