

Changing Students Mindsets from a Job Seeker to be Job Creator through Entrepreneurial Project Based Learning

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Abstract: This research attempts to compile the Entrepreneurial Learning Pattern by using project learning model so that it can grow student's mindset to become an entrepreneur. The purpose of this study is to find out the picture 1) Project-based learning on the students of Education Business Management Education Course 2014 Faculty of Economics and Business Education, University of Education Indonesia, 2) Entrepreneurial mindset on students 2014 Education Management Education University of Indonesia, 3) The magnitude of the influence of project-based learning on entrepreneurial mindset on students and Education Management Education 2014 Education University of Indonesia. As for the sample in this study are 70 students of Business Management Education 2014, University of education Indonesia. Data analysis techniques used in this study is a simple linear regression. The findings of this research are as follows: 1) Project-based learning in students 2014 Education Management Education, University of Indonesia Education in very high category, 2) Entrepreneurial mindset in students of Business Management Education 2014, University of Indonesia Education in high category, 3) Entrepreneurial mindset is positively influenced by project-based learning. Based on the results of this research is recommended as a basis for other research on project-based learning with different indicators and objects.

1 INTRODUCTION

Education basically has two big tasks. First pre-prepare a generation that has the ability to adapt to environmental expectations. Second, to prepare them to overcome the problems found in new ways. Through the first students learn to understand the conditions and patterns that are around them. The third encourages students to innovate. There is another reality that is being faced by this nation that is the problem of unemployment and manpower. So far, education has succeeded in generating the mind-set of a generation of job seekers. Almost all graduates are busy looking for work while employment is very limited. (Putu Aditya Antara, 2012: 1)

Mindset or mindset is formed due to education, experience and prejudice someone in dealing with something. Whether or not someone is addressing something is important because it is related to the decision making process. There are two types of mindset or human mindset: a fixed mindset that includes egoism, closed nature, self-employment, opposition to others and even feels destined to be a lowly person (Mauer, R., Neergaard, H., and Linstad,

A. K., 2017:293-317). Springer International Publishing.. Instead the other mindset is a developing mindset that puts forward the optimistic, positive thinking, diligent and enterprising work and feel able to change something. In the business world an entrepreneur must have a mindset or mindset (Entrepreneurial mindset) that can be built and designed by an entrepreneur to determine a wise decision.

The mindset of an entrepreneur is a productive, creative, innovative mindset because it is this way of thinking that all entrepreneurs need to run a business. (www.kompasiana.com Access 20:15 pm Sunday, October 25, 2015). Entrepreneurial Mindset can be built in various ways, one of them is with learning both inside and outside the classroom. Learning is basically an effort to direct the students into the learning process so that they can get the learning objectives in accordance with what is expected. Learning should pay attention to the condition of individual peseta learners because they are the ones who will learn.

The education that the community is interested in in the future is in addition to the quality of learning

process, the results are also qualified, good quality in the academic field, quality in emotional assistance and quality in spiritual guidance. Quality learning, teachers and lecturers are given the freedom to actualize the field of learning optimally so that potential learners can grow. While the learning model refers to the Four Pillars of Education proposed Delors (1996: 85-97) that is Learning to know, Learning to do, Learning to live together and Learning to live with other and Learning to be (learning to be someone).

The process of education is not separated by the learning process. Learning is an attempt to create conditions conducive to student learning (Wlodkowski, R. J., and Ginsberg, M. B. : 2017). From this boundary it appears that the process in learning and learning of the main target is on the learning process target students or students. Students are individuals who are different from each other, have the uniqueness of each is not the same as others.

Therefore, learning in high society should pay attention to the individual differences of the student, so that the learning can really change the condition of the students from the do not know to know, from who do not understand to understand and from who behaves Less good to be good (Montgomery, D. C. : 2017). The real condition of students like this, so far received less attention among lecturers. This is evident from the attention of some lecturers who tend to pay attention to the class as a whole, not individual or group of students, so that individual differences are less attention. Another symptom is seen in the fact that many lecturers use teaching methods that tend to be the same each time the classroom meetings take place.

In addition, lecturers often ask students to retell, define, describe, describe, and register instead of analyzing, drawing conclusions, connecting, synthesizing, criticizing, creating, evaluating, rethinking. As a result, many universities who graduate students who think superficially, only stand on the surface of the problem, not the students who are able to think deeply and think critically in addressing a matter (Erickson, H. L., Lanning, L. A., and French, R. : 2017).

