

The Development of Local Culture-Based Learning Discovery Model to Improve Life and Career Skills on the Students of the Faculty of Economics, State University of Manado

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Abstract: *This study aims to: (1) explain the problem and the need for a local culture-based discovery learning model, (2) develop a local culture-based discovery learning model, (3) determine the efficiency and effectiveness of the local culture-based discovery learning model to improve life and career skills. This study used research and development model by Borg and Gall (1983) which was developed by using the following principles, a constructivist design, collaborative and integrated development, and resulted in an open and flexible final model. The research was conducted in stages as: (1) a preliminary study to analyze the problems and needs, (2) the preparation of the initial model, the initial product testing through expert validation and restricted tests, (3) the final model testing through various stages such as a field test by a pre-experiment using static group comparison design. Data was collected using questionnaires, guided focus group discussion, project-based assessment and presentation of writing assessment. Results revealed by this study are as follows: (1) The implementation of discovery learning models in the Faculty of Economics was not optimal, and had a tendency to be conventional without proper innovation and motivation. The results of the needs analysis showed that students need a more actual method such as a discovery learning model which is based on the local culture and implemented using the principles of social learning. (2) The final design, based on three main components namely learning objectives, procedures and evaluation, has been developed and was able to produce entrepreneurial learning devices (syllabus, lesson plans and book teaching). (3) Preliminary tests immediately showed that the model and the resulting product were good. Field test using static group comparison design showed that there are significant differences between life and career skills of students in experimental classes and of those in static classes. Based on these results, it could be recommended that: (1) Other institutions could also adopt this development model in order to maximize the potential of the local culture in integration with the students' potential to improve life and career skills; (2) Further development is possible through implementation in various other courses by taking different suitable dimension.*

Keywords: *Model Development, Discovery Learning, Local Culture, Life and Career Skills.*

I. Preliminary

This adult education while faced with crucial issues and traumatic. Various issues concerning the future of education we continue to reap the never-ending debate, as if the pressure to educators. These issues in turn will have implications for the improvement of the quality of education and their spirit in the process of learning (Mohammad, 2012).

Education is an inseparable part of human life and seen as essential in life itself. Earlier, Mohammad (2012) warns that the current Education has become a central theme (the focus of interest) in the present era, when people increasingly aware of how necessary it is to enjoy a better quality of life, finding human dignity according to nature. Education became the center of attention because it is seen as one alternative to the right where the aim is inherent with the goal of human life.

Yet we must recognize that education plays an important role in order to improve human resources excel and competitive in the era of globalization, therefore in order to achieve the ideals of education is educating the nation needed a joint commitment to creating independence and empowerment that in turn will be able to sustain the progress of our education.

Demands produced human resources qualified with market demand, is a logical consequence of the era of competition, it seems things can not be bargained for in the era of competition and globalization of human resources is seen as one of the main resources of the ability to compete in the various fields of education or in the field business (Colff, 2004; Karami, Farhad and Cusworth, 2004; Alwasilah and Yahya 2004, Siswandari, 2006) and is one of the key factors in the context of reforms in the economic (Fawcett, Rhoads and Burnah, 2004; Damanhuri, 2003; Siswandari 2006).

However, only the human resources capable of performing at a high level in a good working system and is expected to increase the competitive ability (Datta, Guthrie, Wright, 2005, Siswandari, 2006). Thus it can be said, and not too much to give a good assessment that for the era of competition and globalization, qualified

human resources in the competition is absolutely necessary (Jones, 2004, Salladien, 1996). To meet these demands, nearly every interested party rested their hopes on higher education institutions. They expect that the college is able to produce superior human resources who are able to compete and play its role as a strategic partner, administrative expert, employee champion and change agent as disclosed by Corner and Ulrich (Setyanto, 2004). Besides, education and training organized by higher education at a particular college should also be directed to the understanding and management of cultural diversity interpersonal and mastery of skills required, it is necessary among other things to align the impact of cultural diversity when necessary cooperation wherever they work (Dunning, 1995: 379). Regarding specification of skills that should be possessed by each candidate are as diverse human resources, particularly related to the life and career skills that is currently the focus of discussion in the context of national education goals.

Owners' life and career skills for human resources ready to work and for prospective graduates of higher education is currently a very significant issue in the world of higher education (Ghulam R. Prophet, 2003) because these skills are really needed to finish the job (Smith, 2003 ; University of Cambridge, 2004; University of Westminster, 2004).

One logical effort to prepare adequately higher education graduates among others to develop models of learning, especially learning model discovery on entrepreneurship courses in order to improve student life and career skills.

