



Implementation of Innovative Learning Method of Business Practice Teaching Firms to Grow Entrepreneurship Characters

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Abstract

The research aim to implement innovative learning methods of business practice teaching firm's to cultivate students entrepreneurial character. Intellectual unemployment in 2016 has increased significantly compared to the previous year. Intellectual unemployment is unemployment delivered by college graduates. Therefore, universities should be able to organize innovative learning to be able to deliver their graduates with entrepreneurship character. This is a development research applying a learning method rather than proving a theory. The subjects of the study were Mathematics Education students who take entrepreneurship courses amounting to 38 students. The innovative learning method used is Business Practice Teaching Firms (BPTF) that emphasizes learning on learning by doing process with entrepreneurship practices that are made as closely as possible with real companies. By using descriptive analysis, it is found that entrepreneurship characters is initiative, self-confidence, being able to take risks and turn to behave, being able to control situation, innovative and creative, and having leadership spirit that may increase after BPTF has been applied in the learning process.

How to Cite

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INTRODUCTION

Until today the problem of unemployment is still a hot issue for many developing countries including Indonesia. Central Bureau of Statistics (BPS) in August 2015 released the number of open unemployment in Indonesia amounted 7,560,822 people (6.18%) with total intellectual unemployment (college graduation) of 653,586 people (8.64%). In February 2016 BPS released a similar survey with an open number of 7,024,172 people (5.50%) that decreased to 536,650 people (0.68%) compared with the previous year, but the number of intellectual unemployed increased 1.25% to 695,304 people.

Based on the results of survey, it can take a bit of conclusion that the unemployment rate among the intellectuals is inversely proportional to the government's expectations. The government through the Ministry of Research and Technology is now very concerned about the improvement of the entrepreneurial climate in college. A research scheme of entrepreneurship and Entrepreneurship Student Program is provided for students who have entrepreneurship desire. This is in line with the Government Regulation no. 17 of 2010, which states that the purpose of higher education is to build up the critical, creative, innovative, independent, self-confident and entrepreneurial spirit.

Universitas Nusantara PGRI Kediri attempts to carry out the government's mandate by making entrepreneurship courses as compulsory subject in all departments. It aims to equip the students with basic knowledge of entrepreneurship and practice it so that at least they can have entrepreneurial attitude to arise entrepreneurial intentions and interests. So after released back to the community, they will be able to create jobs (entrepreneurship). Nevertheless, data tracer study of 2015/2016 provides information that alumni who start career with entrepreneurship is not more than 20%. Or it can be said that the results are not in accordance with the goals that have been set before that is the characters of students who are critical, creative, innovative, independent, confident, and have entrepreneurial spirit.

Entrepreneurial learning should be able to instill the character, intentions and interests of students in entrepreneurship. If it is not achieved, it requires reform in the learning process. Innovative learning should be used in entrepreneurial learning. Innovative learning is a learning that is able to change the learning paradigm from initially the Teacher Centered Learning to be the Student Center Learning.

Student-centered learning or often called student center learning emphasizes learning based on experience or more often called learning by doing. The first thing that lecturers do in this learning is to give the students a chance to find and feel a new experience about something, and then the teacher gives feedback in the form of encouragement, motivation and suggestion so that the new experience can be developed into new skill, new character, and a change in thinking paradigm. There is an analogy that a person remembers 20% of what he has heard, 30% of what he has read, 40% of what he has spoken, 50% of what he has written, 80% of what he has done, and 100% of what he has taught. Therefore, a teacher is better at organizing learning by following the analogy.

Method of Business Practice Teaching Firms is a learning method by making a company in entrepreneurship class that is made similar to the activity in the real company. This method emphasizes the formation of entrepreneurial knowledge and entrepreneurship character that will be used in the real world of business by first practicing it into the imitation firms (Kjelytè & Misiuk, 2008).

Entrepreneurship

Based on the Central Bureau of Statistics (BPS) data about unemployment rate in Indonesia, we know that intellectual unemployment increased from the previous year. Therefore, it requires a change in the implementation of entrepreneurship education in universities in order to produce the graduates with an entrepreneurship character. The implementation of entrepreneurship teaching needs to be transformed into innovative teaching.