The ability to think critically is an ability that must be mastered in the learning process in college. Because critical thinking is one of the skills that train students to think higher. Critical thinking is trained so that students have a thorough understanding of both the concept and the thinking process itself to solve real-life problems. Critical thinking should be one of the learning experiences gained by students, as critical thinking is needed in the application of

knowledge and will greatly affect the student's decision making process in dealing with real-life issues (Brookfield, S. D. : 2017).

Student's critical thinking skills can be improved through a character building learning model through experience that leads students to the daily issues of the environment. Learning oriented to students' critical thinking skills requires a strategy that can stimulate students to develop their thinking skills, the consequences of experiential learning emphasize much on fieldwork (observation), observation reports, communicate student observation results. From experience perceived by this experience-based learning method it often clashes with the difference of interest that is where the student wants the freedom from homework and assignment of course task (Bantimaroudis, P. : 2017). while the lecturer through applying approach to form the character of the student to become human. Who are critical, dare to stand firm in principle and in their position and dare to bear the risk, and dare to take responsibility for what it does, but sometimes the effort is fruitful simalakama student do not accept with duty which they perceive burden, lecturer As this becomes unpopular for students who tend to see that the status of students is just prestigious, present in the classroom is a body without soul .

Lessons that pay attention to individual differences of students and based on teacher centered will make it difficult to deliver students towards achievement of learning objectives (Brookfield, S. D. : 2017). Conditions like these that generally occur in conventional learning. The consequence of such teaching-learning approaches is the apparent gap between the smartest student and the less intelligent student in achieving the learning objectives. This condition resulted in a lack of learning objectives, so that the process oriented teaching-learning system did not produce results in the sense that only a few students could change their mindset, while the rest were only students who had not been clear about their destination. This proves a failure in the learning process in college.

According to Putu Aditya Antara (2012: 4), one of the challenges facing education in Indonesia in the future is quite a lot of high school graduates who do not continue his studies (dropping out of school), and many college graduates (PT) who can not afford Apply his knowledge in everyday life. Meanwhile, with the globalization, free market and Asean Economic Community (MEA), foreign workforce has now filled various job fields . In Indonesia, which should be the land occupation is filled by indigenous employees. It's never too late that . The Indonesian

nation must design an educational system that is capable of preparing qualified human resources that have independence, work ability, ability to adapt, compete, have life skill and be able to open their own business.

The problem faced is how to prepare for the education world able to produce graduates who are able to adapt, compete, and have life skills (life skill) so as to open their own business and able to face global competition. On the other hand the implementation of education should indeed not far from the needs of society and the potential that exists in society. This is absolutely irrelevant because the National Education Law requires a community-based education that expects the implementation of education based on the religious, social, cultural, aspirational and potential characteristics of society as the realization of education from, by and for society (Soedijarto 2000: 77).

Being aware of these facts, experts seek to find and formulate a model of learning that can embrace all the differences that students have. Learning model offered is an active learning strategy (Project Based Learning). During this process of learning is more often interpreted as a lecturer explains learning materials and students passively listening, on the one hand feel had fallen duties obligation on the other side felt had followed the lecture well.

From several studies it has been found that the quality of learning will increase if the student in the learning process gets a wide opportunity to ask, discuss, and use active lecture time to gain new knowledge (Wlodkowski, R. J., and Ginsberg, M. B. : 2017). In this way it is also known that the new knowledge tends to be better understood and controlled.

The role of student and lecturer in the context of project-based learning becomes very important. Lecturers play an active role as facilitators who help facilitate students learn and consult about things that need deeper understanding (Harrop-Allin, S. : 2017). as managers who are able to design and implement meaningful learning activities, as well as manage the necessary learning resources. Students are also involved in the learning process alongside the lecturers because students are guided, directed to learn to find, seek to question something to investigate the answers to a question, manage and communicate the results communicatively. The student is expected to be able to modifier the new knowledge received with the experience and knowledge he has ever received.

Through the project-based Learning model, students are expected to be able to recognize and

develop their learning capacity and potential. In addition, full and conscious students can use the potential of learning resources in their surroundings, more trained to initiate, systematically think, crises and responsiveness, so as to solve everyday problems through tracing meaningful information to them. Learning based on Entrepreneurship Project requires Lecturers to work professionally (Cincera, J., Biberhofer, P., Binka, B., Boman, J., Mindt, L., and Rieckmann, M. : 2017), to teach systematically, and based on effective and efficient learning principles. That is, lecturers can engineer learning models that are implemented systematically and make the learning process as a meaningful experience for students.

