

## **Developing The active Learning Model to Improve the Effectiveness Study Group on Entrepreneurship in Higher Education (A Case at the Art Institute of Indonesia Padang Panjang)**

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**Abstract:** *The implementation of the entrepreneurship course in ISI Padang Panjang was not run optimally. This research was aimed to improve the effectiveness of learning entrepreneurship in ISI Padang Panjang by developing active learning model by using group learning method. This research used research and development approach that consisted of preliminary study (needs analysis); model development; and model testing (validation). Developing a model in this research refers to the ADDIE model (analysis, design, development, implementation, evaluation). The findings of this research were (1) the process of learning in entrepreneurship courses at ISI Padang Panjang was not functioned properly; (2) the implementation of the course only relied on teachers' learning center which was not effective; (3) developing a model of active learning by using ADDIE model was valid, practical and effective.*

**Keywords:** *Entrepreneurship, Active Learning Model, Art Institute of Indonesia.*

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### **I. Introduction**

Entrepreneurship is a personal ability on developing themselves, have innovative ideas, creating employment opportunities, and critic to market changes, and independent. Entrepreneurship can also be interpreted as activities related to entrepreneurship. Entrepreneurial are people who have a mental effort to run their business skills to open employment opportunities and understanding the market dynamics.

According to Bygrave which is cited by Alma (2004: 21), entrepreneur is "the person who perceives an opportunity and creates an organization to pursue it". Based on the definition above, an entrepreneur means a person who saw an opportunity then creates an advantage from these opportunities. While according to Hisrich-Peters in Alma (2004: 26), entrepreneur is "the process of creating something different where needs time, effort, financial, psychic, and social risks, and it results the rewards of monetary, personal satisfaction and independence". This means that entrepreneurship is the process of creating something by using your time and activities which need risk, and then receive remuneration, satisfaction and personal freedom.

The education of entrepreneurship aims to form human character, able to stand on their own foot and understand about the business world. Entrepreneurship is important because it can foster self-disciplined, responsible and committed to develop them to create a culture of entrepreneurship. By providing the lessons of entrepreneurship, the students will have the basic skills on making jobs and solutions of poverty and unemployment. The education of entrepreneurship should be instilled from an early age and is not inherited after graduating from primary school. Entrepreneurship is obtained through a long learning process so that the person has mental steel and able to bear the risks on each steps.

There are two paths in the education of entrepreneurship, formal and informal. Formal is obtained through school while informal through the surrounding environment. The formal education that equips entrepreneurship is on college. The college has a role and responsibility to make students as entrepreneurs instead contributor to the state unemployment. By studying entrepreneurship students are expected to open employment opportunities for themselves and others, so after graduation they do not expect to work in government.

Students who study entrepreneurship must have competence in their field, knowledgeable, confident and high-spirit. In the education, entrepreneurship not only taught the theory but also applications that students can feel how to be an entrepreneur. Applications of entrepreneurship can be through an internship program. Internship means students have to develop their potential and are able to compete with the world market.

One college that provides the education of entrepreneurship is the Art Institute of Indonesia (ISI) Padang Panjang. The Institute is engaged in art with two faculties: the Faculty of Performing Arts which consists of musical arts, dance, music, and theater arts and Faculty of Art and Design consists of craftsmanship, fine arts, as well as TV and movies. The aim of the course in entrepreneurship in ISI Padang Panjang is to provide students ready to work and has the soul of business.

According to the Chairman of the Centre of Entrepreneurship Development (CED), Dr. Ir. Edi Suryanto, M.Sc., the entrepreneurship becomes a matter that should be given in college. By the entrepreneurial learning, it will reduce the high rate of unemployment, especially among the educated (bachelor and diploma). The data of BAPENAS in 2009 showed high levels of unemployment that reached 4.1 million people. Meanwhile 2 million of them are bachelor and diploma. Based on this data, entrepreneurship becomes an essential in college. Spirit of the education on entrepreneurship is to improve and develop the skills and knowledge among graduates later. Meanwhile this hope is still constrained by the level of students' mastery in entrepreneurship were still not good. Based on observation, researcher found that the average score of students in ISI Padang Panjang on entrepreneurship was poor. The detail data can be seen in the table below.