Entrepreneurship is a key in the economic growth and industry (Hannon, 2006; Murphy, 2006; Leino, 2014; O'connor, 2015). Entrepreneurship is a dynamic process of creating wealth and the process of creating (newness) that has value by devoting time, effort, risk taking, personal satisfaction, and freedom. Mamman in Ememe (2013) explained that entrepreneurship is an organizational and management approach that is able to create an individual response to the changes occurring in a climate and situation, including the social situation of unemployment occurring in Indonesia today.

Based on the explanation above, we can make a conclusion that entrepreneurship is one's effort to organize and manage oneself in the creation of something new that previously did not have value to be valuable. In the process there is a

risk-taking process in order to be able to face and adapt to social situations encountered.

Entrepreneurship Characters

According to Wyne, the term “character” is taken from the Greek that means “to mark” or “mark” (Zuchdi, 2009). The term “character” here is focused on applying the value of goodness in the form of action or behavior. One way to develop entrepreneurship character is to integrate this character in every course, not just in entrepreneurship courses, because according to Hisrich, Peters and Shepherd (2015) entrepreneurship may occur in all areas of life and science. Suryana (2006) explained that entrepreneurship is basically the nature, characteristics, and character of someone who has the willing to realize innovative ideas into the real world creatively.

Westera (2010) and Cheng (1996) explained that the development of the character of students is the result of learning experience, knowledge reproduction, skills, and the role of teachers in guiding the students during the process. Building a complete character will foster an attitude to then bear the intention and interest to entrepreneurship. According to the Curriculum Center for the Training and Development Center, the Ministry of National Education, the value of characters that must be integrated in entrepreneurial learning is:

While the parameter of entrepreneurship character that will be used in this research is simpler than the entrepreneurship character developed by the Curriculum Center of the Training and Development Center, the Ministry of National Education above, in which more details can be seen in the Table 1.

Innovative Learning and Method of Business Practice Teaching Firms

Learning is a complex interaction between teachers and students, in which there is a coordination process to achieve a goal. The main point in the learning process is the acquisition of a knowledge and information that can be used to change the way or thinking paradigm. Innovative learning should be able to package and combine theory and practice and then package it so that the students will be able to think critically so that it can constantly change the attitude and the character of students.

Fiet (2000) explains that in the learning process of entrepreneurship a lecturer is required to be able to develop learning materials, conduct innovative learning activities by always empha-

sizing on learning by doing. Kojelytė (2008) explained that Business Practice Teaching Firms (BPTF) is an innovative learning method emphasizing on learning by doing, Business Practice Teaching Firm's (BPTF) is a “virtual firm”, which mimics or imitates the workings and activities of the company. The function of this method is to develop the knowledge, character and entrepreneurial skills of the learners. In a company there are several management processes, and the learning method of Business Practice Teaching Firms imitates the work of the field and how to solve problems in each field. The management processes adapted to this learning are the areas of production (logistics, suppliers), marketing (sales planning, advertising) and finance. Based on the agreement within the group with the consideration of lecturers, the students are placed on the field with job description in accordance with the field. Although BPTF is a “virtual firms” but all within BPTF is a real practice. The students really do production activities, marketing activities, and financial activities.

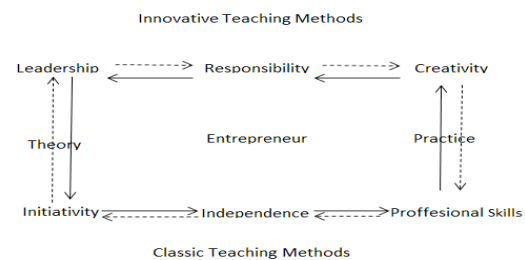


Figure 1. Process of Innovative Learning Method on Entrepreneurship

METHODS

The research design used is development research. Development research is an attempt to develop an effective product for use in learning, and not to test a theory (Gay, 1991). The subject of this research is the students of Mathematics Education, Universitas Nusantara PGRI Kediri, who take the entrepreneurship course in the even semester of academic year 2015/2016. The respondents are amounted 38 students and it lasted for 1 (one) semester with a face-to-face quantity of 16 times. Data analysis techniques used in this research are 1) Developing innovative entrepreneurship learning scenarios; 2) Compare the results before and after the application of methods with comparative analysis using a simple measuring tool that is descriptive percentage.

