

**DEVELOPING INTERESTS BEING ENTREPRENEURIAL
STUDENTS METHOD PROBLEM BASED LEARNING (PBL)
(A CASE STUDY: STUDENT AT MUHAMMADIYAH
UNIVERSITY OF JEMBER)**

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ABSTRACT

This research method is descriptive qualitative, to assess and examine human behavior by going Directly to the field, meet intensively with the subject of research and be a part of the dynamics of the subject's life. Truth found, purely from a field, not from common with standard theories. The theory is not a parameter in determining the truth, but the truth comes from how the ability to frame and summarize what the subject is perceived as a truth (Herdiansyah, 2015). Problem Based Learning (PBL) is used as a strategy in interaction with students as informants.

Secondary Data sources of this research is the result of quantitative research Retno and Fiki (2016) titled "Interests Being Entrepreneurial Student University of Muhammadiyah Jember" where it has been found that there is a significant relationship between the interests of students to be entrepreneurs so many quotations theory is used as a conceptual framework, Reviews These results need to be Followed up qualitatively.

Results of research by Bloom's taxonomy of cognitive domains indicates that the student has been Able to be entrepreneurs, to Determine the ability of students to be entrepreneurs are expected to be used by lecturers in preparing the RPS as a reference in the learning achievements of students and the affective and psychomotor development.

Keywords: Problem Based Learning, the domain of Bloom's Taxonomy, Entrepreneurship

INTRODUCTION

Zimmerer (2002: 12), states that one of the factors driving the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education. The university is responsible for educating and providing entrepreneurial skills to the graduates and giving motivation to dare to choose entrepreneurship as their career. The

university needs to implement concrete entrepreneurial learning patterns based on empirical inputs to equip students with a significant knowledge in order to encourage students to entrepreneurship (Yohnson 2003, Wu & Wu, 2008). The issue is how to motivate entrepreneurship among students and the factors that influence the motivation of students to choose a career in entrepreneurship after they graduated, is still in question and requires further study.

In improving the entrepreneurship motivation of students, the University of Muhammadiyah Jember is enforcing programs related to entrepreneurship. The program includes a curriculum in entrepreneurship, soft skills with the theme of entrepreneurship, entrepreneurship training and there are centers for entrepreneurship development among students at the University of Muhammadiyah Jember. The program is offered to all students at the University of Muhammadiyah Jember without exception so the motivation is expected to grow entrepreneurship among students. In fact interest in entrepreneurship among students at the University of Muhammadiyah Jember is a little too interested students seeking employment (Retno and Fiki.2016).

Problem Based Learning method is expected to be the solution of the problem, since PBL accordance with PERMENDIKBUD 2013, namely: (1) learning materials based on facts or phenomena that can be explained by logic or reasoning specific and not limited to, approximately, fantasy, legend, or mere fairy tale. (2) Explanation of the teacher, the response of learners and educational interaction teacher-learners free of prejudice necessarily, subjective thinking or reasoning that deviate from the flow of logical thinking. (3) To encourage and inspire students to think critically, analytically and precisely identify, understand, solve problems, and apply the lessons.(4) To encourage and inspire learners are able to think hypothetically in seeing the differences, similarities, and link to one another of the learning materials. (5) Encourage and inspire learners are able to understand, implement, and develop ways of thinking rationally and objectively in response to learning materials. (6) Based on the concept, theory, and empirical facts that can be accounted for. (7) The learning objectives are formulated in a simple and clear, yet attractive presentation system.

The study was conducted based on the problems in the background, problem formulation facilitating researchers to compile a method in research, using data collected related to the issues raised.

Students become entrepreneurs after graduation is hope, but the important thing is *to know* the process of becoming *to be* administered during the study include: scientific approach, including but not limited : observing, ask, try, processing, presenting, concluded, and created for all subjects (Government rule, 2013). Based on the above description of the issues raised is how to develop the interest of students to be entrepreneurial students with methods *Problem Based Learning* (PBL)

LITERATURE REVIEW

Research Accomplished

Retno and Fiki (2016) conducted a study entitled "Interests Being Entrepreneurial Student University of Jember" The results of this study indicate that the success of self, risk tolerance, and freedom in the work and simultaneous partial effect of the interest in entrepreneurship Students of University Muhammadiyah of Jember. Based on these test results, it can be concluded that the hypothesis which states, "There is the influence of personal goals, risk tolerance, and freedom in the work against the interests of entrepreneurs Students of University Muhammadiyah Jember" is acceptable. This indicates that if the success of self, risk tolerance,

and freedom in the work, has a positive value, then it will give effect to increase interest in entrepreneurship Student of University Muhammadiyah Jember.

