

## **The Effect of Type Stad Cooperative Learning Model, the Way of Learning, And Learning Motivation toward Enterpreneurial Attitudes (A case Study in SMK N I Jombang)**

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**Abstract:** *This approach is known as cooperative learning of STAD type. This research is intended to: 1) clarify the influence of cooperative learning of STAD type towards the students' entrepreneurship behavior; 2) clarify the influence of learning ways towards the students' entrepreneurship behavior; 3) clarify the influence of learning motivation towards the students' entrepreneurship behavior; 4) clarify the influence of cooperative learning of STAD type towards learning ways; 5) clarify the influence of learning ways towards learning motivation; 6) clarify the influence of cooperative learning of STAD type towards learning motivation; 7) clarify the influence of cooperative learning of STAD type, learning ways, and learning motivation towards the entrepreneurship behavior of the students of SMK Negeri 1 Jombang. The research is designed to be a quasi experiment where 362 students of SMK Negeri 1 Jombang as the population. Among these, 38 students of III AP1, 39 students of III AK 3, and 35 students of III PJ 1 are taken as the samples that are randomly assigned. Then the data gathered are analyzed using ANOVA, Regression and multiple Linear Regression. To calculate the data, the researcher used statistical application of SPSS For windows 13 version.*

**Key Word:** *cooperative learning of STAD type, , way of learning, learning motivation, entrepreneurship behavior.*

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### **I. Introduction**

Quality of life of the nation is determined by the educational factor. The role of education is very important to create intelligent, peaceful, open and democratic life. Therefore, education reform is always done to improve the quality of national education. The progress of a nation can be achieved through compliance with good education. Efforts to improve the quality of education are expected to raise the Indonesia human dignity.

School autonomy paradigm by implementing School-Based Quality Improvement Management is one solution to achieve the quality of the school. In terms of implementing the 2006 curriculum and improving the quality of schools, sharing through dialogue can provide an effective motivation and innovation for teachers to work together to create the conditions for fun, exciting, and educative learning (Enjoyable Learning) using Contextual Teaching and learning strategy.

### **II. Theoretical**

#### **1. COOPERATIVE LEARNING**

In line with the need to develop social solidarity among students, an individual approach in education needs to be balanced with an approach based on cooperation, solidarity and collaboration to develop students' skills in collaboration, the ability to negotiate and communicate and the ability to make decisions. One approach in teaching and learning is cooperative- based learning. Mutual learning and cooperation is collaboration among the students to achieve the learning objectives together. In addition to the common goal to be achieved, togetherness and cooperation in this study also aimed to develop cooperation skills among the students. With this approach, teachers do not always give the tasks individually, but as a group. Even the determination of the final evaluation result is using the principle of the group. It means that the results of individual students is not based on the ability of each, but also be seen by the group's achievements. Thus, students who are good will be a tutor to help students who are less proficient for the group as a whole. Any student not only responsible for the progress and success of himself, but is also responsible for the success and progress of the group.

Various studies concluded the benefits of cooperative learning. Robert E. Slavin and Nancy A. Madden, the results of research on "School Practices that improves Race Relations" published in the American Educational Research Journal states: comparison to other learning models. Cooperative learning in learning produces higher academic achievement for all students, the ability for the better social relationships, increasing self-confidence, and be able to develop mutual trust each other, either individually or in groups.

## 2. STAD

Various research findings showed that the STAD cooperative learning model to help teachers and students for a better learning social studies education. Slavin (1990) found that 86 percent of the students who were taught by STAD cooperative learning model has a high achievement in social studies education than those taught by other learning models.

Wheeler (1977) reported that students taught with cooperative learning models were more successful in learning social studies than those taught with the system of competition, with the ratio of 74%: 26%.

Stahl (1992) found that the use of STAD cooperative learning model encouraged an attitude of solidarity and openness among students, the research also found that the STAD cooperative learning model encouraged achievement, goals and social values in social studies education.

