

## THE DEVELOPMENT OF ENTREPRENEURSHIP LEARNING MODEL BASED ON THE CONTEXTUAL IN THE UNIVERSITY

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**Abstrak.** Penelitian pengembangan ini bertujuan untuk menghasilkan model pembelajaran kewirausahaan berbasis kontekstual yang valid, praktis dan efektif. Penelitian mengikuti desain model Branch (2009) yaitu lima langkah yaitu *analysis, design, development, implementation dan evaluation (ADDIE)*. Data dikumpul melalui kuisisioner, observasi, wawancara dan tes. Untuk memvalidasi produk instrumen yang dikembangkan dalam penelitian ini ditempuh strategi *experts judgment* dengan teknik *delphi* (Linstone & Turoff, 2002) yang dilanjutkan dengan penajakan uji kelayak terapan oleh pengguna melalui teknik *focus group discussion*. Data dianalisis menggunakan metode kualitatif dan kuantitatif sehingga diperoleh buku model pembelajaran kewirausahaan berbasis kontekstual dan buku panduan. Produk tersebut diuji validitasnya oleh pakar, uji praktis oleh pengguna dan uji efektivitas melalui hasil belajar mahasiswa. Hasil pengembangan terdiri dari (1) buku model pembelajaran kewirausahaan berbasis kontekstual, (2) buku panduan dosen model pembelajaran kewirausahaan berbasis kontekstual, (3) buku panduan mahasiswa model pembelajaran berbasis kontekstual yang valid, praktis dan efektif.

**Kata Kunci:** Kewirausahaan, Kontekstual, Perguruan Tinggi

**Abstract.** The aims of this development research is to produce entrepreneurship learning model based on the valid contextual, practical and effective. The research follows the design of model of the Branch (2009). There are five steps from the design model of the Branch (2009), namely; *analysis, design, development, implementation and evaluation (ADDIE)*. To collect the data, the instrument that writer used are the observation, instrument validation and test sheets. To validate instrument products, expert assessment of the strategies are chosen by using the *delphi* technique and continued with exploration of the feasibility which is applied by using *focus group discussions* technique. The data will be analyzed through qualitative and quantitative techniques. In order to get the book of entrepreneurship learning model and the guidebook based on the contextual, the data were analyzed by using qualitative and quantitative methods. The validity of the product are tested by expert, the practical test by the user, and the effectiveness test through the students learning outcomes. The results of the development consists of (1) book-entrepreneurship learning model based on contextual, (2) the lecturers' guidebook of entrepreneurship learning model based on contextual, (3) Student Handbook learning model based on contextual is valid, practical and effective.

**Keywords :** Entrepreneurship, Contextual, University

### A. Background

The era of globalization is characterized by intense of the competition in many sectors, each country is required to have strong competitiveness so that it is able to align themselves with other countries. The competitiveness can be owned in the country if the country are supported by a human resources (HR) which are reliable and has of high quality. The proper effort to preparing the human resource is through

the education. The quality of education in Indonesia is still low than other countries. Based on the data from the Human Development Index (HDI) 2015, expose that Indonesia is on the position of 113 from 188 countries, from four categories(*very high human development, high human development, medium human development and low human development*). Indonesia is in the category of medium that is still far behind other countries. According to (Fattah, 2012: 80-84), the problem of education in Indonesia can be categorized into three issues, they are quality, equity and relevance of education. All sorts of efforts already made by the Governments, communities, and schools such as curriculum development, cooperation with non-governmental organizations and revision policy, while at the university level, the problem of the equivalent of evenness increased the quantity to increase the participation of University in development. However, due to various factors that influence, the problem will still need to improve.

Three major problems of education in Indonesia can be addressed by improving the quality of learning. Although learning is in the micro level, but can determine the progress of education, because learning is the core of education. As the core of an education, the important thing that needs to do is to realize the learning atmosphere that involves the development of the potential of learners so that they are able to educate themselves each to improve the quality of human resources of each human being. It is also stated in the UU RI No. 20, 2003 about the national system of education that education is a planned and conscious effort to bring about an atmosphere of learning and the learning process, in order that the students can actively develop their potential to have the power of religious, spiritual self-control, personality, intelligence, morals, and the necessary skills for themselves, society, nation, and State. The development of entrepreneurship is seen as a strategic step in an effort to demonstrate its resolve economic problems. the growth of the Economic is driven by the presence of economic activities that are run by the corporate world. However, the number of entrepreneurs in Indonesia is still relatively low, i.e., 1.65% of the population of Indonesia (Republika.co.id, 2015).