Table 1. Parameter of Entrepreneurship Characters

Parameter	Description
Dependent	Attitude and behavior that does not easily depend on others in completing the task
Creative	Thinking and doing things to produce different ways or results from the existing products or services
Dare to take risks	Someone's ability to love challenging and courageous jobs and to be able to take risks of work
Action-oriented Leadership	Taking the initiative to act and not waiting before an unwanted event occurs One's attitude and behavior will always be open to suggestions and criticism, easy to get along, cooperative, and direct others
Hard Works	Behavior that show earnest effort in accomplishing tasks and overcoming obstacles
Honest	Behavior that is based on an effort to make himself a trustworthy person in words and deeds
Discipline	Actions that demonstrate orderly behavior and obedient to various rules and regulations
Innovative	Ability to apply creativity in order to solve problems and opportunities to enhance and enrich life
Responsibility	Attitudes and behaviors of a person who performs and is able to perform duties and obligations
Cooperation	Behavior that is based on an effort to make himself able to establish relationships with others in carrying out actions and work
Tenacious	Attitudes and behavior of someone who does not easily give up to achieve a goal premises various alternatives
Commitment	Agreement about something that a person makes of himself and others
Realistic	Ability to use facts or reality as a rational base of thought in any decision-making or action or deed
Curious	Attitudes and actions that always strive to know in depth and breadth of what is learned, seen and heard
Communicative	Actions that show the pleasure of talking, getting along, and working with others
Success Motivation	Attitudes and actions always look for the best solution

Source: Curriculum Center, Training and Development Center, Ministry of National Education 2010

RESULT AND DISCUSSION

Kjelytè (2008) applied the method of Business Practice Teaching Firm's using learning model as shown in Figure 2.

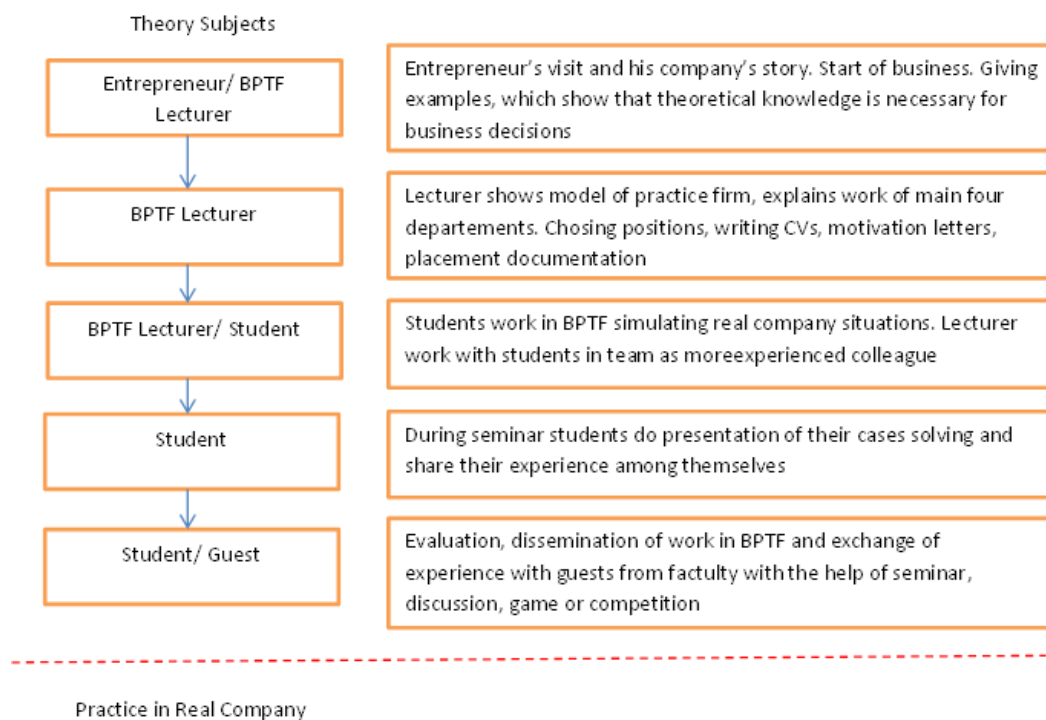
The above model is adapted in entrepreneurship learning process at Universitas Nusantara PGRI Kediri with technical application for each meeting as below: (1) During the first meeting until the fourth the students are equipped with four phases of entrepreneurship according

to Hisrich, Peters and Shepherd (2008). The four phases are: a) identification and evaluation of opportunities; b) development of business plans; c) determination of required resources; d) business management that has been established. In this meeting the students are formed into small groups. The group will identify opportunities, develop business plans, and determine the resources needed to start the business and the management of the business to be carried out continuously; (2) At the fifth meeting the students have a descripti-