Learning discovery or invention in the subject of entrepreneurship is one of the implementation of constructivist view of learning. According Hudojo (1998: 7-8) characteristics of learning in view of constructivism are as follows:

- Provide learning experiences by linking the knowledge that has been owned such a way that students learn through the process of forming knowledge.
- Provide a variety of alternative learning experiences, not all do the same thing, such a problem can be solved in various ways.
- Integrating learning with realistic and relevant situations involving concrete experience, for example, to understand the concept of entrepreneurship through the reality of everyday life.
- Integrating learning enabling the social transmission is the interaction and cooperation person with another person or with the environment, for example the interaction of cooperation between students, faculty and employees.
- Utilize a variety of media including oral and written communication so that learning becomes effective.

Based on the description above, the authors take the view that knowledge is not a commodity that can be transferred for granted. For that lecturers should not convey knowledge by providing direct information, but helps students in organizing the concept of the experience. So Konstruktivistik not only help students in the learning process but also has implications for improving student motivation.

It seems that the idea to develop a model of creative and innovative learning is highly related to the empirical reality of life. Given the learning undertaken very relevant with the changing times, mainly to train independence in dealing with problems that need solving life holistically. This learning model that will eventually stimulate the students to analyze an issue that is happening both on campus and in the community.

Product Specifications Expected

1. Model instrument and teaching materials measuring the success of Discovery-based learning model Local Culture in Entrepreneurship courses in order to improve the life and career skills.
2. Discovery Learning Model based on the Local Culture Entrepreneurship courses are designed to improve student life and career skills.

II. Literature Review

Steps Learning Model Discovery

Discovery learning methods (discovery) is a teaching method which regulates teaching such a way that children acquire the knowledge which previously did not already know it was not through a notification, partly or wholly invented himself. In learning discovery (invention) or learning activity designed so that students can discover the concepts and principles through his own mental process. In finding the concept, students make observations, categorize, make assumptions, explain, draw conclusions and so on to find some concepts or principles.

Discovery method is defined as a procedure of teaching that emphasizes teaching individuals, the manipulating objects prior to the generalization. While Bruner states that children should play an active role in learning. Further stated, these activities should be carried out through a means called discovery. Discovery performed students in the learning process, directed to find a concept or principle.

Discovery is the process in which students are able to mentally assimilate a concept or principle. The mental processes in question are: observe, digest, understand, classify, make allegations, explaining, measuring, make conclusions and so on. With this technique allowed the students find themselves or experiencing their own mental processes, lecturers only guide and give instruction. Thus the discovery learning is a learning that involves students in the process of mental activity through a brainstorm, to discuss, read yourself and try it yourself, so that children can learn by themselves.

Methods of discovery learning is a teaching method that focuses on the activities of students in learning. In the learning process with this method, the lecturer only acts as a guide and facilitator who directs the student to find a concept, proposition, procedures, algorithms and such.

Three main characteristics of learning find that: (1) explore and solve problems to create, combine and generalize knowledge; (2) centered on the learner; (3) activities to incorporate new knowledge and existing knowledge.

Steps discovery learning model are as follows:

1. Identify the needs of students;
2. Selection introduction to the principles, understanding concepts and generalization of knowledge;
3. Selection of materials, problems / tasks;
4. Help and clarify the tasks / problems faced by students as well as the role of each; prepare classes and tools required; check the students' understanding of the problem to be solved;
5. Provide opportunities for students to carry out the invention;
6. Helping students with information / data if required by the student;
7. Leading analysis (self analysis) with leading questions and identify problems;
8. Stimulate the interaction between students and students;
9. Helping students formulate principles and generalize findings.

Advantages and Weaknesses Discovery Learning Model

One model of learning that is lately widely used in colleges that have developed is a discovery learning model. This is because these methods: (1) is a way to develop active learning; (2) to discover and investigate its own concepts are studied, the results obtained will be durable in memory and are not easily forgotten; (3) understanding of self-discovery is a sense that really controlled and easy to use or transferred in any other situation; (4) using discovery strategies children learn to master one of the scientific method that will be developed; (5) analysis of learning to think and try to solve their own problems encountered, this habit will be transferred in real life.

Some of the advantages of discovery learning model, namely:

1. Knowledge-lived and easy to remember;
2. The results of discovery learning has the effect of transfer which is better than the other results;
3. Thoroughly discovery learning increase student reasoning and the ability to think freely.
4. Specifically discovery learning model train cognitive skills of students to find and solve the problem without the help of others.