Based on previous research findings, the STAD cooperative learning model showed very high effectiveness for the acquisition of student learning outcomes, either the impact on the mastery of the subject matter or viewed from the attitudes development and training as well as social skills that are beneficial to the students in their society lives. The above findings indicated that the STAD Cooperative Learning Model is trying to develop the teaching and learning activity of the social studies education in Indonesia. It was intended to seek and to find alternatives to bridge the concerns about the low quality of the teaching and learning activity education the social studies education at school level

Type STAD cooperative learning model has a high effectiveness in teaching the social studies education materials. The effectiveness of cooperative learning model type STAD in teaching the social studies education requires the professional performance of teachers in his capacity as curriculum developers and implementers. Openness and sensitivity of teachers in providing social services to students in an optimal academic, is a prerequisite that is substantially lighter in the development of type STAD Cooperative Learning Model in social studies education. The ability and caring of teachers in mediating and stabilizing the training and development of knowledge, attitudes, values, morals, and social skills of students, makes learning social studies education become more meaningful in the educational dimension and the shaping of good citizens

STAD Cooperative Learning Model can create an active and interactive climate and atmosphere in the teaching and learning, as reflected in patterns of student interaction in groups, whenever a learning partnership between teachers and students in the academic dimension, therefore this climate fosters togetherness and openness during the teaching and learning. STAD Cooperative Learning Model can also be used to teach other social studies matter or subject.

Giving entrepreneurship training subject in vocational schools (*SMK*) is intended to provide more value to the vocational school graduates. Hopefully that they could open their own jobs or become a youth entrepreneurs later if it is completed after they exiled from the school.

The teachers of Entrepreneur Subject have a variety of methods and systems to deliver a variety of learning methods to students. This material is not focused on the theory, but rather on practical applications conducted by students. Starting in grade I (X) to grade III (XII) there are many methods that require vocational students get in touch with real practical applications, both groups and individuals.

To inculcate entrepreneurial spirit and attitude, it does required patience of teachers, both in providing direct examples and types of practices that will be tested. In addition, we need to consider of the granting of awards to students who are successful as well as students evaluation

Based on the interview with the Principal and Teacher of Entrepreneurship subject in *SMK Negeri I Jombang*, it showed that: *SMK Negeri I Jombang* already carry *CBC* (Competency Based Curriculum/ *KBK*) and *SBC* (School Based Curriculum/ *KTSP*) in the learning process. By implementing the program, *SMK Negeri I Jombang* prepares graduates to be able to work independently (self-employed), which in turn might create jobs and this can help the government in reducing unemployment. This is in accordance with the purpose of *SMK (SMEA) Business and Management* expertise area as part of the Secondary Education in the National Education System.

Realizing the goal of *SMK (SMEA) Business and Management* expertise area as part of secondary education in the National Education System, we need to conduct a variety of improvements in various aspects, such as: school infrastructure, school management, teachers quality, the process of learning, especially learning entrepreneurship and so on. But to all these aspects are complementary processes.

Particularly in *SMK Negeri 1 Jombang* the reforms are through: 1) in terms of school management, the need to select and sort the place of a representative industrial practices that can balance the entrepreneurial attitudes, 2) in terms of the improvement of facilities and infrastructure, to support the performance of his students in entrepreneurship for examples providing window dressing which contains the students' products, and 3) in terms of motivation, the competency test affects in creating their own jobs and get jobs; 4) in terms of industry practices, industrial practices when students definitely got a lot practical experience of entrepreneurship, while the teachers undergo *OJT* (on the job training) industry practice in many places; 5) in

terms of entrepreneurial attitudes, it needs to be invested from the beginner grade (the tenth grade) by way of training or sales training results of the production unit at SMK Negeri 1 Jombang.

The first step that needs to be addressed first is to improve the teaching of entrepreneurship, because it has a very important role in instilling an entrepreneurial attitude. Through the study of entrepreneurship, the students' knowledge (cognitive), attitudes (affective) and skills (psychomotor) entrepreneurship can be improved.

In the implementation of entrepreneurial learning it will be related to methods of teaching and learning media. A wide variety of teaching methods can be chosen by the teacher in the implementation of learning entrepreneurship, start-traditional methods (behavioristic) to the methods of the modern (contemporary). All of these methods depend upon the accuracy of the selection. Using the method of learning also needs to be supported by instructional media. The aim is that by utilizing the proper media, it will help to facilitate students' understanding of what is described by the teacher.

