



PROBLEM BASED LEARNING DEVELOPMENT THROUGH ENTREPRENEURSHIP EDUCATION

Sri Hapsari¹

Universitas Indraprasta PGRI,
Indonesia

Abstract:

The purpose of this research is the Development of Problem Method Based Learning through Entrepreneurship Education. It was conducted by applying Research and Development approach which is Mixed Methods. The research applies only samples from one location that is in prisons Class II B Tangerang. Researchers tried to modify the research step into three steps namely preliminary study, development of entrepreneurship learning model, and model testing. Data include: pre-survey result, development result and model test, observation data analyzed qualitatively, experimental stage and model validation. In relation to PBL learning, most teachers have not implemented this model yet. This is known from the results of questionnaires and observations that show teachers generally do not have the understanding and skills to be able to use the PBL method. The learning materials in the PBL method are determined based on the theme to be studied and determined the material of Opportunity and Business Risks and Business Planning.

Keywords: entrepreneurship education, problem base learning

1. Introduction

Education is not only part of culture but it is also the process of culture. Thus, humans need to achieve education to become a civilized man. In entrepreneurship education, there is a process of transforming creative and innovative abilities as a basis of achieving opportunities for success. In line with developments and challenges such as the economic crisis, entrepreneurial understanding is evolving. Entrepreneurship

¹ Correspondence: email sri.hapsari@unindra.ac.id, hapsarisri96@gmail.com

education should be introduced as early as possible in the nation, given the current b M any criminal acts committed by juveniles is one of them due to economic factors. With the entrepreneurship education, it is expected that people in the future have the skills, one of them is problem solving (MoNE, 2003).

According to Moursund (2005), a person is considered to have and face problems when faced with 4 (four) conditions below:

1. Understanding of the condition or situation that is happening clearly;
2. Understanding of the intended purpose clearly;
3. Understanding of a set of resources that can be utilized to cope with situations that occur in accordance with desired goals;
4. Having the ability to use various resources to achieve goals.

Peter F. Drucker defines entrepreneurship as the ability to create something new and different (Kasmir, 2007). An entrepreneur is always required to face risks or opportunities that arise, and often associated with creative and innovative actions. The entrepreneurs are the people who change the value of the resources, manpower, materials, and other factors of production to be larger than before and also those who do change, innovation and new ways.

But on the other hand, as the impact of industrialization, adolescents tend to be isolated from society, their parents are more focused on work as demand fulfillment demands. As a result, our teenagers are far from moral and ethical values and less innovation. Ornstein and Levine (2007) describe the isolation conditions with: *"this isolation has intensified many youth-centered problems, such as drug use, drinking, suicide, early pregnancy, and delinquency. At the same time, the isolation of youth hampers efforts of schools and other social institutions to prepare young people for adulthood "*. Thus, every social institution has an important role of fostering the nation's juvenile.

There are further categories of disenchanting, uncontrolled juvenile, and those who are victims of crimes that are considered to be people who should be supervised and protected, but generally in fact, ways of handling juvenile offenders are the same. The institution that has less attention of the public in this entrepreneurship education issue is Lembaga Pemasyarakatan (Prisons).

In providing Entrepreneurship learning in prisons, it certainly requires a different method of schooling. Inhabitants of prison (prisoners) have differences in age, education, economic background, and emotional levels that can be said to be unstable (in general). Thus, a learning model is needed for the characters. Problem-based learning is a learning approach whereby students do authentic problems with the intent to develop their own knowledge. Problems in problem-based learning are problems that ill structure, contextual and engaging, thus stimulating students to ask from various perspectives (Ismaimuza, 2010).

With this method the teacher should, (1) Stimulate the task of learning with various alternative methods of problem solving (2) Facilitate and motivate. While students (1) Learning to dig or search for information (*inquiry*), as well as capitalize upon the information to solve the problem of factual facing, (2) analyzing the problem-solving strategies that are not solely based on theory, but followed up with the practices of real (Supardan, 2014). This method is in the form of giving the task of study or research to the students with the aim that students can find their own answers without or a little help of teachers. Teachers as facilitators should, (1) provide data or methods to track the knowledge that students will learn, (2) examine and provide reviews of student learning outcomes. While students (1) seek, collect, and compile existing information to describe a new knowledge, (2) Presenting verbally and not verbally in a comprehensive performance. The steps that must be taken in the method in detail include: (1) orientation / formulate the problem; (2) formulation of hypothesis; (3) creation of definitions; (4) Exploration / testing of hypotheses; (5) generalizes / inference.