Some of the advantages of the model is also revealed by the discovery Suherman, et al (2001: 179) as follows:

1. Students are actively involved in learning, because he thinks and uses the ability to find the final result;
2. Students understand the true lesson material, because experience the process of finding it. Something that is obtained in this way much longer remembered;
3. Finding itself raises a sense of satisfaction. This inner satisfaction encourages want to perform the discovery again so that the increased interest in learning;
4. Students acquire knowledge by the method of the invention will be able to transfer his knowledge to different contexts;
5. This model train more students to learn on their own.

Discovery learning model proved to have its own privileges for the implementation of learning, indeed it is not so familiar but amid the limitations of the model creative and innovative learning many of those who claim to be happy with this discovery learning model.

This model has positive implications for the development of the students actualize reasoning ability in a tangible form. Not surprisingly, when interesting discovery learning model to be discussed and applied in learning.

In discovery learning model the students are given full opportunity to think rationally and are expected to produce a conclusion that can be used as a formulation in the form of concrete. Discovery learning model manifests mental and physical readiness as a cornerstone in understanding a lesson. No exaggeration when Oemar Hamalik (2001) said "discovery is the mental process of assimilating concept and principle in the mind".

Such an understanding will be more evident when the students able to play well and make it as a principle in the learning process. This becomes important because discovery learning model requires studies theoretically and practically. For discovery learning model could have a direct impact to their personal development in understanding the realities of life.

Some of the advantages or superiority in discovery learning model are:

1. In the delivery model materials discovery learning, use activities and direct experience. Activities and experiences that will attract more students and allow the formation of abstract concepts that have meaning.
2. Learning Model discovery is more realistic and has meaning.
3. The discovery learning model is a model of problem solving.
4. With the transfer number directly, the discovery learning model will be more easily absorbed by the students in understanding the specific conditions with regard to the learning activity.
5. The discovery learning model provides more opportunities for students to be directly involved in learning activities.

Local Culture With Integrated Learning Model Discovery

Data in Minahasa history before 1428, minahasa people still live in groups, so it is often a conflict between groups and even each group often gets undermined from the outside. The bitter experience that encourages the Minahasa community at that time there is a sense of unity with the spirit Minaesa solid which means to be one, then Minahasa is a passion for unity value (Warokka, 2004).

The development of the life of the spirit of unity in the unity of the Minahasa community is emerging ideas or slogans which are then cultured in the community, namely (1) *Mapalus* means that cooperation is realized through the activity of helping (interdependent), (2) *Si Tou Timou Tumou Tou*, which means humans life to turn other people that is the moral of calling to help others selflessly/services, (3) *Torang Samua Basudara* which means we are all brothers.

Cultural values *Si Tou Timou Tumou Tou* This is a view of life Minahasa raised by Dr. G.S.S.J Sam Ratulangi by reflection and deep study about the great value that grows and develops in the interaction of people's lives Minahasans. This view of life in the local language Minahasans called *Si Tou Timou Tumou Tou* (ST-4). Philosophical values ST-4 This implies education messages that lead to the formation of human personality leads to a real human, so this process is called human *pemanusiaan (Tumou Tou)*. Cultural values ST-4 is essentially trying to assess how the process of humanizing order to successfully become a man so that he can humanize others (Waworoentoe, 1997).

According Waworoentoe (1997), which explores the value of *Si Tou Tou Timou Tumou* in the lives and struggles of National Hero Sam Ratulangi, make ST-4 cultural values as a way of life, has been entrenched in people's lives Minahasa. Assessing that humanize (*Tumou Tou*) is merely the views of community life that parents are always willing to establish his (*Si Tou*) became flesh better at a later, more mature, more responsible for being human (*Timou*), so he is obliged the other new human form (*Tumou Tou*), and so are able to humanize the other well (Waworoentoe, 1997).

21st Century Learning Oriented On Life and Career Skills

About the notion of life skill education or life skills education there are differences of opinion, but the essence remains the same. Brolin (1980) life skills or life skills are a continuum of knowledge and skills required by a person to become independent in life. The other says that life skills are skills that must be owned by a person in order to be happy in life.

Malik Fajar (2002) says that life skills are the skills needed to work in addition to proficiency in the academic field. Meanwhile team Broad Base Education Ministry of National Education defines that life skills are the skills possessed by a person to be brave and willing to face all the problems of life actively and proactively in order to solve them.

While Slamet PH is the ability to define life skills, abilities and skills required by a person to live a life with pleasure and happiness. These skills encompass all aspects of human behavior attitude in preparation to run their lives.