Ali Mukson (2005) in a scholarly article entitled "Implementation of Problem-Based Learning in Learning Entrepreneurship" Based on the results of data analysis and discussing, can be summarized as follows: 1. Learning model Problem-Based Learning (PBL) were able to increase the attention and active participation of students in learning process. 2. The learning model Problem-Based Learning (PBL) is able to stimulate student interest in learning outside the classroom. 3. The learning model Problem-Based Learning (PBL) was able to increase the independence of student learning. 4. The learning model Problem-Based Learning (PBL) was able to increase students' knowledge and understanding of learning materials.

Theory Approach

Interest in Entrepreneurship

According Muhadjir (1996) in Retno and Fiki (2016) interest is an affective tendency for someone to make a choice activity. Incidental conditions can alter a person's interest, so it can be said that the interest of the unstable nature. Meanwhile, according to Winkel (2004: 650), interest is the settle on someone to get interested in a particular field and were delighted involved in various activities related to the field. Meanwhile, according to G. Meredith (2002), entrepreneurs are the ones who have the ability to see and assess opportunity-gather the resources needed to take advantage of it and take appropriate action to ensure success. So we can conclude that the interest in entrepreneurship is the choice of one's activity because they feel interested, excited and eager to entrepreneurship and risk-taking to achieve success.

Entrepreneurship is an individual's ability to use the opportunity through various avenues. Entrepreneurship can also be interpreted as an attempt to value creation through business opportunities, management of risk taking and the opportunities that exist through communication skills and management expertise in mobilizing human, financial and material resources to produce the project with good (Ranto, 2007).

Problem Based Learning

According to Wikipedia Problem-based learning (PBL) "is a student-centered [pedagogy](#) in which students learn about a subject through the experience of solving an open-ended problem. Students learn both thinking strategies and domain knowledge. The PBL format Originated from the [medical school](#) of thought, and is now used in other schools of thought too. It was developed at the [McMaster University Medical School](#) in Canada in the 1960s and has since spread around the world. The goals of PBL are to help students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Problem-based learning is a style of [active learning](#) .

Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to the resolution of the problem. The role of the [instructor](#) (known as the tutor in PBL) is to facilitate learning by supporting, guiding, and monitoring of the learning process. The tutor must build students' confidence to take on the problem, and encourage the students, while also stretching Reviews their understanding. PBL represents a paradigm shift from traditional teaching and learning philosophy, which is more Often [lecture](#) -based. The constructs for PBL teaching are very different from traditional classroom / lecture teaching ".

Learning success in the sense of achieving the standard of competence, highly dependent on the ability of teachers learning process that can create situations that allow students to study, they

are the starting point of learning success (Semiawan, 1985). The amount of theory and research experts who study indicates that learning will be successful when students participate actively in the learning process. On the basis of this comes the term Active Student Learning Method (CBSA). One approach to learning that accommodates CBSA is Problem Based Learning (PBL) is developed from the idea of democratic values, learn effective cooperative behavior and appreciate the diversity of the community.

Problem-based learning (PBL) intends to provide the space for free thinking for students to look for concepts and solve problems related to the material presented by the teacher. Basically, the science of entrepreneurship aims to enable students to understand the concepts with everyday life. Have the skills of nature around to expand knowledge about the nature around, able to implement shared concept of entrepreneurship to explain natural phenomena and is able to use simple technology to solve problems found in everyday life (education and culture department: 1994).

By using the PBL approach students not only receive information from the teacher, because in this case the teacher as motivator and facilitator who directs the students to become actively involved in the whole process of learning begins at issues related to the concept being studied. PBL characteristic rather refers to the flow education, where learning is active process of learning to build knowledge. Active process in question is not only mentally but also physically. That is, through the physical activity of students' knowledge is actively constructed by the process of assimilation of experience or the material to be examined with the knowledge that has been owned and lasted mentally.

In learning the teacher should be able to create a learning environment as a social system that has the characteristics of the democratic process and the scientific process. PBL is a response to the practice of teaching competence and to respond to the dynamic development of society. Additionally, basically PBL is a further development of the learning group. Thus, the PBL method have characteristic that uses real-world problems as a context for learning for students to learn about critical thinking and problem-solving skills, as well as to acquire the knowledge and the essential concepts of the subject matter.