Therefore, lecturers as educators in universities must have the ability to utilize learning resources in their environment optimally in the learning process (Atherton, M., Shah, M., Vazquez, J., Griffiths, Z., Jackson, B., and Burgess, C. : 2017)., to develop new ideas, to reduce the gaps of knowledge gained by students with knowledge gained from the real life environment in the community, learn the relationship and relevance of Entrepreneurship subject courses with daily needs in the community, developing students' knowledge, skills and behavior gradually and intactly, giving students the opportunity to develop optimally according to their abilities and apply the principles of entrepreneurship, Principles of learning with a process approach and a Student Centered approach.

Project-based learning like this is assumed to be able to change the mindset or mindset of students who had selfish nature, inferior nature, self-employment, opposing others even felt destined as marginalized people, became a forward thinking pattern with the meaning of changing into patterns Thought entrepreneurial or entrepreneurial mindset with a developing mindset put forward the attitude of optimism, positive thinking, diligent and enterprising work and feel can change something.

Based on the description on the background of the above research, project-based learning can be seen as a strategy to improve the entrepreneurial mindset that can grow so as to create new entrepreneurs (Huq, A., Huq, A., Gilbert, D., and Gilbert, D. : 2017)., it is deemed necessary to conduct research as outlined in the title "Change Student's Mindset From Job Seeker to Creator Employment Through Learning-based Entrepreneurship Project".

2 LITERATURE REVIEW

Project-based learning is a learning by using real projects in life that are based on high motivation, challenging questions, tasks or problems to form a competency mastery undertake in a joint effort to solve problems (Ovenden-Hope, T., and Blandford, S. :2017), in training materials of Directorate of PSMK 2016. Applied learning model analysis Purpose of Project Based Learning. Is improving learning motivation, team work, collaboration skills in achieving high level academic / taxonomic skills needed level of creativity in the 21st century (Pellegrino, J. W. : 2017).

Implementation of Project Based Learning model can be done on one pair of KD and / or some KD from the competency unit at the level or high level.

The synthesis / stages of the Learning-Based Learning model, include:

- 1) Determination of basic questions (Start with the Essential Question);
- 2) Designing project planning;
- 3) Scheduling (Create a Schedule);
- 4) Monitor the Students and the Progress of the Project;
- 5) Testing results (Assess the Outcome), and
- 6) Evaluate the Experience., in the training materials of the Directorate of PSMK 2016.

The entrepreneurial mindset is a framework of an entrepreneurial-oriented mind, preferring to undergo the avoidance of the avoidors, seeing things simpler than others who can only see them in a complex way, willing to learn about something that comes from taking risks (Mc Granth and MacMillan, 2000: 2).

Here are five characteristics of the entrepreneurial mindset of an entrepreneur according to Mc. Granth and MacMillan (2000: 3), namely:

- 1) Have a passion for new opportunities True entrepreneurs will remain vigilant, always looking for profitable opportunities from changing the way business is done. The greatest influence comes when they create an entirely new business model within an industry. The new business model will revolutionize the revenue and operational activities of all the same industry companies. (Sandy Wahyudi, 2012: 105)
- 2) Just chasing the best opportunities True entrepreneurs are only pursuing the best sources and avoiding the exhaustion that will occur if every option of opportunity is to be pursued. Although already quite wealthy, an entrepreneur remains disciplined to limit the number and variety of business projects that will do. They strictly

control the portfolio of opportunities taken at each stage of development, they strictly link the company's large strategy with the choice of specific projects, rather than spending too much effort on a project that is not the same as the company's vision. (Sandy Wahyudi, 2012: 105)

- 3) Discipline yourself to realize opportunities True entrepreneurs are not only vigilant about what they might be exploring, but also ensure they are able to realize those opportunities. Some entrepreneurs often record all the ideas for the opportunities in their notebooks so that when certain actions are required, they will not run out of ideas. (Sandy Wahyudi, 2012: 106)
- 4) Focus on execution decisions, not just planning An entrepreneur with an entrepreneurial mindset executes a business immediately, they never analyze too long a chance of an idea. However, they are very adaptive, able to make changes to follow the real opportunities, keep looking for the best way to make it happen. (Sandy Wahyudi, 2012: 106)
- 5) Involves the ability of others in the team True entrepreneurs involve many people to realize opportunities, both from within and from outside the organization. They create and maintain relationships with partners rather than working alone. They leverage the intellect and ability of others to achieve common goals. (Sandy Wahyudi, 2012: 106).