Education is a life skill education that provides the basic supplies and training carried out properly to the students about the values of life are needed and useful for the development of life learners. Thus the life skill education must reflect real life in the teaching process so that learners acquire the life skills, so that students are prepared to live in the midst of society.

Life skills education Objectives

The purpose of life skill education according to Broad Base Team Education Ministry Education Departement that the purpose of life skill education is to:

1. Actualize the potential of learners so as to solve the problems faced.
2. Provide an opportunity for the school to developing flexible learning, in accordance with the principle of broad-based education.
3. Utilization of resources in the school environment, by allowing the use of existing resources in society, in accordance with the principle of school-based management.
4. Developing human potential learners face a future role.
5. Charging flexible learning and utilize the potential of human resources in the society with the principles of the School Based Management (SBM).
6. Provide learners with life skills debagai independent person.

Meanwhile, life orientation skills are regarded as subjects rather than as a tool of interest and is directly related to environmental conditions and potential. Learning is designed to increase process skills. Integrated learning and contextual between theory and reality of everyday life. Evaluation of learning is done in the form of: work, test actions, observations with troubleshooting include performance testing, behavior, honesty and discipline (not just the writing test).

The concept of Career Skills

The concept of occupational guidance born along with the concept of leadership in the United States in the early twentieth century, which is backed by a variety of objective conditions at that time (1850-1900), including: (1) the state of the economy; (2) social circumstances, such as urbanization; (3) ideological conditions, such as their anxiety to reshape and spread the idea of the ability of a person in order to improve themselves and their status; and (4) the development of science (*scientific*), especially in the field of psycho-physical and psychological eksperimental pioneered by Freechner, Helmutz and Wundt, psychometric developed by Cattell, Binnet and the other is the insistence of these conditions, then comes the movement of occupational guidance (*vocational guidance*) are spread throughout the country (Crites, 1981 in Bahr Falah, 1987).

Theoretical grounding Draft Development Early Learning Model-Based Discovery Local Culture

The main theory is used for this development is the social learning theory (*social learning*), social learning theory is an extension of the traditional behavioral learning theory (*behavioristic*). Social learning theory developed by Bandura (1986), this theory receive most of the principles of behavioral learning theories, but gave more emphasis to the impression of the behavioral cues, and the mental processes internally. So in social learning theory we will use the external reinforcement explanations and internal cognitive explanations to understand how we learn from others. In view of social learning "man" is not driven by forces from within and not "beaten" by environmental stimuli.

According to Bandura (1975) provide a detailed report on a field study in which the principles of social pembelajaran used to analyze the development of the personality of a group of teenage boys delinkuen of the middle class, followed by the Social Learning and personality development. Bandura (1985) describes the principles of social learning that has been developed along with eviden or evidence on which the principles of the theory. Previous Bandura in the book "Principles of behavior modification" (1969), describes the application of behavioral techniques based on the principles pembelajaran in modifying behavior.

Social learning theory emphasizes that the environments are faced with someone by chance; environments that are often selected and changed by the people through their own behavior. According to Bandura (1986) that "most people learn through observation and selective recall the behavior of others" (free translation from Bandura, 1986). The essence of social learning theory is modeling (modeling), and this model is one of the most important steps in integrated learning.

The other view is expressed by (Lemieux, et al, 2007; Miller, et al, 2008) on social learning theory is that education is not only our own efforts but how to cooperate with others, the values of friendship and complexity of the problems encountered will be very influential in the process of formation of behavior.

While (Breda McCarthy, 2000; Emma Flynn and Andrew Whiten, 2010), revealed that in the process of education aimed at changing behavior requires the courage to take risks in order to create stronger personal in the process of social learning.

Other views with respect to social learning theory associated with culture (Enquist, et all, 2007) revealed that cultural influences will affect indirectly in the implementation of the learning process, therefore in the process of establishing the behavior of learners will always be in touch with the local culture and the surrounding environment.

Other principles in the process of social learning that education is not just the business itself and stand alone but more than that necessary cooperation, joint activities, interaction with the culture and the environment. In terms of cooperation, joint activities and interactions would involve the various parties and stakeholders who

are competent and empathetic to the educational well as with other learning resources. The principles are appropriate and in line with the thoughts expressed by Vygotsky (Good & Brophy, 2003) with social learning theory. Vygotsky's theory (Schunk, 2012) emphasizes the interaction between internal and external aspects of learning as well as with the social environment of learning. The important thinking of Vygotsky (Schunk, 2012), namely: "(a) requires cooperative classroom setting, so that students can interact with each other and bring each other problem-solving strategies are effective each of their zone of proximal development; and (b) learning approach emphasizes the scaffolding, which provides assistance to children in the early stages of the learning process and then reducing the aid until they are able to work independently or alone. So Vygotsky learning theory is a theory of social constructivism learning that promotes social interaction in the learning process".