**Table 1: The Average Score of Entrepreneurship Course Last 2 Years  
(BAK ISI Padang Panjang)**

Faculty	Year 2012-2013		Year 2013 – 2014	
	February	September	February	September
Music	59,5	-	60,1	-
Design	-	60,2	-	59,5
Fine art	59,8	-	60,0	-
Dance	-	60,5	-	60,5
Theatre	-	60,9	-	59,8
Craftsmanship	-	59,5	-	60,9
TV and Film	-	59,5	-	60,9

Results of preliminary observation, researcher found that the entrepreneurial subjects was still limited to theory and has not been conditioned to build the entrepreneurial spirit in the real industrial activity and the world of work. Then the lecturer still relies on teachers' learning center. This learning method produces graduates who are not independent.

Based on grand tour conducted on April 9<sup>th</sup> and 10<sup>th</sup>, 2014 the researcher noticed that the learning process in the Indonesian Art Institute Padang Panjang not run properly, especially in entrepreneurship courses. The method used in teaching entrepreneurship courses more theoretically than practically, plus the lecturer cannot provide a new paradigm on the importance of entrepreneurship, they cannot inspire students to become independent man, and still not able to give examples of real work entrepreneurship.

Based on the results of interview on April 17<sup>th</sup>, 2014, some students said that "entrepreneurship courses less attractive due to the method used by the lecturer, and besides that lecturers never give concrete examples forms establishment that made by the student". Furthermore, the researcher also conducted interview with faculty who foster entrepreneurship course on April 21<sup>st</sup>, 2014, and he said that "students' learning outcomes on entrepreneurship courses were low.

Based on the results of preliminary observation on April 10<sup>th</sup>, 2014, there were external and internal factors that affect the learning process in ISI Padang Panjang. Both factors are identified as internal factors (covers the student's own fighting spirit), while external factors (including lecturers, materials, patterns of interaction, media, technology, learning situations, and system). These external factors indicate that there is a tendency that there is still a lecturer who has not mastered the material and in evaluating students, in other words, students are not given the opportunity to think creatively. Creativity is "one of the basic human needs: the need for self-actualization" (Maslow in Munandar, 2009: 10). Basically, every person was born in the world with creative potential. Creativity can be "identified and fostered through appropriate education" (Munandar, 2009: 15). According to NACCCE (National Advisory Committee on Creative and Cultural Education) in Craft (2005: 3), creativity is "an imaginative activity. Furthermore Feldman in Craft (2005: 5) defines creativity is "the achievement of something remarkable and new, something which transforms and changes a field of endeavor in a significant way, the kinds of things that people do to change the world". Lecturers also have limited access to new information that allows him to know the latest developments of the art and the possibility of further development of the frontier of knowledge. Meanwhile, the lecturer' material is too theoretical, not provide contextual examples and less optimally utilize the media.

From the observation of media utilization and technology education in ISI Padang Panjang there was a tendency of the use of AVA rather than compliance to the learning objectives. In ISI Padang Panjang the cultural academic is conducive to the implementation of various innovations. Quality-oriented system has not been established, so that the important functions that determine the quality of learning have not been able to work well. Furthermore, internal factors related to the students include motivation, self-learning ability, English mastery, and the gap of learning.

Low motivation was characterized by quickly they feel bored, expects instant, difficult to concentrate, cannot set the time, and lazy to do homework. The ability of a poor was marked by their difficulty on digesting lessons, difficult to understand the tasks, and not master the learning strategies. The gap occurs on: a) memorizing, b) understanding the competence, c) willingness to do, and d) making changes constantly. This

phenomenon has occurred in learning process; meanwhile students should follow passively and memorize material for the exams.