Table 2. Parameter Entrepreneurship Character Being Used

Parameter	Description
Initiative	Actions instead of waiting before an unwanted event occurs
Self-Confidence	Feeling confident and trust in oneself
Risk-taking and turn to behave	Someone's ability to love challenging and courageous job and to be able to take the risk of work
Situation control	Being able to read and control the situation at hand, even if the situation is uncertain.
Innovative and creative	Thinking and doing something to produce ways or results that are different from the existing products or services
Leadership	One's attitudes and behavior will always be open to suggestions and criticism, easy to get along, cooperative, and direct others

Source: Kjelytè (2008)

**Figure 2.** Stages of Learning Method of *Business Practice Teaching Firms*

on about the operational techniques of Business Practice Teaching Firms. The established groups are divided for each field those are production, marketing, finance; (3) At the sixth meeting the students present the result of product innovation and then it is evaluated by the consumers (lecturer and classmates), then they get criticism and suggestions to be used as the product improvement. The product innovation process has been designed by the students since the first meeting; (4) During the seventh meeting until the tenth meeting the students run the Business Practice Teaching Firms, which is monitored by lecturer; (5) At the eleventh and twelfth meetings the students present and discuss the result of Business

Practice Teaching Firms; (6) At the thirteenth and fourteenth meetings the students conduct an observation on the company to create an observation report containing a comparison between Business Practice Teaching Firms that they have done with the real company they are observing.

The data analysis techniques consist of: (1) Learning Scenario Stage. Learning scenario is in the form of innovative learning. The material developed in the learning scenario consists of: a) Lesson Description (Background); B) Brief Lesson Plan; C) Essential Question; D) Learning Concept; E) Content Standards; F) Lesson Objective; G) Time Required (Time Allocation); H) Tools and Props; I) Special Preparation; J)

Procedures (Procedures and Learning Stages); K) Conclusion; (2) Comparative Analysis using Descriptive Percentage. The research questionnaire here contains a statement that will direct the students to evaluate themselves about the character formation they have before and after the application of this BPTF method. The questionnaires are filled by 38 students who follow entrepreneurship courses. The values in the questionnaire range from 1 (least / small) to 5 (at most / large) on the entrepreneurial character owned. The blue bar chart is an entrepreneurial character preference prior to the implementation of BPTF, while the red bar chart is a preference for the entrepreneurial character owned after the application of the BPTF method. X axes is a percentage of Y axes.

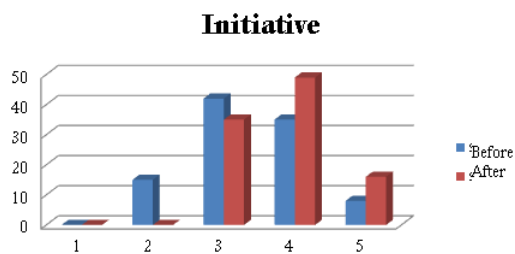


Figure 3. The respondent's answer on initiative

Before BPTF is applied, the respondent's answer on the highest initiative variable is in number 3 with the percentage of respondents of 40%. After BPTF is applied, the highest answer changes in number 4 with a total percentage of 46%.



Figure 4. The answer preference on the self confident

Before the BPTF method is applied, the highest answer preference on the confident variable is in number 3 with a total percentage of 37% of the respondents, after BPTF is applied, the highest answer is in number 4 with the percentage of respondents 38%.

Taking Risks and Willing to Change

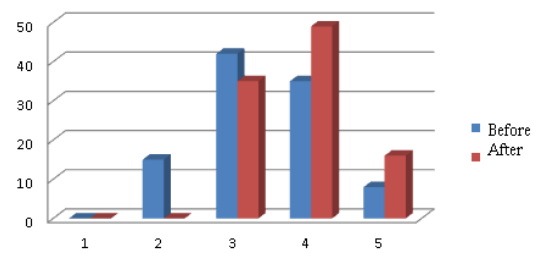


Figure 5. The response preference for risk-taking and willing to change

Before the BPTF method is applied, the highest response preference for risk-taking and changeable variable is in number 3 with a total percentage of 40%. After BPTF is applied, there is a shift of the highest response in number 4 with the percentage of 48%.