With the selection of appropriate methods and media, the entrepreneurial learning done will be interesting, not boring and easy to understand, so it will motivate students to learn entrepreneurship. With the students are motivated to learn entrepreneurial competencies, students will have cognitive, affective and psychomotor in entrepreneurship. Therefore it is said that teaching entrepreneurship in schools has an influence on the business motivations. This is supported by the study conducted by Ming Yu and Chan (2005) on Entrepreneurship Education In Malaysia, the use of learning methods in teaching entrepreneurship such as group projects, lectures, writing essays, case study, business plan writing, role playing, business simulation, video, interaction with entrepreneurs, to attract the attention of students and provide attraction (motivate) students to entrepreneurship subject.

Learning entrepreneurship can foster entrepreneurial attitudes. This is supported by the research conducted by Gimin (2000) that teaching entrepreneurship at school plays an important role in the formation of entrepreneurial attitudes of the students. For the entrepreneurial knowledge gained can provide an objective assessment of the pros and cons in entrepreneurship, which in turn will give a good attitude positive and negative towards entrepreneurship. A positive attitude will be embedded to the students during the learning process. The teacher would give real examples of entrepreneurial activity, because it can facilitate them in receiving course material (as suggested in Piaget's theory of cognitive learning).

Researcher was interested in using the type of STAD cooperative learning model because it is the simplest and most direct of cooperative learning approach so that teacher can easily use STAD method to teach new academic information to students every week, either through verbal or written presentation.

## **RESEARCH PROBLEMS**

While the research problems can be formulated as follows: 1) Is the type STAD Cooperative Learning Model Directly Influence Attitudes Toward Entrepreneurship? 2). Was Learning How To Directly Influence Attitudes Toward Entrepreneurship? 3). Did Motivation Directly Influence Attitudes Toward Entrepreneurship? 4). Is there any effect of STAD Cooperative Learning Model Study Of How To Learn? 5). Does learning style affect motivation? 6). Is there any effect of STAD Cooperative Learning Model Types toward the students' Motivation? 7). Is there any effect of type of STAD Cooperative Learning Model, Learning Styles, Learning and Motivation Toward Entrepreneurial attitudes?.

## **OBJECT OF THE STUDY**

The objectives of the study are to: 1). Describe the effect of type STAD Cooperative Learning Model Attitude Toward Entrepreneurship. 2). Explain the Influences Learning Style toward the Entrepreneurial attitudes. 3). Explain the Influence Motivation Toward the Entrepreneurial Attitudes. 4). Describe the effect of type STAD Cooperative Learning Model toward Learning Method. 5). Explain the influence of the Learning style toward the Learning Motivation. 6). Describe the Effects of Cooperative Learning Model STAD type toward the Learning Motivation.7). Explain whether or not there is Effect of STAD Cooperative Learning Model Types, Learning Styles and Motivation Toward the Entrepreneurial Attitudes.

## **HYPOTHESES**

The hypotheses of the study are: 1). STAD Cooperative Learning Model Type Directly Influences the Entrepreneurial Attitudes. 2). Learning Style Directly Influences the Entrepreneurial Attitudes. 3). Learning Motivation directly influences the Entrepreneurial attitudes. 4). STAD Cooperative Learning Model Types directly influences the Learning Method. 5). How to Learn Direct Influence Motivation. 6). STAD Cooperative Learning Model Types Direct Influence Motivation. 7). Is there any effect of Type STAD Cooperative Learning Model toward the Entrepreneurial Attitude.

## **RESEARCH GOALS**

The study is expected to be useful for all stakeholders, both within the framework of theoretical and practical usefulness of research are: 1) The use in the theoretical structure of entrepreneurial attitudes and economic education. 2) Provide information for subsequent research in order to make improvements for the advancement of the science of learning models, learning motivation and the entrepreneurial attitude.

While the practical framework can be itemized as follows: 1.) Can be used as a conceptual contribution to the relevant parties, namely the government, schools and families (parents) in instilling an entrepreneurial attitude. 2). In addition to information for all stakeholders in formulating and implementing educational programs and teaching in schools.