3 METHODS

This study uses an entrepreneurial approach, especially on the influence of project-based Learning on entrepreneurial mindset. As for the object of research as independent variable (eksogen) is project-based learning (X) with sub-emphasis of learning process on developing skill of analytical and critical thinking. Then the object of research into the dependent variable (endogen) is the entrepreneurial mindset (Y). Objects that are used as respondents in this study are students. Education Management Business 2014, Universitas Pendidikan Indonesia.

This research was conducted at Universitas Pendidikan Indonesia. Based on the period of research conducted in the period of less than one year, the research method used is cross sectional method.

Based on the level of explanation and field of research, then this type of research is descriptive and verification research, with research method used is explanatory survey. The population in this study is Student of 2014 Business Management Education,

University of Education Indonesia with amount of N = 70 people. In this study the number of samples is determined by sampling technique with saturated samples in which all members of the population are sampled.

4 RESULTS AND DISCUSSION

4.1 Descriptive Discussion

4.1.1 Project-based learning

Based on the results of empirical research on the implementation of project-based learning on the students of Education Business Education 2014, University of Education Indonesia, the findings suggest that faster feedback indicators will occur in

the learning process has contributed quite high for entrepreneurs in achieving learning-based Project.

4.1.2 Entrepreneurial Mindset

Based on the results of empirical research on entrepreneurial mindset of students and Education Management Education 2014, University of Education Indonesia, the findings that the dimension is only the pursuit of the best opportunities has contributed quite high in achieving entrepreneurial mindset.

4.2 Discussion

By using SPSS 21.0 for Windows program, the following regression coefficients are obtained:

Table 1: Simple Linear Regresy Model

Model		Unstandardized Coefficients ^a		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	59488.242	7797.974		7.288	.000
	Project Based Learning	.655	.195	.433	3.966	.000

a. Dependent Variable: Entrepreneurial Mindset

$$Y = 59488,242 + 0,655X$$

Constant value of 59488,242 states that if there is no project-based Learning, then the amount of entrepreneurial mindset is 59488.242. The regression coefficient of 0.655 one unit of value means that any increase in project-based learning will increase the entrepreneurial mindset of 0.655 one unit of value and

vice versa, if there is a decrease of entrepreneurial mindset, project-based learning will decrease the entrepreneurial mindset of 0.655 one unit of value.

The relationship between project-based learning towards entrepreneurial mindset is derived from the summary model described in detail below:

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.433 ^a	.278	.176	10381.506	.278	15.727	1	68	.000

a. Predictors: (Constant), Priject Based Learning

From the above table we can calculate the following Coefficient of Determination value = 0.278 x 100% = 27.8% The above calculation shows that the magnitude of coefficient of determination is 27.8%

which means that the entrepreneurial mindset is influenced by project-based Learning of 27.8%, while the rest of 73.2% influenced by other variables not examined in this study.

Table 3: t-Test Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	59488.242	7797.974		7.288	.000
	Project Based Learning	.655	.195	.433	3.966	.000

a. Dependent Variable: Entrepreneurial Mindset

Calculation of t-test with the help of SPSS 21.0 for windows program obtained tcount of 3.966 with 5% significance level. Compared with ttable value, the acquisition of tcount has bigger than ttable (3.966 > 1.665), hence the null hypothesis (H0) is re-jected and Ha is accepted. This means that there is a positive influence of project-based Learning on entrepreneurial mindset.

5 CONCLUSIONS

Based on the discussion of theory, research re-sults, and testing of linear regression analysis con-ducted on Changing Students' Mindset From Job Seeker to Creator Employment Through Learning based on Entrepreneurship project can be summa-rized as follows: The results that the Learning-based project of the student is good. Indicators that have the highest rating of faster feedback will occur in the learning process with the score of 930, while the indicators that have the lowest rating of emphasis of learning process on the development of skills of analytical and critical thinking with the score of 552. The results stated that, entrepreneurial mindset students is good. Charac-teristics that have the highest appraisal are only pur-suing the best opportunities with the score of 1,831, while the characteristics that have the lowest rating that is Focus on execution decisions, not just plan-ning. The result of this research stated that project based learning has positive influence on entrepre-neurial mindset with direct influence of 27,8%. This shows that the higher the implementation of project-based learning, the higher the entrepreneurial mind-set.

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