Problem-based learning is used to stimulate higher level thinking with problem-oriented situations, including learning how to learn. According to Ibrahim (in Sugiyono.2014), "Problem-based learning is known by other names such as *Project-Based Learning* (Learning Project), *Experience-Based Education* (Education Based on experience), *Authentic learning* (Learning Authentic), and *Anchored instruction* (learning rooted in the real world) ".

Domains Assessment Cognitive, Affective, and Psychomotor Bloom

Assessment is an attempt or action to determine the extent to which the set objectives are achieved or not. In other words, the assessment serves as a tool success of the process and student learning outcomes. In the formulation of the national education system of educational goals, both curricular and instructional goals destination, using the classification of the learning outcomes of Benjamin Bloom is broadly divided it into three domains, namely cognitive, affective, and psychomotor domains.

One of the basic principles that must always be considered and held down in order to evaluate learning outcomes is the principle of unanimity, with the principle of evaluators in implementing the evaluation of learning outcomes required to evaluate thoroughly the learners, both in terms of their understanding of the material or materials lessons have been given (aspects cognitive), and in terms of the appreciation (affective), and its practice (psychomotor aspects).

The third aspect or psychological realm is tight and may not even be released from the activity or process evaluation of learning outcomes. Benjamin S. Bloom and his colleagues argued that the grouping of educational goals that must always refer to the three types of domains (two target areas or domains) to the self-learners, namely:

- a). Realm of the process of thinking (cognitive domain)
- b). Realm of values or attitudes (affective domain)
- c). Realm of skills (psychomotor domain)

In the context of the evaluation of learning outcomes, then the three domains or domains that should be targeted in any activity evaluation of learning outcomes. The third realm becomes the object of assessment of learning outcomes. Cognitive most widely assessed by teachers at school as it relates to the ability of the students in mastering the content of teaching materials.

RESEARCH METHODS

Type of Research

This research is descriptive and qualitative paradigm. The stages in conducting qualitative descriptive study are:

- The preparation phase which consists of: a preliminary observation, literature study, determining the location of the research, the characteristics of the informant,
- The data collection phase consisting of: observation, interviews, documentation, literature study.
- Stage examination of the validity of data consisting of: persistence / constancy observation, triangulation, inspection through discussion.
- Data analysis stage consisting of: domain, the relationship schematically, structural questions.
- Phase conclusion.

This qualitative descriptive study design based on the results of research

Retno quantitative and Fiki (2016) titled "Interests Being Entrepreneurial Student of University Muhammadiyah Jember".

According Moleong (11: 2012), that "in a descriptive study of data collected is in the form of words pictures, and go to the numbers. Thus, the research report will contain excerpts data for the members an overview presentation of the report. The data may come from a script interviews, field notes, photographs, videotapes, personal documents, notes or memos, and other official documents ". Qualitative research is used by researchers to seek and find the meaning or understanding of the phenomena that occur. Moleong (6: 2012) states that "Qualitative research is research that aims to understand the phenomenon of what is experienced by study subjects for example: behavior, perceptions, motivations, actions, etc., Holistic, and by way of description in the form of words language, in a specific context that is naturally and by utilizing a variety of natural methods ".

Preparation phase

The preparation phase of this research is a stage where researchers need to prepare basic materials for research :

- a. preliminary observations

Observations made by observing the activity of students in the learning process with *problem based learning* strategies feasibility study on nine meetings, in three sessions divided into 1 (one) cycles, with each cycle program as follows:

Cycle	Meet	Activity	Aim
PLAN 1	1	Forming groups randomly @ 4 and giving a problem of a business proposal, organizational learning, guidance teachers in problem-solving	Motivate students to engage actively and directly to problem-solving activity
	2	Observing activity of individual students per group	Analysis and evaluation of student involvement are divided into: just curious (<i>to know</i>), want to do (<i>to do</i>), want to become entrepreneurs (<i>to be</i>)
	3	Divide into groups according to the wishes of students: those <i>to know</i> , the group <i>to do</i> , the group <i>to be</i>	Preparation of research, form groups as desired to facilitate students determine <i>creation</i> (creation, design) in accordance cognitive Bloom
DO 2	4	Filling <i>multiple choice</i> quiz about: interest, self-reflection and intelligence on the group <i>to be</i> .	Analysis Howard Gardner: interest, reflection and 8 human intelligences.
	5	The presentation per group <i>to know, to do, to be</i> - outline business proposal, power point.	Analysis Howard Gardner: <i>word smart, logic smart, picture smart, body smart, people smart, self smart, nature smart</i> , analysis and evaluation of business feasibility according feasibility study, a business <i>executive</i> to choose candidates from different classes as well as an informant in the study.
	6	Implementation of business proposals, raise capital	Knowing how to get the capital independently and phases of the business proposal
ACTION 3	7	Starting a business in a way transformation of the business conducted by the business <i>executive</i> and the other students as <i>stakeholders</i>	Demonstrate the process of <i>hard skills and soft skills</i> that have been taught in semester 1. Phase interview.
	8	Monitoring and evaluation of business	Educating students to do good business governance(<i>good governance</i>)
	9	Maintain business stability suitable business proposal	

b. Literature study

Sugiyono (452: 2014) states "the study of literature related to studies and other references related to problem and scope of the research, values, culture, and norms that develop in social situations studied, there are three criteria for the theory used as a basis in research, namely: relevance, validity, and authenticity ". Researchers trying to increase and extend knowledge by reading books and the results of previous research related to the topic and research problems.

c. Location research

The research location is a researcher conducting research to obtain data with regard to issues that have been formulated at the beginning of the study. The location of this research is in the study program of Management Faculty of Economics, University of Muhammadiyah Jember. Considerations that do are the links courses of teaching researchers and high engagement of students so that they become effective and efficient research.

d. Characteristics of informants

According Moleong (132: 2012) informant is a person who is used to provide information about the situation and condition background research. Researchers identify and select informants were used as a source giver objects. In selecting informants should really people who had high engagement included therein are psychologically able to fit the model of Howard Gardner, competence and knowledgeable about the object of research. The informant was good, namely:

- Mastering and understanding something through the process of enculturation,
- Still engaged or involved in activities that are investigated;
- Have sufficient time for questioning;
- Do not have a tendency to convey information on the results "packaging" themselves;
- In the beginning is quite foreign to the investigators.

In this study, the technique of determining the informant is by using *key informants* who provide information that is very important on an interview conducted by a person in order to obtain data on a problem that is being investigated.

Based on the above criteria, the informants were selected in the study may represent a problem that was emerged. Informants are: Misbahul Ulum, Fauziah Said Farah, Mohammad Ali Fafah, Mohamad Sulton, Riski Anggun Satria

Stage Data Collection

Data is a record of the facts and phenomena observed or circumstances. The collection of data is required in order to obtain accurate data to support the passage of the study. According Sugiyono (375: 2014) "the data collection phase is the most important step in the study because the main purpose of the research is to get data". By knowing the techniques of data collection, the researcher will be able to have better data in accordance with predetermined standards. In this study, data collection activities carried out in several ways, namely:

a. Observation

Observation is the primary data collection phase is carried out by means of direct observation of the object under study. Nasution (in Sugiyono, 377: 2014) that "observation is the basis of all science. Observations were done well can help describe the problem.

b. Interview

The interview was used as data collection techniques conducted by researchers to obtain more detailed information, especially about what can not be found by investigators when observation. Collecting data through interviews aimed at obtaining complete data, it is clear and valid about the object of research. According to Estesberg (in Sugiyono, 384: 2014) "interview is a meeting of two people to exchange information and ideas through question and answer so that it can be constructed meaning in a particular topic.

- Interviews, in this study conducted in-depth focus on the problem. Of interest in becoming student entrepreneur, using interview guide that contains several questions that go to informants who rated capable of providing the information needed investigators.
- Documentation is data collection techniques by viewing the source information from the documents and literature study were deemed according to research problem. The data can be retrieved via mail, agenda, reports, mass media, and the results of research that has the necessary data. Documentation can be helped by means of a data recorder in qualitative research, such as cameras, camcorders and voice recorders.
- Library Studies in this research is important because it can provide a reference, allowing for comparison of theory. Literature study the method of data collection is done by studying books and other references as well as a variety of literatures related to the research. Knowledge of the literature reference can also be used as a comparison data so that enhance the field of data networking.