Prominent social learning, Miller and Dollard (1941) has recognized the important role of the imitative process in the development of personality and so describes some specific types of imitative behavior. However, few have studied the personality of individuals trying to enter the dimensions pembelajaran through observation into pembelajaranan their theories.

In terms of implementation, social learning theory can be implemented in various forms, among others: "(a) the development of more oriented towards the completion of a fundamental problem, namely life and career skills for a significant impact on unemployment; (B) model was developed based on the demands of the local culture with regard to the potential of learners; (C) implementation of the model of learning through activities of finding, processing, sorting and develop based on the core of the theory of discovery learning; (D) the evaluation of a gradual and terintegritas". (Adapted from Miller and Dollard, 1941)

Holmes and Hoffman (2000) reveals three important attributes in discovery learning, namely:

1. Creation, Integration, Generalization through exploration and problem solving
2. The learning process is governed by interest-based activities where learning to train some control where they face
3. Activities are capable of uniting new knowledge with existing knowledge in the learner student

In the development of social learning and discovery learning is relevant in order to solve problems and changes in educational paradigms very quickly among people today. Changes in society, requires that the campus had to reposition and reduce re-learning model that has been applied so far to be more relevant and tie into the circumstances of the campus, the students included in order to answer the needs of the values of the local culture inherent in the process, based on the frame of mind that the development model of discovery-based learning local culture eligible to apply.

In a further development, the theory of Learning Social proposed by Bandura has put an emphasis on how human behavior is influenced by environments through confirmation (reinforcement) and learning impersonation (observational learning), and a way of thinking that we have to something edicts and vice versa, that is how behavior our behavior affects environments and generate confirmation (reinforcement) and an opportunity to be noticed by others (observational opportunity).

According to Bandura process of observing and imitating the behavior and attitudes of others as a model of action learning. Bandura (1977) states that:

"Learning would be exceedingly laborious, not to mention hazardous, if people had to Rely solely on the effects of Reviews their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of her new behavior are performed, and on later occasion this coded information serves as a guide for action".

III. Objectives And Benefits Research

This development generally aims to produce a preliminary design of discovery-based learning model Local Culture in entrepreneurship courses to improve student life and career skills. In particular, this development aims to:

1. Generate Discovery Learning Model-based Local Culture of effective and efficient to improve Life and career skills of students.
2. To test the accuracy of discovery learning model based on local culture to improve the life and career skills courses in Entrepreneurship by experts and field trials.
3. Test the effectiveness and efficiency of the development of the preliminary design of the Discovery Learning Model based on local cultures in the course Entrepreneurship.

Whereas the benefit of this research are:

1. As an instrument model and teaching materials measuring the success of Discovery-based learning model Local Culture in Entrepreneurship courses in order to improve the life and career skills.

- As Discovery Learning Model based on the Local Culture Entrepreneurship courses are designed to improve student life and career skills.

IV. Research Method and Development

This development is generally aimed at generating discovery learning model based on local culture to improve student life and career skills. Thus, this study uses a model of research and development (research and development), which refers to the Borg and Gall (2003). Described by Borg and Gall (2003) that research and development is a process to develop and validate a product in terms of testing the effectiveness of the product. In the context of the ultimate goal of education is the birth of research and development of new products or improvement of old products that can improve the quality of education in terms of education according to the needs. Further Borg and Gall (2003) asserts that the research and development beneficial to the improvement of education because it has a close relationship with the evaluation and improvement of educational programs.

Borg and Gall (2003) outlines the steps of research development as follows: (1) Research and collection of information, (2) Planning, (3) Development of form Preliminary Products, (4) Tests Beginning in the Field, (5) Revision Home Products, (6) Field Test Main products, (7) Revised product, (8) Test Field Operations, (9) In Final Revision products, (10) Spread.