2. Research methods

The study was conducted using an approach which is the *Research and Development of Mixed Methods*. The subject of this research is Class II B of Tangerang. The object of research consists of teachers and prisoners / prison students. Prisoners population of the prison as many as 79 people. The research step is a modification of the development model Gail et al (2003) as follows:

A. Preliminary studies

In the preliminary study, the researchers conducted descriptive literature and descriptive studies that had been carried out earlier in the preliminary study of obtaining sample images (prisoners / students) at the prisons that became the location of the study. The preliminary survey is also directed to find the entrepreneurial learning model that has been implemented in prisons.

B. Development of Entrepreneurship Learning Model

Having obtained the necessary data and information both from the literature and the results of preliminary studies, at this stage of the model we have development of *problem base learning*. The approach used in this stage is action research. In this stage the aspects studied are: (1) the draft of developed PBL model, and (2) the application of the draft model. In the application of PBL model is conducted by researchers. To understand the impact of model development, we should do pre-test and post-test in 2 (two) cycles to achieve the result of learning material comprehension.

C. Model Testing

It was conducted by observing small samples in prisons to determine the effectiveness of this model including: (1) material understanding, (2) thinking skills, (3) learning process, and (4) teacher performance.

3. Results and Discussion

3.1 Master's View of the Design and Implementation of Entrepreneurship Learning today

In accordance to the design and implementation of Entrepreneurship learning in prisons of Class II B Tangerang we are able to present the research results on the following aspects: (1) the nature of teaching; (2) the teacher's view and understanding of Entrepreneurship learning; (3) preparation and effort undertaken by teachers in order to improve the quality of learning; (4) way of learning; and (5) the difficulty of learning management.

In the opinion of most teachers, the purpose of teaching is basically to change the behavior of the prisoner / prisoner in a better direction. While the expected learning result is prisoners can receive what material given by the teacher. Here it is seen that the learning is only limited to the transformation of science. In addition, the purpose of learning is not just to make them be an obedient or clever juvenile.

In accordance to the understanding and views of teachers on learning Entrepreneurship, in general, teachers consider Entrepreneurship learning is learning that teaches prisoners understand various business skills. This is related to global competitiveness that demands every human being to have various skills. The views conveyed by teachers in prisons are in line with the opinion that Entrepreneurship is a learning that can develop entrepreneurial skills.

Based on the aspect of the preparation of teachers to learn Entrepreneurship in prisons can be stated that they do not feel quite satisfied with the mastery of Entrepreneurship learning materials, there are still many innovations and new thoughts that must be elaborated and developed about Entrepreneurship. To overcome the problem, the teachers have exchanged their thoughts or discussions with colleagues, attended the relevant workshops / seminars, and went directly to entrepreneurship to find out the obstacles.

All teachers who responded to the study argued that the way the learning developed so far needs to be improved and improved. Steps that need to be done are, by adding insight by reading the sources of learning methods and exchange ideas with colleagues.

In accordance to the implementation of learning in prisons, the teachers got difficulties of learning management, some are not. Those who got difficulty in learning management are caused by less material master. With the above conditions, to be able to implement the PBL lesson preparation steps are as follows:

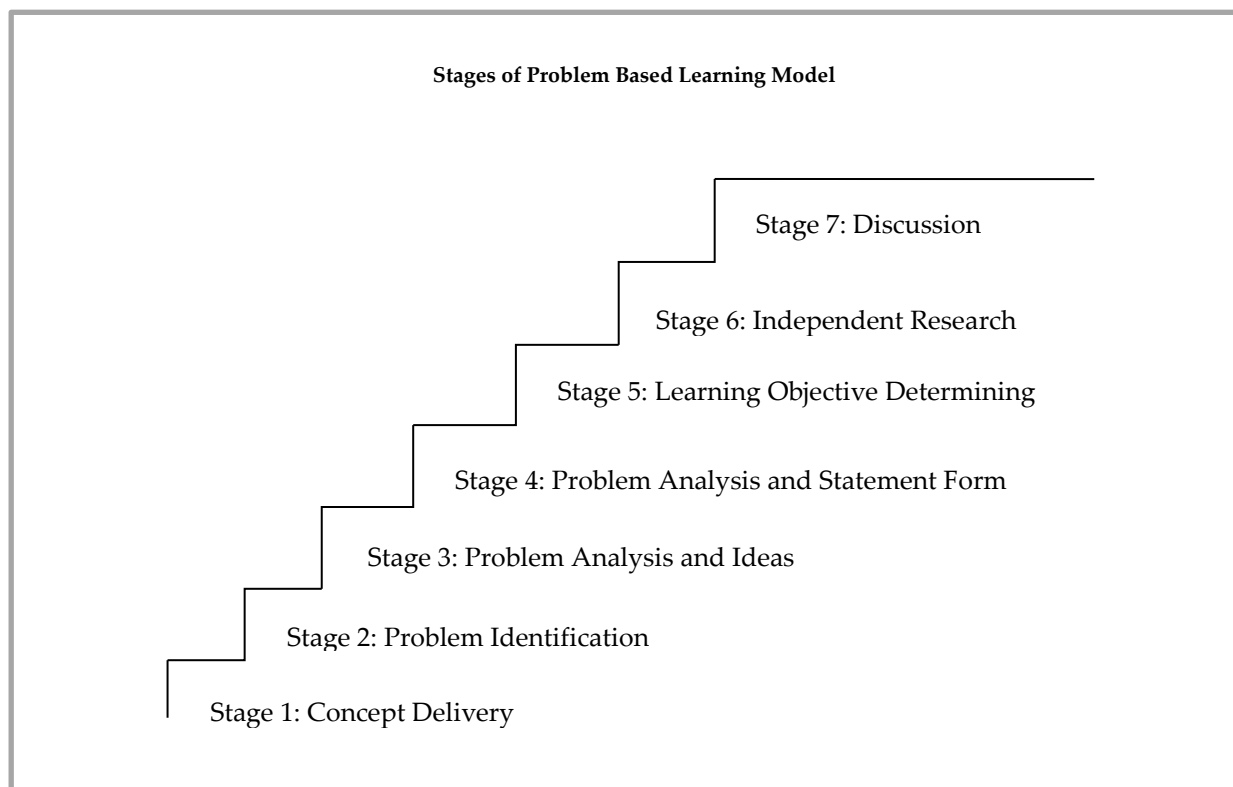


Figure 1: Stages of Problem Based Learning Model

Source: Schmidt (1983) in Rogal (2008:214)

3.2 Teacher Performance in Designing and Implementing Learning

Theoretically, there are three stages that must be passed by the teacher in carrying out the task of learning, such as planning, execution, and evaluation. Before preparing the lesson planning, careful preparation is required. Preparation done by the teacher before preparing the lesson plan in general is to study the outline of the teaching program.

Prior to the learning, teachers only occasionally make lesson plans, only one who makes the lesson plan used as a comparison material with peer work.

Development of Basic Competence (KD) Entrepreneurship Learning in Prisons is done by imitating existing KD and by elaborating from the material on the existing skill education book.

The model used in the implementation of learning is an important aspect that determines the success of learning. For that, teachers are required to choose and determine the exact learning model that will be used. In relation to this the teachers

argue that the learning model can be selected based on new models obtained from education and training and discuss with fellow teachers.

Associated with Learning Base Learning developed in this study, most teachers have not applied this model. This can be seen from the results of the questionnaires described above, as well as observations that indicate that teachers generally do not have the understanding and skill to use this PBL method in Entrepreneurship learning in prisons.

3.3 Implementation of Entrepreneurship Learning

Based on the expectations of students or prisoners, the teacher's actions when starting the lesson should be began by explaining the purpose of learning. While through classroom observation, there are teachers who do not explain the purpose of learning. This is allegedly derived from the weak pedagogic competence of teachers. The results of this observation are supported by background data of teachers who are not of educational graduates.

At the time of the implementation of Entrepreneurship learning, from the beginning of learning, teachers only directly explain the learning of Entrepreneurship until the end of the lesson. Thus, teachers dominate the learning process (*teacher-oriented*). This condition is suspected because the background of learners in this case prisoner diverse, both age, education, economic conditions, and so forth, so that teachers more dominate. In addition, the psychological condition of andik that affect the activity in learning. When the psychological condition is good, andik plays an active role in the learning process and vice versa, if the psychological condition is not good then it will be passive or not even follow the learning process.