Phase Inspection Data Validity

Examination of the validity of the data needed to determine whether the data and information that has been obtained to have conformity with the actual situation. Data validity checking aiming to obtain accurate data and reliable and can be used to answer the research problems. Validity of data in this research is done in a manner such as that written by Moleong (327: 2012) as follows:

- Persistence / regularity of observations, the depth of the researchers in finding the elements that are relevant to the issues being researched and detailed description. Continuous observation conducted diligently to become an entrepreneur of interest to students in every meeting the learning process.
- Triangulation, which is a checks the validity of data other than the data for the purposes of checking or as a comparison against the data.
- Inspection through discussion, exposing the end result or the temporary result obtained in the form of analytic discussions with colleagues or people who know the information accurately.

Data Analysis Phase

Data analysis stage is the stage that is used for solving the problem formulation. Analysis of the data by Patton (in Moleong, 280: 2012) is the process of arranging the order of the data, organize them into a pattern, category, and a basic outline. While Bogdan (in Sugiyono, 401: 2014) states that the data analysis is the process of searching for and compiling a systematic data obtained from interviews, field notes, and other materials, so it can be easily understood, and its findings can be communicated to others , Phase analysis of the data used in this study is

the domain analysis and taxonomic analysis. According Sugiyono (416: 2014) domain analysis performed to obtain a general and complete overview of the research object or social situations. Domain analysis is a guideline to conduct further research. In this analysis of information obtained by researchers is still not deep.

After analyzing the domain, and then researchers conducted a more extensive taxonomic analysis. Taxonomic analysis by Sugiyono (423: 2014) is an analysis of the overall data collected by the domain that has been set. Taxonomic analysis is the explanation of domain analysis until no remaining section. Determination domain and taxonomy elements used in this study using a type of cognitive domains Bloom ([https://id.wikipedia.org/wiki/ Taksonomi Bloom](https://id.wikipedia.org/wiki/Taksonomi_Bloom) revised by ANDERSON). The approach of the development of interest in a student based entrepreneurs: *remember, understand, apply, analyze, Evaluate, create*.

Withdrawal Phase Conclusion

Phase conclusion is last stage in a research. Existing data were analyzed by researchers to further drawn to a conclusion. Drawing conclusions in this study was conducted using an inductive conclusion departs from particulars to matters of a general nature. The things that are special, are expressing interest in becoming a student entrepreneur. While the case of a general nature. That is adapted to the theories of cognitive Bloom basis. Conclusions of this study briefly describes the results of studies conducted, the goal for the maximum and the results can be understood in general.

RESULTS AND DISCUSSION

Overview Interests Being a Student Entrepreneurship

To prove that the student can become entrepreneurs conducted this study of semester students 6 who are taking courses Business Feasibility Study Program Management Faculty of Economics, University of Muhammadiyah Jember, the number of students who take the course as many as 202 students registered in the list of presence of students, but through selection with quiz Howard Gardner, with stage 3 cycles in nine meetings obtained 66 votes (*groups to be*) who have interest in dominant as a student entrepreneur with the composition: two people who should run the business in a sustainable manner, they have the leadership skills dominant, and was chosen by the student group *to be* referred to as the *executive* business and 64 people as *stakeholders*. Results are recorded as follows:

Table 1. Number of Students and Selection Of Interest Being a Student Entrepreneurship

Cycle	Number Of Students & Selection Results				
	The presence	participant Group <i>to be</i>	% Group <i>to be</i> VS presence	<i>stakeholder</i>	<i>executive</i>
1	180	0	0	0	0
2	165	66	40%	0	0
3	179	66	37%	64	2

The Data Showed is below:

- In cycle 1 present there are 126 students, 35 student interns, 6 sick, 8 license, 5 no presence . Total 180 students.
- In second cycles: 30 students intern, three people sick, 5 licenses, four no presence. Students attend 123 =57 people in the group *to know / to do* & 66 students enter the group *to be* . Total 165 students.
- In cycle 3 are: 41 intern students, 8 people sick, 5 licenses, 1 alpha. Students attend 124 = 58 people in the group *to know / to do* and 66 people in the group *to be* a total of 179 students.
- The decline in the percentage of the group *to be* due to the presence of students more than the previous cycle, and all groups are given the opportunity to move the group, up to three additional cycles occur one person in the group *to know / to do*
- Presence of students carrying 202 people, but the factual average student attendance by 80%.