However, the number of entrepreneurs in Indonesia is still relatively low, i.e., 1.65% of the population of Indonesia (Republika.co.id, 2015). It is therefore that still required additional significant self-employment to accelerate the growth of the socio-economic. The university as one of the leading facilitator and mediator in building the nation's younger generation who has an obligation to teach, to educate, to train and motivate its student to become an independent generation of intelligent, creative, innovative and capable of creating a wide range of job opportunities (business).

The process of entrepreneurial education is a process of potential development of individuals pertaining in all aspects of entrepreneurship through management, the implementation of curriculum, pedagogy and assessment in one environment that is structured and organized. A lecturer is the main pillar in the development of entrepreneurship in the university. Entrepreneurial values can be transferred to students through a variety of teaching-learning activities. The lecturer who have knowledge and understanding of entrepreneurship will be able to guide the student in developing efforts to initiate and process accelerated so the new entrepreneurial growth.

Refraction Optisi studies program is one of the higher education students in the field of health that makes entrepreneurship courses as compulsory subjects. It is the entrepreneurial courses that make up the entrepreneurial character or at least students add to the knowledge of the ins and outs of the business both in the soft skills or hard skills so that the students are able to take the advantage of the opportunities that exist around them in creating their own business after graduation or when they are in the university level. The difficulty of students in refraction Optisi is in understanding the entrepreneurial courses due to the still theoretical learning, so that the students feel difficulties and are not interested in learning the entrepreneurial subjects well.

The process of learning in entrepreneurship is still centered on the lecturer (teacher centered learning) that impact the lack of activity of college students in learning, less motivated in doing the tasks given by the lecturer, less creative and not responsible for given tasks, the results of the learning of students in the subjects of entrepreneurship is still not satisfactory, that is apparent from the percentage of the results of the study with the most value are the C as 35.7%, so it needs to be improved, can't creative thinking and innovative so as to have difficulty against the completion of the task assigned, competence has yet to describe the domain of attitude, skills and knowledge to holistically, it is seen from the implementation of the learning process, learning resources that there has not been adequate and yet the existence of the facilities and infrastructure in the form of business units or central entrepreneurship on the campus which is a students rides to gain experience before entering directly start a business does not yet exist. For it, is needed for entrepreneurial learning changes continuously towards the better. One of the way to continue the development of the learning process is by applying the appropriate learning model with changing times where a student is being required to interpret, critical and active learning, so the learning process does not run one the direction. Entrepreneurial education approach is expected to give a real experience to students as models developed by Kolb (1984) which is known as *Experiential Learning*. According to research done by Duval-Couetil et al. (2016) with the title "*The Role of Entrepreneurship Program Models and Experiential Activities on Engineering Student Outcomes*", the result of the study showed that "*the results of a survey of 501 senior level engineering students enrolled in three institutions that offered three different models of entrepreneurship education. Findings indicate that higher perceptions of entrepreneurial knowledge were associated with the number of entrepreneurship courses taken and involvement in experiential learning activities.*" The results of this study showed that the ability of the student in entrepreneurship process analytical study using more experiential learning models have development is academic ability compared to other learning model. Based on the theory of experiential learning model, then a new experience and the knowledge gained will be absorbed when students catch the meaning of academic material and applicable to the real life.

With contextual learning, students are involved in important activities that can help them to associate the academic lessons with the real life context. According to Owens (2001), contextual learning practically promising increased the students interested in learning from different backgrounds, increase the participation of students by encouraging actively which is provide them the opportunity to connect and apply the knowledge that they get. Learning is not only focused on the ability of knowledge provision granting theoretical only, but how to make the

learning experience of the student-owned related to actual problems that occur in the environment.

The contextual learning make teaching and learning process more fun and makes the material useful for the real life of the student in the collage, because the learning process is carried out naturally and students can pay attention and try to practice it directly in their life. Contextual learning encourages students to find the meaning and the benefits of every learning process which have been completed, so that will give the motivation to the students to learn more creative, innovative and meaningful. Contextual learning can be followed by all the students from the varying levels of ability in achieving the academic success. Contextual learning involve the students in every important activities that help them to associate the academic lessons with the real life context that they face (Johnson, 2006).

Many experts have argued that the definitions of entrepreneurship with perspective of each. However the essence of the understanding that there are always crucial in every sense expressed by experts and is fundamental. According to Lambing and Kuehl (1997), *entrepreneurship is a human, creative act that builds something of value from practically nothing. It is the pursuit of opportunity regardless of the resources, or lack of resources, at hand. It requires a vision and the passion and commitment to lead others in the pursuit of that vision. It also requires a willingness to take calculated risks.*

On the other hand, Zimmerer (2000) stated that entrepreneurship is a process of applying creativity and innovation in solving problems and finding opportunities to improve the lives of (business). Entrepreneurship is the willingness of entrepreneurs to combine creativity, innovation, risk taking, and sooth working to form and build up trade, maximise the potential as well as take advantage of opportunities that are retrieved (BuangdanMurni, 2006).

