

Project-based Learning on Entrepreneurship Course

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Abstract: This Classroom Action Research purpose is to improve understanding, increasing knowledge, and building the responsibility and independence of students. Through this project, expected results of the maximum learning process. The project that applied in this learning process is the students produce jewelry products made from etching brass plate and jewelry made of copper wire (wire jewelry). The targeted product is either one or a combination of both. The results of this learning method have not shown the maximum results. Factors that influence the outcome of the process are the internal factors of the students and the external factors of the lecturers and the environment. However, the target of producing the product has been achieved even though it has not met the marketing standard.

1 INTRODUCTION

Regarding forming the character of an entrepreneur/entrepreneur, universities should create an atmosphere that can encourage an independent attitude to the academic community. It can be achieved through; 1) Develop and familiarize the performance that emphasizes creative ideas in independent thinking and attitudes for students in the learning process (emphasizing the model of practice, independent task, problem-solving, decision-making, finding opportunities, etc.), 2) Inculcating honest attitude and behaviour in communication and acting in every development activities, education, and learning as the basic capital in developing entrepreneurial mentality in students, 3) Education practitioners also need to share and provide support for this entrepreneurship mental education commitment to institutions related to business service appear in the community to really function and actually prepare policies to facilitate and serve the community. Important education practitioners also have close relationships with the business world in order to happen the process of learning by doing (Dirjendikti, 2013)

Prodi Sastra Minangkabau has offered this Entrepreneurship course since the enactment of the 2006 study program curriculum. At that time, this course is optional for students. However, since 2011 along with the enactment of the revision curriculum,

this course becomes a compulsory subject for all students.

Along with the entrepreneurial spirit echoed by the University of Andalas, to date, this course has not shown the maximum results. Based on the team's observation as a course learner, this is caused by several factors. First, the module is still theoretical. The module to date is the Entrepreneurship course module issued by DIKTI. Because of the theoretical nature, students less than the maximum in exploring the spirit of entrepreneurial independence. Students only pursue high value without taking into account the ability of soft entrepreneurship skill as provision after graduation. Second, the interest of the students towards the entrepreneurial self-sufficiency is still very small. This is due to the lecturing process that still focuses on the theory based on the existing module. Third, students' awareness of the environment is still very low. Entrepreneurial projects that are attempted to be applied in the learning process are not matched by the knowledge, understanding, and introduction of students to the environment. This resulted in the project being made not based on market needs and impressed "origin so" as the fulfilment of the course tasks.

The three main factors mentioned above are the challenges for the learner of this course to develop a more effective learning method. Achieving learning objectives is very important in the learning process. If we observe the purpose of this Entrepreneurship course study, "students can understand, apply and

make entrepreneurship pattern with the ability to communicate, lead and apply business management in managing their business properly and correctly", so it can be said that the goal has not been reached maximally.

Due to the importance of the weight of this course, the proposed team developed the learning process of Entrepreneurship course based on Project Based Learning (PBL). Expected through the development of learning methods can produce maximum results. The choice of learning method based on this Project Based Learning because students are expected to solve problems, collaborate with groups, and produce useful products.

The learning process not only focuses on the mastery of knowledge but also consider the development of attitudes and skills of students. Therefore, the learning process needs to be planned and developed in line with the development of science. A pattern, procedure, or method needs to be prepared for the success of a learning process. The standard of the learning process of higher education as outlined in Permenristekdikti Number 44 of 2015 on National Standard of Higher Education, covering the characteristics of the learning process, planning of learning process, implementation of learning process, and student burden. This reinforces the statement that the learning process is a process of interaction, two-way communication, not one way.

Quoting some experts' opinions, Zancul (2017) stated that the learning process with Project Based Learning prioritizes fostering student motivation and satisfaction on skills and skills development, integrating content and process understanding so that students can work together to solve problems and foster responsibility and independence. Through this learning process, students will be able to achieve the necessary understanding and practical intelligence in the professional world.

2 METHODS

The place of study is the class of Entrepreneurship courses in the Minangkabau Literature Study Program. The research time was conducted during the even semester 2017/2018. The subjects of this study are students who follow the course of Entrepreneurship in Prodi Minangkabau Literature (list attached).

Instruments in this study are RPS (Semester Learning Plan) which includes the identity and description of the course, learning modules, student

activity sheets, and student work reports and student activities in the classroom.

Selection of PjBL learning methods for Entrepreneurship courses is because this method has several advantages. This PjBL method in addition to helping students more familiar with the environment can also encourage students more creative in solving problems. In addition, this method can also provide knowledge of the importance of teamwork and provide a more complete learning experience than lecture methods.

