

THE EFFECT OF USING THE PROJECT BASED LEARNING MODEL ON ENTREPRENEURIAL LEARNING ON STUDENT ENTREPRENEURIAL INTEREST

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Abstract. College graduates are expected to go beyond just getting a job but opening up jobs for others. Thus, universities must be able to foster an interest in entrepreneurship through entrepreneurship learning. So this study aims to determine the influence of the project-based learning model on entrepreneurial learning on students' entrepreneurial interests. The method used in this study is a pre-experimental method with a quantitative approach and the design used in this study is an experiment with one group pretest and posttest design. The results showed that the use of the project base learning model made students more interested in participating in entrepreneurship learning, so that entrepreneurial learning activities could take place effectively. Even students can be more enthusiastic in expanding their horizons about entrepreneurship, so that the interest in entrepreneurship continues to increase. So it can be concluded that the project base learning model in entrepreneurship learning affects students' entrepreneurial interests.

Keywords: project based learning model; entrepreneurship learning; entrepreneurship interest

I. INTRODUCTION

The entrepreneurship learning program is part of the national education system launched by the government as an effort to cultivate entrepreneurship in the world of formal education. The implementation of entrepreneurial learning starting from Paud, Elementary, Junior High, High School even to universities is in line with the points of national policy in the field of education contained in the National Medium-Term Development Plan (RPJMN) 2010-2014 document, in perioritas 2 it is said that: Education, namely: increasing access to quality, affordable, relevant and efficient education towards the uplift of people's welfare, independence, noble ethics, and strong national character (Allolingga, [1]). Haduweni's research, [2] shows that entrepreneurship education is one of the ideal solutions to provide entrepreneurship provisions through directed and sustainable educational activities as capital towards the expected competence of the world of work. Thus, this research aims to produce job-ready graduates, it is also expected to produce new entrepreneurs who are equipped with expertise as a development of the talents they already have. The large population and labor force and high population growth rate are actually not reasons not to get job opportunities. In general, most people are only oriented to job search and do not try to create jobs themselves.

Entrepreneurship learning is education that prepares students to be able to work in certain fields, entrepreneurship learning is carried out at the university level as a subsystem in education and aims to prepare quality human resources by providing adequate knowledge and skills so that after

completion, college graduates have provisions and are automatically ready to work as a level workforce Middle people who have expertise, competence and professional expertise that are standard qualifications or can open jobs in accordance with employment needs. As well as having high competence that is responsive to development needs so that it can compete in the current era of globalization. Higher education is also expected to produce entrepreneurs who are ready to open their own businesses. So by developing student knowledge in entrepreneurial interests, so that they can have an interest or desire to be entrepreneurial independently. Based on the above, the researcher intends to study and research more deeply.

Priansa in Julaha & Erihardiana, [3] suggests that the learning model is a conceptual framework used as a guideline in carrying out a work activity, or a systematic picture for the learning process to help students learn in achieving the goals to be achieved. There are so many learning models that can be used by a teacher. One of them is *Project Based Learning*. According to Surya et al., [4] the *Project Based Learning* (PjBL) learning model is a learning model whose teaching and learning activities are project-based [5]. Project activities carried out by students remain with guidance by teachers. In line with the previous opinion, according to Yulianto et al., [6] stated that *Project Based Learning* is an individual or group project that is carried out within a certain period of time to produce a product, then the results are displayed or percentaged. In addition to working on and using a variety of learning resources, it is also necessary to take an active or student-centered learning approach [7].

Interest is an internal component in an individual that greatly influences his actions. An individual will feel like and even need to do something or explore something if there is a sense of interest in him (Matondang [8]). Interest is the tendency to pay great attention to something with a feeling of pleasure in doing it (Reski [9]). Furthermore, according to INPRES RI No.4 of 1995 dated June 30, 1995, stated that: Entrepreneurship is a person's spirit, attitude, behavior, and ability to handle businesses and activities that lead to efforts to find, create, implement new ways of working, technology and products by increasing efficiency in order to provide wider services and obtain greater profits.