Situation Control

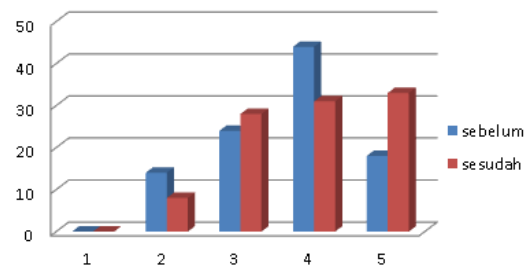


Figure 6. The respondent's answer on situation control.

Before BPTF is applied, the average situation control variable is number 3 and 4 with percentage of respondents 25% and 30%. After the BPTF is applied, the highest answer respondent is in number 5 with the percentage of respondents between 30%.

Creative and Innovative

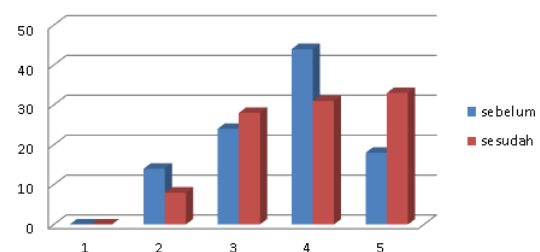


Figure 7. The answer preference on creative and innovative

Before the BPTF is applied, the highest answer preference on creative and innovative variable is in number 4 with the percentage of

respondents 42%. After the BPTF is applied, the highest percentage is in number 5 with the percentage of respondents 31%.



Figure 8. The respondent's preference on leadership

Before BPTF is applied, the respondent's preference on leadership variable is in number 3 with percentage of 40%. After BPTF is applied, it shifts to number 4 with percentage of respondent 48%.

After the above simple analysis is conducted, it can be concluded that the learning method of Business Practice Teaching Firms can help instill entrepreneurship character to the students. The entrepreneurship character is reflected in initiative, self-confidence, risk taker and willing to change, situation control, creative and innovative, and leadership.

The above results are consistent with the research results of Anggraeni and Harnanik (2015), which stated that entrepreneurial knowledge is derived from entrepreneurial learning. Entrepreneurial learning aims to shape the students to have the entrepreneurship ability. This is in line with the strong influence of entrepreneurial knowledge gained from the entrepreneurial learning. The research results are also reinforced by Santoso (2013) research, which showed that the strategy learning of characterized teaching and learning can improve the students' understanding about character education and improve their character to be better.

Entrepreneurship character cannot be separated from entrepreneurship education. The research results of Atmaja and Margunani (2016), which suggested that the goal of entrepreneurship education is to deliver individuals who have high creativity in conducting business activities. So it can be concluded that entrepreneurship education is required by the prospective entrepreneurs in their business. Entrepreneurship education is very important in shaping the entrepreneurship character. There are several indicators of entrepreneurship education, such as those narrated

by Safitri and Rustiana (2016) that are based on descriptive percentage of six indicators of entrepreneurship education, indicators relating to students' ability to understand the meaning of entrepreneurship, the students' persistence in learning entrepreneurship, and the students' ability to think and act creatively and innovatively. Each has a good criterion compared to the other three indicators in entrepreneurship education variables, each of which has very good criteria.

CONCLUSION

Based on the results of the above explanation, a fact can be concluded that unemployment from intellectual circles (from college graduates) rose from the previous year to 2016. Therefore, it needs a change from the entrepreneurship learning process in college. Innovative learning model with business practice teaching firms approach can be used as an alternative method to build up entrepreneurship character to the students. If the student character has been built up, hopefully the students have an interest to become an entrepreneur, so after graduated they will be able to open the employment. The entrepreneurship character is not only a parameter of readiness or interest of someone to start a business, but with the entrepreneurship character, the students are expected to be professional in any field they work. Based on the descriptive analysis that has been implemented, it can be concluded that the model of Business Practice Firms is able to shape entrepreneurship character to the students.

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