## **B. Research Methodology**

The developmental design of this research is based on Branch's model (2009) with five stages where those stages are analysis, design, development, implementation and evaluation (ADDIE). The instruments used in this research to collect the data are observational, instrument validation and test sheets. To validate the instrument of the product, experts judgement strategy is chosen with delphi technique (Linstone&Turoff, 2002) and continued with the exploration of the applied feasibility by using *focus group discussion technique* (Dean, 1994). The data will be analyzed through qualitative and quantitative techniques.

## **C. Results and Discussion**

Based on the result of the research which is done by using some tests whether the expert or instruments validity tests done, there is a result occurs. Need analysis is done while doing the research in order to get a learning model which is valid and practical and appropriate with the teachers' needs. The need analysis stage is done in order to make the model eill answer the need of the learning process. This analysis is important to be done to make the material that will be given to the college students fulfill their needs and the model will be appropriate for the lecturers' need. Because of that, need analysis is needed to be done whether to the college students or the lecturers. There are some processes of validation for the entrepreneurship learning contextual based such

as the validation of book model, lecturers and students guidebook, practicality and affectivity instruments, and all of the instruments used are validated by some experts based on their fields of study.

The analysis of the students' need analysis to the entrepreneurship learning results that it is needed to develop a model where it results an average of 45 with low category and a development is needed. The result for the validity of the instruments which is done by 3 experts, it results an average 72.3 where it is above the prejudice. The analysis of validity for guidebook for the lecturers for the learning process is valid with number of average 0.74. The result for students guidebook which is validated by 3 experts is 0.73 and it is valid.

All of the instruments are tested where they are tested through practicality test model which is filled by the both students and lecturers. Then, this test results that this learning model is practical for both the process and the guidebook. The practicality is seen from the successfulness of the students in the learning process. The test which is given to the entrepreneurship lesson result an average in number 78.34 and categorized as high. This result is relevant a research done by Hasani (2016) entitled "*Enhancing Argumentative Writing Skill Through Contextual Teaching and Learning*". This research is purposed to explain the influence of contextual based learning and the ability to think critically to the skill for writing argumentative text for the college students. The population of this research are 147 college students and 52 of them are chosen as the sample in stage of multi-sampling. The result of this research shows that the group of this contextual learning has a significant influences when it is compared to the non-contextual one. The research which is done by Robert G. Berns and Patricia M. Erickson. 2001 entitled *Contextual Teaching and Learning: Preparing Students for the New Economy. The Highlight Zone: Research © Work No. 5. National Dissemination Center for Career and Technical Education*, Columbus, OH is purposed to explain how the *Contextual Teaching and Learning (CTL)*. The CTL is a concept of learning that will help the lecturers to relate the material with the real situation and how it is used in lives as the member of family, society and work-place.

Pribadi (2010) explained that the learning model, usually, uses some stages or procedures that have to be faces in order to create an effective, efficient and interesting learning activity. Iru and Arihi (2012) stated that the learning model is the center of learning done is based on such systematically learning patterns. The learning model is the way to build the students and stimulate a circumstance where the students are learning and interaction with its components (Joyce & Weil, 2016). The learning model tends to be prescriptive (giving signs and purposed) which is hard to be differentiated with learning strategy. Therefore, a learning model is a plan or pattern that can be used for constructing a curriculum (long-term learning plan), construct the learning materials and guide the learning process in the classroom. Joyce and Weil (1992) found five important elements that become the components of learning model where those elements are syntax, social system, reaction principal, supporting system and the instructional and guiding impacts.

#### **D. Conclusion**

Based on the result of the research of the development of the entrepreneurship learning model contextual based, it could be concluded that (1) the research has resulted the entrepreneurship learning model contextual based for university level, (2) that learning model is already validated by the experts with the average of Aiken's V above 0,060, (3) that learning model is also practical based on the positive feedback

from the lecturers and students with the average number of the questionnaire is 85.0% for the lecturers and 83,6% for the students and categorized very good. (4)that learning model is also effective where it can be seen from the result of t-test where the result shows a significant difference between the experimental and control classroom with the number of result for the experimental classroom is 67.78% higher than the control classroom. The average of the total value of the experimented students is 78.34 %. In this case the development of entrepreneurship learning model used is practical and effective.

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