Based on what the students expressed about the expectation of the teaching process, that what they have gained so far has met expectations. For students, an important aspect to note that Entrepreneurship learning should be presented with fun. This is seen with the teacher always providing examples that are understood by the students. With this fun learning, teachers can see the potential of entrepreneurship that is present in the students in this prison. The potential of entrepreneurship can be seen through innovative skills, ambiguity, ambition, realistic planning, goal-oriented leadership, objectivity, and personal responsibility (Winardi, 2003).

In addition, based on observations, learning is not carried out merely theoretical only; prisoner is given more practice in Entrepreneurship as well as sufficient skill facilities available such as sewing machines, gardening tools, embroidery, cooking, and others. Things that are felt by the author are the limited space in a single space used more than one activity.

3.4 Development Description of PBL Method

In this study, the authors chose to use the term method compared with the model with the reason for the development of this less than perfect learning, still in a limited scope, as the method itself, a method, procedure, or process to do something systematic investigation / research, or how to know. In contrast to the more complex model, a copy, have a clear framework. However, because the study applied research and development, the researchers used a step-by-step models.

The development of methods in this study is carried out through two stages. The first stage was drafted (initial draft) based on literature review and information during the preliminary study. In the next stage, experiments and revisions have been conducted by researchers to obtain a method appropriate for learning Entrepreneurship in prisons. The approach applied in the second stage of action research was conducted in two cycles. In this stage, the design of PBL methods is developed.

4. Initial Design of PBL Learning Methods

PBL learning method developed in this study is aimed at linking learning methods between the training materials with real world situations and encourage participants to use their knowledge can be applied in their lives. The process is done through explanation of concept and problem identification.

Learning materials in the learning method of Problem Base Learning is determined based on the theme to be studied. For the purposes of this study, the following materials are defined:

A. Highlights of Opportunities and Business Risks

Sub subject:

- Understanding Opportunities and Business Risks;
- Factors in Developing Business Opportunities;
- Basic Requirements in Utilizing Business Opportunities;
- Factors of Success and Business Failure.

B. Designing Business Plan

- Starting a Business;
- Marketable products;
- Market segmentation;
- Marketing Mix;
- Exercise makes Business Plan.

Learning activities developed in PBL learning methods, researchers use the opinion of Dadang Supardan (2014) ie five steps in the implementation of the method of

Problem Base Learning. Each stage is manifested in several teacher and student activities as follows:

Table 1: Preliminary Design of Learning Activities on PBL Methods

Learning Stages	Description of Learning Activities
1. Orientation	The teacher explains the subject to be learned and the learning objectives attained
2. Hypothesis Formulation	Students with teacher help formulate hypotheses about the problem to be studied
3. Creation of Definitions	Students are given the opportunity to make definitions of the terms contained in the subject matter
4. Exploration	Students report the results of the discussion in accordance with the formulated hypothesis
5. Make a Conclusion	Students with teacher guidance conclude learning outcomes

Goos, et. al (2000) also divides problem-based learning into five stages: reading, analysis, exploration, planning / implementation, and verification. At the reading stage, students identify facts, questions, and try to visualize the situation. According to the statement, we should analyze the linkage of facts to one another. Furthermore, students are exploring the organization of existing information, just plan to look for other necessary information. The last is to verify the validity of the information held, whether able to solve the existing problems.

The media and learning resources used in PBL learning of study are very limited due to time allocations that are not in accordance with the RPP and the limited space so that only use handout power point (guidance students) as a reference to understand the concepts studied.

5. Conclusion

The Model of Problem Base Learning Method Development through Entrepreneurship Education applied to this research is conducted through two stages. The first stage was drafted (initial draft) based on literature review and information during the preliminary study. In the next stage, experiments and revisions have been conducted by researchers to obtain a method appropriate for learning Entrepreneurship in prisons. The approach applied in the second stage of action research (*action research*) was conducted in two cycles. In this stage, the design of PBL methods is developed.

Student learning outcomes in both cycles that have been implemented shows that students using PBL methods are not higher than students applying conventional methods. This is possible because the allocation of learning time is not appropriate

(shorter) than that listed in the RPP, learners experience fatigue because previously following various activities in prisons, the majority of the learners are prisoners with drug offenses so that students are less likely to concentrate, then because the learning space is less supportive of learning is implemented in a space used for other skills such as for sewing activities.

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