Students generally quite passive in the class they were not allowed to construct their own knowledge. Courage students to ask questions, submit opinions, discussion seems to have been "stuck" by tradition dominated college lecturers. Worse tradition has occurred since students attending primary school to the college.

Under these conditions, it seems necessary remedial order learning objectives can be achieved. Quality and effective learning is intrinsically related to the achievement of learning outcomes that need to be controlled. Thus, to improve the quality of teaching in Higher Education needs improvement and renewal of continuous learning process towards better quality and meaningful.

In essence, learning is a process of human interaction that is characterized by a balance between the sovereignty of students subject to the authority of educators. Learning events occur when students actively interact with the learning environment which is set by the lecturer. The main task of the lecturer is learning learners, namely conditioning the students to learn actively, so their potential can develop maximally.

Debriefing is conducted through the life skill learning in entrepreneurship courses are planting entrepreneurial character, understanding of concepts and skills. Entrepreneurial subject is explicitly introducing the values of entrepreneurship, and to make students care about the values of business. One example of entrepreneurial learning methods that can foster entrepreneurial character and behavior of the learning model of active learning with group method can be done by establishing art performances, exhibitions of paintings that can be made in the business. It is explained that the subject of entrepreneurship is not only limited to theory but also studied the application. Values are obtained through theoretical effort while understanding gained from the practice field.

"Active learning" is basically not a new idea. The idea of active learning has been around since the days of Socrates and is one of the main emphases of progressive educators like John Dewey, who saw that naturally learning is an active process. The learning model "active learning" with the group method was developed from the theory of the brain, constructivist learning theory and collaborative or cooperative learning theory. It emphasizes on the active participation in terms of intellectual and emotional optimally within the team and between the team (team teaching) to gain the material more meaningful.

The "active learning" model with the group method assumed be able to motivate the activity of students in carrying out various activities, so that they are challenged to complete tasks and group work in a responsible and conscientious. As noted by Rogers in Dimiyati and Mudjiono (2013: 16), "the optimal learning will occur, if the students participate in a responsible manner".

## **II. Research Method**

This study used research and development approach. According to Sugiyono (2012: 297) research and development is "a research method that is used to produce a particular product and test the effectiveness of the product". According to Yusuf (2013: 53) research and development is "intended to prepare and develop something new patterns or models or new products such creative and constructive learning model". This research was based on ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The instruments used in this study were questionnaire and test.

## **III. Findings And Discussions**

The process of learning in entrepreneurship courses at ISI Padang Panjang was not run properly. Implementation of entrepreneurship courses more theoretically than practically, then the lecturer cannot provide a new paradigm on the importance of entrepreneurship, they're not able to change direct mindset into a spirited student's entrepreneurship, then most of students have the mindset "civil servants much better than become entrepreneurs". Most of students also said that entrepreneurship courses are not important. Entrepreneurship cannot inspire students to become self-sufficient human resources, and cannot give examples of real work. Class still relies on teachers' learning center, means that the lecturer as a center of learning activities. This learning method proved to produce graduates who are not independence. Educators also have limited access to new information that allows him to know the latest developments in the field of art and the frontier of knowledge. In the lecture, the lecturer tend to use the teacher's center, while not all entrepreneurship course materials are delivered with the teacher's center such when discussing course material. Lecturers were also rarely give the opportunity to the students for asking.

Developing active learning instructional model by using ADDIE were (1) Analysis refers to the guidance curriculum of Entrepreneurship in ISI Padang Panjang. To get a good result and the correct identification, author collected the data through appropriate instruments, related to problems in the course of entrepreneurship in ISI Padang Panjang; (2) Design, the design phase is a blueprint design for the developing active learning model with group method based on the dynamics of the course; (3) development stage, the

blueprint design of a model was tested in the entrepreneurship course;(4) implementation phase, at this stage the researcher applied a model of active learning by using group method. In this case, the model is not validated any more but directly applied to the two groups. The first group is the students who applied model of active learning and the second group is the students who applied conventional methods. Based on the data from these studies, researcher made the description, analysis and interpretation related to the dimensions of the effectiveness of the developing a model of active learning instructional model by using group method; and(5) evaluation stage, this stage is done to see that the learning model of active learning was built successfully. After summative evaluation it was concluded that developing a model of active learning by using ADDIE model was valid, practical and effective.