Procedure development of Borg and Gall consists of 10 steps, but this paper the modification of existing measures. There are three main stages in this study, namely: Phase Planning and Information Collection, Development and Test early, and the main product Operationalization stage. The scheme is visualized in the image:

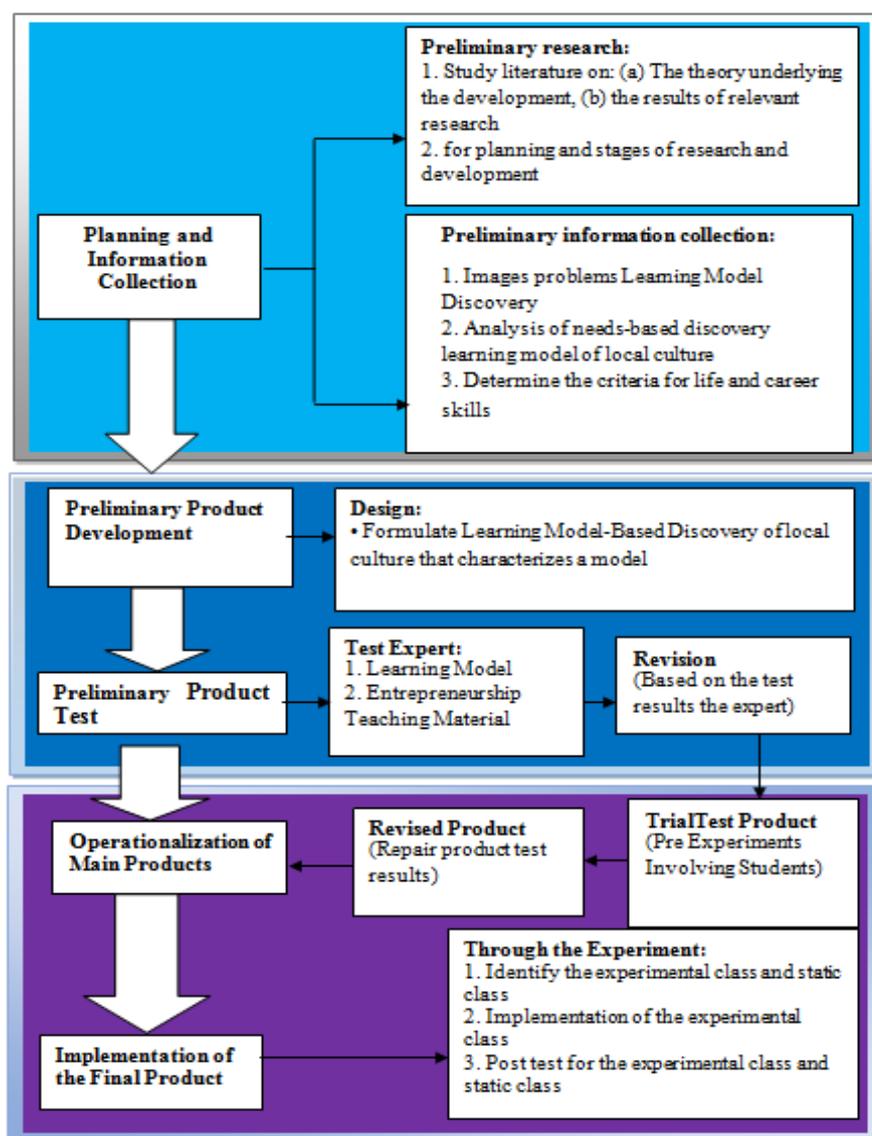


Figure 1: Flow of Research and Development

V. Results

Description Preliminary Study Results

1. Analysis Map Problems Learning Model

Based fishbone theory suggested by Kaoru Ishikawa (Tampubolon, 2001) includes the availability of materials, the learning procedure is used, the presence of the user/human resources, media/support tools and support agencies/environment. With the mapping of the five aspects, it can be described problems that occur in these models include the power carrying capacity of institutions in developing learning models based Discovery local culture at the Faculty of Economics, University of Manado.

These data were taken using questionnaires and focus group discussions involving multiple elements, namely students, faculty and institutional leaders. Summary of the findings of the initial study visualized the following:

Dimension	Factual conditions
Materials	<ul style="list-style-type: none"> The learning model is used for this too monotonous, conventional and always focused on the student's dance professors who have not given the freedom to express themselves in an academic frame. In addition to the learning process has been no attempt to internalize the local culture integrated in the learning model that has been given. Teaching materials used so far only by the ability to adapt and lecturers who come only from professors, without seeing the reality of which occurred in the development of the business world, especially to prepare young entrepreneurs
Learning procedures	<ul style="list-style-type: none"> The model that is implemented today is still conventional and are face to face is not too touched the substance of learning mechanisms it is characterized by face to face meetings 80% and 20% lab. The learning process more use of lectures, discussion and debate. The absence of standard models to be implemented in an integrated learning process, especially with local cultural values. The semester final exam or written test is still the most important instruments to measure progress in achieving learning model, especially in terms of cognitive.
Personal	<ul style="list-style-type: none"> Many lecturers already have adequate qualifications to the field of entrepreneurship but unfortunately cannot be combined with dimensional models of learning the local culture. The desire of students has been good and the desire to move forward, especially in terms of innovation and science and technology but unfortunately not able to be optimized by lecturers to integrate in the process of learning, especially learning model that tie into the local cultural context.
Media/Tools Support	<ul style="list-style-type: none"> Kemendikbud in this case is already providing direct assistance to improve student innovation but unfortunately not supported by proper tools, laboratories, library and good practice
Dimension	Factual conditions
Support of Institutions/Environment	<ul style="list-style-type: none"> Institutions related (Faculty of Economics, University of Manado) and stakeholder/other businesses need to think about the provision of other support so students more focused innovation. Successful implementation of the Discovery-based learning model local culture will also be determined by the institution's support and environment to be able to become a force in the development of the learning process and the quality of graduates.

Source: Primary Data Processing

2. Needs Analysis-Based Learning Model Discovery Local Culture

Needs analysis is a necessary step to determine the model of development and textbook needs to be held in order to support the learning outcome has implications for the improvement of life and career skills of students. This study seeks to elaborate the development needs of Discovery-based learning model local culture either through a questionnaire or through FGD with the subject as well as interviews with students and professors.

Searches related to the needs of students and faculty through direct interviews showed the same hopes and desires in addition to the need for the internalization of the values of the local culture more. It is expected to promote local culture in the learning model will be used as the substance of learning to shape and improve the life and career skills of students graduated from the Faculty of Economics, University of Manado.

Based on the analysis of the needs of local cultural potential, the researchers collaboratively set the values of the local culture as the substance of the development of discovery learning model to be applied in the learning process at the Faculty of Economics, University of Manado. Because of the need for discovery-based learning model of local culture is still a new thing, the learning models and textbooks and learning mechanisms also made new as suggested by Morrison et al. (2004). The process will be done in a collaborative way between students and professors through interviews, observation and documentation during the process of learning and practicum.

3. Analysis of Organization Capability

Carrying capacity of the agency in this case Manado University, Faculty of Economics, both Education courses Economics and Management course will include an analysis of the characteristics of students, faculty availability, availability of facilities/ infrastructure supporting or learning resources in accordance with the thinking Degeng (2013). Carrying capacity of the institutions in question are the internal and external, were each carrying capacity is analyzed on the basis of data on preliminary surveys. More on visualizing analysis results in table below.

Table1. Analysis Capability Model Learning Institutions in the Development of Local Culture-Based Discovery

Component	Strength chance	Weakness/ Challenge	The next step
Internal Capability			
Student	<ul style="list-style-type: none"> Motivation to learn and advance high. Has a great interest in self employment? Highly responsive with the development of science and technology and global change. 	Socio-economic background is varied and not all can be finished college	Provide life skills and career skills in local cultural norms
Lecturer	<ul style="list-style-type: none"> Qualified Doctoral (Phd) and competence in entrepreneurial learning. Field of relevant science (Economics, Business and Management, and Accounting). The level of good managerial 	Is not maximized in developing learning models	Empower Lecturer to be able to develop learning model combined with local culture
Facilities and infrastructure	<ul style="list-style-type: none"> Availability of libraries, printed books, textbooks and learning media 	Related to Resources Discovery learning model based on local culture and textbook-based entrepreneurial culture is not yet available locally.	Discovery-based learning model preparation of local culture and an integrated textbook.

External Capability

PractitionersEntrepreneurship	<ul style="list-style-type: none"> Has potential as a facilitator and resource person in the lab Potential in the supply of lab equipment 	Have not been be a priority of the students as a learning resource limited informant.	Empowering as a source of learning and a driving force in practicum
Business world	<ul style="list-style-type: none"> The potential for employers. Having the facility to be used as a learning resource for students. 	Have not been be used as a business partner in converting real science	Empowering the introduction of the real business world.