3 RESULT AND DISCUSSION

The main purpose of Classroom Action Research (PTK) is to solve the problems that occur in the class while getting a scientific friend about the event. Also, PTK is done to improve and improve the quality of the learning process. Improvement of quality is not only from the students but also from the side of the teacher (Yulianto et.al, 2017). Thus, in the process of learning the responsibility of the quality of results is on both parties, teachers and students.

PTK Project Based Learning in Entrepreneurship course is done in two stages. The first stage is the observation and experiment, as well as the second stage, is the implementation of the project. In the first stage, the team conducts an observation of the students' knowledge of entrepreneurship and Minangkabau value. Through the results of this first phase the project determination for the second phase is determined.

The analysis of the results of the project-based learning process in this Entrepreneurship course is based on Condliffe's(2017) statement on the matter delivered in the PjBL learning process. Some of these are motivation, achievement targets at the end of the learning process, compiling and completing projects in learning, and limiting project completion time.

In the first stage of the learning process is the delivery of material about entrepreneurship, students have been given various examples of successful entrepreneurs and entrepreneurs. It is intended that these examples motivate students. Some of these examples are the experience of a team of entrepreneurs in entrepreneurship.

In practice, the target cannot be reached maximally. Only a small percentage of the students in this course are really interested in continuing in the form of self-employed entrepreneurship. In addition, from some groups established, only 2 groups have developed a feasible business proposal to be submitted in the PKM program.

From the brief description above, it can be concluded that the results of the learning process of entrepreneurship courses based on this project has not shown maximum results. Inadequate results achieved are influenced by several factors. The factors that influence learning outcomes are first, internal factors (Slameto, 2010). These factors include physical factors, psychological factors (intelligence, attention, interest, talent, motive, maturity, and readiness), and physical or physical conditions. Second, external factors. These factors include family factors (relations between family members, atmosphere, economy, background), school factors (methods, teacher relationships with students, facilities and infrastructure), and community factors (activities outside the classroom, mass media, association,).

Based on observations during the learning process and further analysis, the two factors mentioned above both internal and external are very influential on the outcomes of the learning process. Furthermore, the two factors are interconnected with each other.

Entrepreneurship class is scheduled at 4:00 pm to 5:40 pm. On the same day, students have to attend the other lectures since 7.30. It is reasonable since the physical condition of students at the time of the lecture is no longer fit. Moreover, the classroom is quite small, hot, and has bad circulation which the learning process.

Another internal factor which, according to the observation of the team, influenced less than the maximum result of this learning process is the lack of student interest. It is very influential in the unsuccessful growth of motivation to students. Observation and further search on this matter indicate that the students are bored with all the ease they get. Though derived from an economic background that may be said to be lacking, students feel it has adequately met their own needs. The scholarship earned is considered sufficient, and the academic value standard becomes the only standard and target of the continuation of the scholarship. New ideas and ideas, creativity, and innovation are no longer relevant to them. However, the team cannot say this applies to all Entrepreneurship students.

Another factor that influences the outcomes of this learning process is the external factors of communication tools and social media. Students have not been able to maximize the use of devices and social media for their purposes, especially in the case of entrepreneurship. Although given examples of the use of social media as a means of entrepreneurship, because of the lack of interest it is not also used maximally.

In addition, limited time also affects less than the maximum results of this learning process. Character building and entrepreneurial motivation growth are not enough with four meetings (total 400 minutes). It takes more time to get maximum results. On the other hand, if the direct learning process undertakes the implementation of the project, students will stutter to the specified target.

On this occasion, the research team did not provide research results in the form of numbers. It is caused by the form of research that tends to qualitative so that it focuses on the interpretation of the phenomena and events that occur in the research process.

4 CONCLUSIONS

Classroom Action Research conducted in Entrepreneurship course has the aim to improve understanding, increase knowledge, and build responsibility and independence of students of the participants of the course. Through the development of learning methods of this Project Based Learning, expected results of the learning process could produce maximum results.

In practice, the team has provided the materials, samples, and practices as planned. The project plan to produce the product as an entrepreneurial material for students has been delivered. Nevertheless, some obstacles and challenges must be faced in developing the method of learning in this course.

From the description of the results of the analysis can be concluded that the activities of the learning process of entrepreneurship courses based on this project has not shown maximum results. Internal and external factors from both the students and the team are very influential on the results. Since both factors, internal and external, are interconnected with each other, it will take more time to obtain the desired learning outcomes.

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