Individual characteristics have an important role in business success. Readiness to become an entrepreneur is also a determinant of business success. Readiness to become an entrepreneur points to self-confidence to start a business with all its obligations and consequences (Indarto & Santoso, [10]). Entrepreneurial characteristics in the form of courage to take risks and motivation are entrepreneurial characteristics known as psychological characteristics in entrepreneurial psychology research. The psychology of entrepreneurship emphasizes the approach to personal aspects of either personality or traits. Entrepreneurial psychology research can contribute to providing results about the type of entrepreneurship based on its psychological characteristics (Astuti et al. [11]). According to Suharyono in Pelipa & Marganingsih, [12]) an entrepreneur has at least 12 (twelve) characteristics, namely: Achievement motives, Always perspective, High inventiveness, Have high innovative behavior, Have commitment in work, Have a work ethic and responsibility, Independent or not dependent on others, Dare to face risks, Always looking for opportunities, Have a leadership spirit, Have managerial ability, Have personal abilities.

II. RESEARCH METHODS

The method used in this study is a *pre-experimental* method with a quantitative approach. Quantitative is an approach that uses the conclusion of data analysis based on deduction, the conclusion of a data collection, finally calculated through statistical calculations [13]. The design used in this study was an experiment with *one group pretest and posttest design*. This design only uses one group, namely the experimental group without a control group. Starting the study, initial treatment was carried out by giving a *pretest*. Then the experimental group was given treatment using the *Project Base Learning* model. After treatment, the experimental group was given a *posttest*.

III. RESULTS AND DISCUSSION

Average Difference Test

The *Paired Sample T Test* shows the following results.

Tabel 1. Uji *Paired Sample T Test*

Paired Samples Correlations			
		Correlati	Itsel
	Non		f.
Pa Prete	3	.451	.011
ir 1 st & Posttest	0		

Correlation Test		
Uji Paired Sample T Test	Corellation	Sig. (2-tailed)
	0,451	0,000

Test results using SPSS software prove Asymptotic Sig. is correct. The use of the *project-based* learning model in entrepreneurship learning affects students' entrepreneurial interest because of the average difference between *pretest* and *posttest*.

Table 2. *Pearson* Correlation Test

Correlations			
		Pretest	Posttest
Pretest	Pearson Correlation	1	.451*
	Sig. (2-tailed)		.011
	N	30	30
Posttest	Pearson Correlation	.451*	1
	Sig. (2-tailed)	.011	
	N	30	30

Based on the significance figures in the table above, Sig. 2-tailed > 0.05 indicates that there is a correlation between *posttest* scores and *pretest* scores. The significance value of Sig. 2-tailed between test 1 and test 2 was 0.011 < 0.05, indicating a significant correlation.

The Effect of Using Project Based Learning Model on Entrepreneurship Learning on Student Entrepreneurial Interest

Posttest scores showed an average of 77.4. On the *posttest*, 58 students obtained the lowest scores. The 92 highest scores represent excellent entrepreneurial interest among test takers. 18 students got good grades, and 7 students got the highest score of 93. So that student interest in entrepreneurial learning increases dramatically after learning using the *Project Base Learning* model. It is important to consider how the learning model can help the learning process through the use of education. By making learning easier, streamlining the classroom environment and supporting the learning process, this model is essential in learning. Many lecturers use a scientific approach in their approach to education (Henry & et al [14]). Understanding scientific models involves daily life lessons (Yunita et al. [15]) .[16].

In line with research conducted by Lestari, [17] which explains that the application of active learning methods of project-based learning in increasing entrepreneurial interest in entrepreneurial learning the results obtained after the cycle process are: (a) Application of active learning model *project-based learning* What is done can increase student entrepreneurial interest. Their insight into the existence of many business opportunities in the future can be an alternative to just looking for a job; (b) Active *project-based* learning used in entrepreneurial learning fosters students' desire for entrepreneurship after they graduate, arguing that job opportunities are getting narrower; (c) Appropriate action. In this case, the most appropriate step that can be done is that project-based learning must be done more often directly in the field or outdoors, so that the results can be more effective, and can further explore the interests of each student. This result is also caused because *project base* learning is one of the learning models by using problems as the first step in collecting and integrating new knowledge based on their experience in real creativity. Then the problem is solved in groups (Apriliansi & Panggayuh [18]).

IV. CONCLUSION

Based on the research conducted, it can be concluded that through the project base learning model in entrepreneurial learning affects the entrepreneurial interest of students. This can be seen from the results of the average difference test and the results of the Pearson correlation test. Students become more interested in participating in entrepreneurship learning, so that entrepreneurial learning activities can take place effectively. Even students can be more enthusiastic in broadening their horizons about entrepreneurship. That way, interest in entrepreneurship continues to increase.

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