## **III. Methodology**

Based on the research objectives, which was to clarify the effect of independent variables include: type STAD Cooperative Learning Model, learning motivation and learning attitude of students towards entrepreneurship, the research used in the study is experimental research.

The population of this research is all the third grade students of SMK Negeri I Jombang totaling of 362 students. While the sample of this research is a class III AP1 totaling of 38 students as the experimental group, grade III AP2 totaling of 39 students as a control group and class III AK3 totaling 39 students as the experimental group and grade III AK 1 totaling of 39 students as a control group, III PJ1 totaling 38 students as the experimental group, grade III PJ2 totaling 39 students as control and selected randomly. The data collection technique used is to rely more on the use of questionnaires (questionnaire) and tests. Data analysis techniques performed by ANOVA, Regression and Multiple Linear Regression.

## **IV. Results**

1). Based on the test results obtained that ANOVA F value 17.855 and .000 sig, it seems that the calculated value of sig is less than 0.05, which means there are average differences between the experimental group and the control group (i.e, the experimental group is the group that gets the model type STAD cooperative learning and the control group is the group that did not get the model type STAD Cooperative Learning. Thus there is no influence of type STAD Cooperative Learning Model toward the entrepreneurial attitude .2). Based on regression test results obtained with the t-value 2.473 to 0.014 sig, it seems that the value of sig. the calculation is less than 0.05, which means there was an effect of learning on entrepreneurial attitudes.3). Based on regression test results obtained with the t-value 0.871 and 0.384 sig shows that sig value calculated is greater than 0.05, which means there is no effect of learning motivation toward the entrepreneurial attitude. 4). Based on the test results obtained ANOVA F values 2.734 and 0.100 sig, it seems that sig calculated value is greater than 0.05, which means there is no average difference between the experimental group and the control group (ie, the experimental group is the group that gets type STAD cooperative learning model and the control group is the group that did not get the type STAD cooperative learning model. thus no influence types STAD cooperative learning model to learning mode. 5). Based on regression test results obtained with the t-value 5.314 to 0.000 sig, it seems that the calculated value of sig is less than 0.05, which means there was an effect of learning on learning motivation. 6). Based on the test results obtained ANOVA F values 0.180 and 0.672 sig, sig seen that the calculation is greater than 0.05, which means there is no average difference between the experimental group and the control group (ie, the experimental group is the group that gets the cooperative learning model type STAD and the control group is the group that did not get the type STAD cooperative learning model. thus no influence types STAD Cooperative Learning Model of the motivation to learn. 7). Based on Multiple Linear Regression Test results obtained with the value of F 8.847 to 0.000 sig, it seems that sig calculated value is less than 0.05, which means there are simultaneous effects model type STAD cooperative learning how to learn, motivation to learn the entrepreneurial attitude

## **V. Discussion**

The findings of the first study showed that in the learning process, the teacher can use type STAD cooperative learning model in different groups of students. The role of the entrepreneurship teacher to use type STAD Cooperative Learning models for delivering such materials to the students. This material is not focused on the theory, but rather on practical applications that must be done by the students. Starting from class X to class there are many materials that require students to come into contact with real practical application, either in groups or individually.

The teacher's role is crucial to the learning model suitable in accordance with the Standard of competence and basic competences that exist within the scope of adaptive entrepreneurship curriculum. The success of entrepreneurship education and learning its origin lies in the skills of teachers to manage the classroom and motivate students to grow a sense of spirit and attitude of not to be despair facing of failure when doing a trading business that has not been successful.

These findings reinforce the results conducted by "Mushonif Socheh" in SMK Negeri 2 Metro Lampung stating that there have many students who are incapable in entrepreneurship due to the factors of entrepreneurship learning process, facilities and environments that are less conducive, also symptoms of the decline of honesty and social responsibility that indirectly contribute to the learning process in schools. The process of learning cannot be separated from the process of communication in which the process of transfer of knowledge and values. If the attitude is the result of learning, the key lies in learning attitudes in students' learning process of cognition.