The findings on this research was supported by some previous researches such Rumijati (2010), she found that entrepreneurship education has been carried out yet until the level of direct experience in entrepreneurship, teaching strategies that had been used still teachers' center, this shows their experience in entrepreneurship is very minimal. Second Muhtadi (2010), he examined the active learning to improve the quality of learning process in higher education. Based on the results of testing and validation this study indicate that (a) there is an increase in the quality of students who are actively involved in the interactive process of learning; (b) there is an increase in the average value of students' learning outcomes; there are differences in the acquisition of significant learning outcomes before and after implementation active learning; (c) learning model produced superior in improving the quality of students who are actively involved in the learning process, compared to the learning model used previously lecturer; and (d) the result from learning model is superior in increasing the average value of students' learning outcomes compared to the learning model used previously lecturer; and the difference is quite significant.

Third Mohammad and Ahmad (2014), they concluded that entrepreneurship integrated learning model based Internet was effective for the students at Polytechnic of Malang. Fourth Tutik and Susantiningrum (2013), they found that 1) at an early stage entrepreneurial learning at high school students developed six core values of entrepreneurship were creative, independent, leadership, daring to risk, action-oriented and hard work; 2) the development of entrepreneurship education at high school students conducted by integrating the core values of entrepreneurship in all subjects in high school were effective. Fifth Endah, Sumarno and Prasetyo (2011), they concluded that entrepreneurship learning model change the students' entrepreneurial interest, they earned belief in their own strength, physical and mental endurance, perseverance and tenacity to work and strive, creative thinking and constructive, and take risks. Sixth January and Vaid (2014) investigated Entrepreneurship Nordic Technical Education at Higher Education Institutions: Comparing and Contrasting Designs Program and Content. The results showed that the diversity in the effectiveness and outcomes on a program does not specify a strong interrelationship between the design of programs and program development. Seventh Rachael and Benjamin (2014) examined the self-efficacy, entrepreneurial intentions, and gender: assessing the impact of entrepreneurship education longitudinally. The results showed that the ability of gender should be integrated into any studies on the ability and willingness of entrepreneurship.

Next Zamberi, Zahari and Buchanan (2014) examined the entrepreneurship curriculum in Malaysian Polytechnics. The results showed that the course syllabus polytechnic school of entrepreneurship in Malaysia is not effective and does not add to the knowledge and skills for learners to follow entrepreneurship education. Ninth Donnellon, Ollila and Williams (2014) examined the entrepreneurial constructing identity in entrepreneurship education. The results showed that in the context of creating a new business program, students should lead to the development of entrepreneurial. Tenth Rosendahl, Randolph and Mirjam (2014) found on the effect of early entrepreneurship education that the knowledge is not affected by the program; nevertheless it had a positive effect on the entrepreneurial skills related to talent. Eleventh Kirkwood, Dwyer and Gray (2014) examined the students' reflection on the value of an entrepreneurship education. The results showed that the entrepreneurial learning will be able to boost the students' confidence, understanding of new ideas, knowledge and entrepreneurial skills as well as the solution to the problem of entrepreneurial practice. Twelfth Moberg (2014) found that there were implications for policy makers and curriculum designers to the effectiveness of entrepreneurship education.

#### **IV. Conclusion**

The process of learning in entrepreneurship courses at ISI Padang Panjang was not functioned properly. The implementation of the course only relied on teachers' learning center which was not effective. Developing a model of active learning by using ADDIE model was valid, practical and effective.

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