In accordance with the pact Bangkok 1988 on *lifelong learning* UNESCO, which state that every individual has the right to learn throughout life, which consists of: *to know, to do, to be, to live together*, the groups in the study were divided on the dimensions of *lifelong learning*.

The group *to be* is to become informants because willpower is stronger in the process of learning to become entrepreneurial students compared to the group *to know* who just want to know, and groups *to do* have the desire to make the product alone but do not want to sell.

The group *to be* as big as 66 people or 37% of the total student is a student who has close characters like Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligence*. Intelligence language or linguistics: consists of the ability to think in words, and using language to express and appreciate complex meanings. Works suite this field: writer, poet, journalist, speaker, newscasters etc.

1. Intelligence Logic_mathematics : the ability to count, measure, consider the proposition or formula, hypotheses and resolve complex mathematical operations, scientists, mathematicians, accountants, engineers and computer programmers, all showed strong mathematical intelligence.
2. Intrapersonal Intelligence : refers to the ability to establish a presumption that the right to a person and to use some kind of knowledge in planning and directing a person's life. Some people who show this intelligence is theologians, psychologists, philosophers.
3. Interpersonal intelligence : the ability to understand people and build effective relationships with other people: This intelligence indicated by the teacher, par a social worker, actor, or politic.
4. Music intelligence or musical: sensitivity to tone , melody , rhythm and tone. People who show this intelligence is a composer , conductor , musician , author of music, even music listeners .
5. Intelligence Visual and Spatial intelligence : the ability to sense the world accurately and to re-create or change aspects of the world. This intelligence as it appears on the expertise sailors , pilots , sculptors ,painters and architects .
6. Kinesthetic intelligence : the ability to use the body with skilled and holding an object with the conversation.

7. Natural intelligence or Naturalist intelligence : the ability to recognize and classify the various species, flora and animal fauna , in the environment . Expert Biology , nature lovers. etc.

Table 2. quiz result of reflection, interest and intelligence Howard Gardner group to be

Multiple Intelligence	Number of Students
<i>Word Smart</i> : Read it, write it, talk about it, listen to it.	8
<i>Logic Smart</i> : Quantify it. Think critically about it. Conceptualize it.	3
<i>Smart People</i> : Teach it. Collaborate it. Interact with respect to it.	5
<i>Body Smart</i> : Build it. Act it out. Get a gut feeling of it. Dance it	4
<i>Music Smart</i> : sensitivity to titi tone , melody , rhythm and tone	2
<i>Self Smart</i> : Self smart deals with assessing intelligence into the self.	29
<i>Smart Picture</i> : See it. Draw it. Visualize it. Color it. Mind-map it.	15
TOTAL	66

By knowing the reflection, interest and intelligence Howard Gardner, can assist the teacher in directing from the beginning the students into groups according to reflection, interest and intelligence for self development as necessary to be a successful entrepreneur.

Executive business has a reflection, interest and intelligence Howard Gardner: Misbahul Ulum *word smart* , while Anggun Riski Satria including *self smart* .

The Results Cycle

Table 3. Results Cycle 1

Meet	Activity	Aim	Field Of Cognitive Bloom
1	Forming groups randomly @ 4 and giving a problem of a business proposal, organizational learning, guidance teachers in problem-solving	motivating students to be actively involved and directly to do activities solution to problem	Attendance of 126 students: All students can perform cognitive domain Bloom: Basis <i>remember</i>
2	Observing activity of individual students per group	Analysis and evaluation student involvement divided into: just curious (<i>to know</i>), want to do (<i>to do</i>), want to become entrepreneurs (<i>to be</i>)	Given, mention the theory in business practices base <i>understand</i> Explain, explain, summarize, the theory in business practices

3	Divide into groups according to the wishes of students: those <i>to know</i> , the group <i>to do</i> , the group <i>to be</i>	Preparation of research, form groups as you wish to facilitate students determine <i>reation</i> (creating, designing) appropriate cognitive domain Bloom	
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Table 4. Results Cycle 2

Meet	Activity	Aim	Field Of Cognitive Bloom
4	Filling quiz <i>multiple choice</i> of: interest, self-reflection and intelligence to the group <i>to be</i> .	Analysis Howard Gardner: interest, reflection and 8 human intelligences	Attendance of 123 students: All students can perform cognitive Bloom, the composition capabilities: Base <i>apply</i> 103 Calculate, use, write business theory into practice Base <i>analyze</i> 20 people Sorting, parse business theory into practice
5	The presentation per group <i>to know</i> , <i>to do</i> , <i>to be</i> - outline business proposal, power point	Analysis Howard Gardner: <i>word smart, logic smart, picture smart, body smart, people smart, self smart, nature smart</i> , analysis and evaluation of business feasibility according feasibility study, selecting candidates for <i>executive</i> business from different classes as well as an informant in the study.	
6	Implementation of business proposals, raise capital	Knowing how to get the capital independently and phases of the business proposal	