These findings are supported by the previous researches by Lundgen al (1994) Nurdlek (1997) and several studies that show that the type STAD cooperative learning for students with lower learning outcomes including increasing outpouring of time on task and self-esteem as well.

Therefore the role of teachers which is crucial to the learning methods is appropriate in accordance with the standard of competency and basic competencies in the curriculum of adaptive entrepreneurship. So that the findings can be seen that there are differences in the type STAD cooperative learning model to Entrepreneurial Attitudes between class III Ak with class III AP and Ak class III Ak with Class III Pj at SMK Negeri 1 Jombang.

The findings of the second study show that the influence of student learning (very efficient, efficient, inefficient, highly inefficient) to have an influence on the impact of entrepreneurial attitudes in particular students of SMK Negeri I Jombang. It can also be interpreted that the more efficient student learning, the higher entrepreneurial attitude. Therefore, in order that the learning process can be achieved optimally, then at the beginning of learning to know students' learning of the material or the material that will be taught, as the basis of the maximum achievable learning, student learning said to be efficient when the question has a definite learning objectives, also seeking an adequate place for learning, and create a conducive situation of learning environment, which in turn can encourage students in learning groups who are truly efficient in order to achieve the learning objectives to the fullest.

The findings of the third study prove that there is no effect of motivation on entrepreneurial attitudes. This suggests that in the process of learning a teacher does not need to distinguish between the level of student motivation either very high, high, medium, low and very low especially in SMK Negeri I Jombang. The lack of effect of motivation on entrepreneurial attitude can be explained from motives behind students in entrepreneurship effectively and efficiently. In principle, in addition to academic achievement, it is influenced by the attitude of entrepreneurial talent and stimulating students to become entrepreneurs who can apply creative and innovative independent spirit. Additionally entrepreneurial attitudes are also influenced by environmental and socio-economic conditions. Often environmental and socio-economic conditions force someone to learn to be entrepreneurial effectively and efficiently.

The findings of the fourth study show that in the learning process, teacher can use the model type STAD cooperative learning in groups without the need to consider how well the students learn how to learn very efficiently, efficient, reasonably efficient, inefficient, or very inefficient, especially in vocational School I Jombang.

It cannot be denied that Cooperative learning model STAD type provides varied learning experiences, compared to conventional learning. Variety of learning experience given in type STAD cooperative learning model allows students who have a habit of learning efficiently can achieve better learning outcomes. It provides an understanding of the conception of the research findings which prove the absence of the influence of the type STAD cooperative learning model for student learning.

The findings of the fifth study prove that there was an effect of learning style on learning motivation. This suggests that in the process of learning a teacher needs to differentiate the level of student motivation either very high, high, medium, low, very low or very efficient student learning, efficient, reasonably efficient, inefficient or very inefficient, especially in vocational School 1 Jombang.

This finding reinforces the proposition developed by Sardiman (2000:45) who states that the level of motivation is a psychological factor that is non-intellectual, and the distinctive role that fosters passion happy and enthusiasm in learning, which in turn can enhance the acquisition of learning or achievement learning.

Student learning said to be efficient when the question has a definite learning objectives, also pursue the appropriate place to learn, and to create a conducive learning environment, which in turn can encourage students in learning groups who are truly efficient in order to achieve the learning objectives maximum.

This finding reinforces the proposition developed by Riding (in Robotham, 1999:1) which states that the term learning show concern or interest in the totality of the process carried out during the study.

The findings in this study are supported by research Clland MC, et al (1953) states that a person with high achievement motivation better learning gains than those who have low achievement motivation

The results of this study, in principle, states that students who have an effective way of learning will be motivated to achieve high academic achievement, and with high performance, they are better able to apply their learning experience in attitude and behavior, Instead of students learning how inefficient are less likely to have

motivation to achieve high performance, as well as the ability to apply, the experience of learning in the behavior and attitude of course, is also low.

The findings of the sixth study show that in the learning process, a teacher can use the model type STAD cooperative learning in different groups of students, do not need to pay attention to the level of student motivation (either very high, high, medium, low, or very low motivation), particularly in SMK Negeri I Jombang.