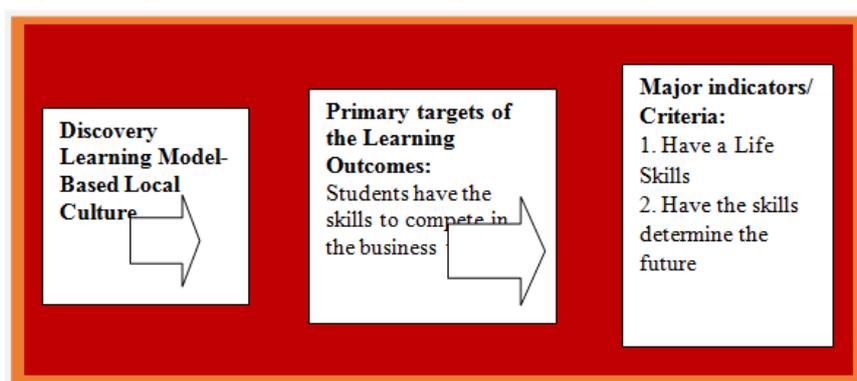
Source: Primary Data Processing

4. Analysis Objectives and Characteristics of Discovery-Based Learning Model of Local Culture

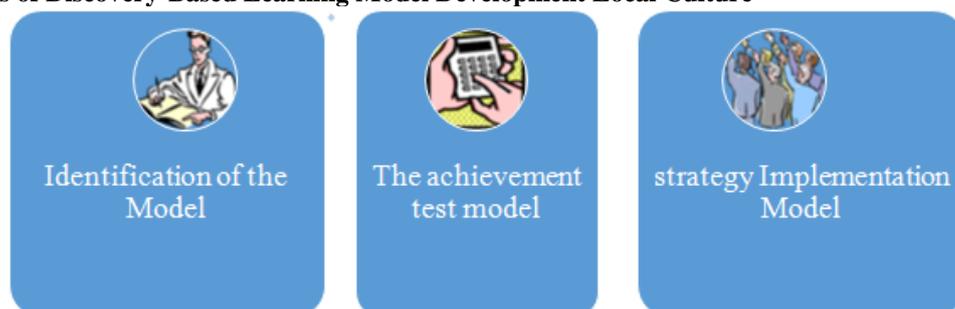
To formulate learning outcomes and design appropriate development model in addition based on the results of the analysis of map issues, needs and power Ukung agencies, should also refer to the results of analysis of the purpose and characteristics of the intended learning model. This goal also leads to the taxonomy of learning outcomes as revealed by experts like Bloom (1979) and Gagne (1977).

Discovery-Based Learning Model Development Local Culture

1. Formulation of Learning Outcomes-Based Learning Model Discovery Local Culture



2. Results of Discovery-Based Learning Model Development Local Culture



Picture. Discovery Learning Model (adapted from Bruner, 1961)

Based on the image above can be provided the following explanation:

1. Identification Model

An initial phase that needs to be done in the developed model includes about new information that can also be a smoothing of the information previously owned by a person or information that can be such that contrary to previous information of a person. Therefore, in accordance with the principles of social learning theory, the need for measures to identify the models developed so that its implementation would meet expectations.

This step is accomplished in several ways:

- The initial analysis of the model needs
- The values of the local culture to be internalized in the model
- Social Learning Theory of coloring models

2. Achievement Test / Accuracy Model

In social learning theory principles of achievement and accuracy of the model needs to be done so in the development of behavioral and Interchangeability of life skills and career skills of students can be measured and can determine the need for revisions to the model developed by this. This phase is the stage to find out the benefits of the developed model.

That necessary steps are:

- Initial Test models
- Validation Test Experts
- Test the product pre-experiment

3. Strategy Implementation Model

This stage is the finalization of the development of Discovery learning model based on principles of social learning based local culture to improve student life and career skills. Stages through:

- Revision of the end product
- Test the product experiment
- Implementation of product

3. Results Drafting (Design) Model Textbook

The design of this model is composed of three main components, namely the purpose, learning and assessment procedures according Reigeluth and Merrill (1978; 1979) and Degeng (2013) which includes three main activities, namely the conditions of learning, teaching methods and learning outcomes.

Learning conditions is more focused on learning objectives as a component of the model, while the characteristics of students and the carrying capacity (constraint) learning to be part of the analysis of the problems and needs as described in the above preliminary study.

According to Gagne, et al (1992) used an assessment component of the learning outcomes for referring to the competence and capability as the learning performance of students to become a reference in formulating goals, learning and assessment procedures. Reigeluth and Merrill (1978) and Degeng (2013) revealed that the learning procedure is divided into three important parts of organizing model/material, delivering and managing learning

VI. Conclusions and Suggestion

Conclusion

1. Discovery Learning Model is designed to improve student life and career skills.
2. This model collaborated with a local culture that is Sitou Timou Tumou Tou, Mapalus and Torang Samua Basudara

Suggestion

1. In the process of learning should use the model in accordance with the material and conditions
2. The University/institution will need to develop other learning models to support the learning process an active and dynamic
3. Students need to provide feedback in order to improve the learning process conducted by the University

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