These findings reinforce the proposition of Slavin (1990), Wheeler (1977), Stahl (1992) that the type STAD cooperative Learning Model encourage an attitude of solidarity and openness among students and promote achievement of the objectives and social values. So to find it not so require student motivation means low motivation for students learning remains effective in achieving its objectives with the help of type STAD cooperative learning model. In fact it can be stated that the use of the model type STAD cooperative learning, student motivation can be improved. This can be seen in the differences in the type STAD cooperative learning model to motivate the class III Ak to Class III Pj at SMK Negeri I Jombang. It can be stated fairly, due to the utilization type STAD cooperative learning model may provide a new learning experience for students who are generally used to be taught conventionally.

The findings of the seventh study show that with multiple regression test showed that there was an effect type STAD cooperative learning models, learning, motivation to entrepreneurial attitudes. This suggests that the process of learning a teacher can use STAD cooperative learning model types in different groups of students both for students learning how very efficient, efficient, reasonably efficient, inefficient or very inefficient, motivation is very high, high, medium, low and very low. With another term usage type STAD cooperative learning model the learning process spikes to learning and the level of student motivation, especially for students of SMK Negeri I Jombang. In fact it is expected that the use of type STAD cooperative learning model to improve learning and motivation which ultimately can improve students' entrepreneurial attitude. Because of the use of type STAD cooperative learning model in this study contribute to a positive impact on students' entrepreneurial attitude. It is advisable to use a type STAD cooperative learning model should having known how to learn and motivation to study in the hope that the use of type STAD cooperative learning model can be optimized and ultimately the learning process can be effectively and efficiently.

## **VI. Conclusions And Recommendations**

### **Conclusion**

Based on the data analysis and discussion of the results of research based on data obtained from the three variables studied, the way of learning, learning motivation toward the entrepreneurial attitudes in students of SMK Negeri I Jombang, it could be concluded as follows: a) There is the influence of the type STAD Cooperative Learning Model of the eterpreneurial attitudes. b) There are influences of learning (very streamlined, efficient, reasonably efficient, inefficient, highly inefficient) to an entrepreneurial attitude. c) There is no effect of learning motivation (very high, high, medium, low, or very low) to an entrepreneurial attitude. d). Using type STAD cooperative model in the learning process is not fixed in student learning, especially for students of SMK Negeri I Jombang. e) the effect of the efficient learning style toward the students' motivation is higher. f). In the process of learning, teacher can use STAD cooperative learning model without the need to consider the type of student motivation levels, especially for students of SMK Negeri I Jombang. g) In the process of learning, teacher can use the model type STAD Cooperative Learning need to consider the efficiency of student learning and the level of student motivation.

### **RECOMMENDATIONS**

Based on the conclusion of the study, as mentioned above, some suggestions may be made as follows: 1) Due to the use of type STAD cooperative learning model to enhance students' entrepreneurial attitude in learning entrepreneurship, it is better for the stakeholders particularly SMK Negeri I handsome, as much as possible to improve the teaching and learning process using STAD Cooperative Learning Model Type that the learning process can be achieved maximally and students to be active, creative and innovative. 2) Because the influence of the level of student motivation and student learning have a different impact on entrepreneurial attitudes in learning entrepreneurship especially in SMK Negeri I Jombang, it is better at the beginning of learning to know the level of student motivation and learning styles of students to materials that will be taught the initial questionnaire administration. By knowing level of student motivation and student learning, then can be chosen form of learning (both models, media, system, etc.) in accordance with the hope of encouraging the learning of students in the learning process especially the low-motivated students and learning styles of very poor efficient, so that the learning objectives can be achieved to the fullest. 3) Because the R Square cannot be explained by multiple linier regression model for  $(100\% - 10,4\%) = 89,6\%$  which means that the students' entrepreneurial attitudes' achievement is not influenced by the use of type STAD cooperative learning model, the way of learning, and students learning motivation level, instead, it is influenced by the other factors, for

instance teacher's competency, school environment, socio- economic conditions, students' previous ability, students' background and not to mention its importance is the parents' attitudes toward the children's education, therefore it is suggested that it is necessary to be observed the relations of those factors with the students entrepreneurial attitudes in entrepreneurship learning especially in SMK Negeri I Jombang.

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