Table 5. Results Cycle 3

Meet	Activity	Aim	Field Of Cognitive Bloom
7	Starting a business in a way transformation of the business conducted by <i>executive</i> business and other students as <i>stakeholders</i>	Demonstrate the process of <i>hard skills and soft skills</i> that have been taught in semester 1. Phase interview.	Attendance of 124 students: All students can perform cognitive Bloom, the composition capabilities:
8	Monitoring and evaluation	Educating students to do	

	of business	good business governance (<i>good governance</i>)	Base <i>Evaluate</i> 58 review, critical of the theory in business practices
9	Starting a business in a way transformation of the business conducted by <i>executive</i> business and other students as <i>stakeholders</i>	Demonstrate the process of <i>hard skills and soft skills</i> that have been taught in semester 1. Phase interview.	Basis <i>create</i> 66 Creating, designing business

The Information :

- On the top of pyramid is executive business selected by the group *to be* as dominant , doing business executive role as a business executive (action) internal and external relations, implementation in cycle 3;
- In the middle of the pyramid are stakeholders or shareholders while also maintaining its role as a link business transactions, its implementation in cycle 2;
- Below the pyramid is a program plan implemented in the first cycle as a trigger cycles 2 and 3.

Having held 9 meetings were divided into three cycles, the group selected by category in cycle 3 (last) recorded as follows:

Table 6

Amount College Student	Group	Cognitive Domains Category Bloom
58	to know	The group that has the ability in the cognitive domain Bloom level, <i>remember, understand apply, analyze.</i>
	to do	
64	to be	The group that has the ability in the cognitive domain Bloom level <i>Evaluate, create</i> .
2	Dominant	

Cognitive category Bloom revision by ANDERSON et al, 2001 are described as follows:
"Do you think the business was what and why you want to start a business?"

Table 7

Name Informants	Transcript Of Interview
Misbahul Ulum	Business is an art, abstract, concept, casting one's mind and the ability to produce a product or a business. The Prophet Muhammad was a businessman, my family is entrepreneurial: open family business with mama, daddy home interior business may be genetically decreased to me to be a businessman.
Said Farah Fauziah	Because you want to experience and skills necessary to penetrate the market, the business is not just sales but also experience that can attract the attention of consumers, based on the pleasure of selling my interest began to be taught since

	junior high school student council started cooking and packing.
Mohammad Ali Fafah	Business is a way to make money with the expectation without the intimidation of others, I want to make money before college, and now I become one of the backbone of the family
Riski Anggun Satria	Business is my life, since childhood wanted to have a business because I will assume that a lot of money and of the money was to evoke a loved one, business can share, businessmen are very great, able to think forward and stepped in forefront average world leaders is a businessman and not the government, businesses can control elements of the economy and government. I want to be a businessman who can share with others
Mohamad Sulon	We can start a business with creativity not only goods but creativity into business, I started as a lecture, and a willingness themselves because they want to create jobs

a. Given (*Remember*)

Given an attempt to regain the knowledge of the memory or memories which are past, both newly obtained and that has long earned. The dimensions of which playing an important role in the learning process meaningful (meaningful learning) and problem solving (problem solving). This capability is used to solve various problems are much more complex. Considering includes recognize (recognition) and recall (recalling). Recognizing related to knowing the past knowledge pertaining to concrete things, such as date of birth, home address, and age, while calling back (recalling) is a cognitive process that requires the knowledge of the past quickly and accurately.

b. Comprehend / understand (*Understand*)

Comprehend / understand associated with building a sense of the variety of sources such as messages, reading and communication. Comprehend / understand relating to classify activities (classification) and compare (Comparing). Classify will appear when a student tried to identify the knowledge that is a member of a particular knowledge category. Classify originated from a sample or specific information subsequently discovered concepts and general principles. Comparing refers to the identification of similarities and differences of two or more objects, events, ideas, problems, or situations. Comparing related to cognitive processes find one by one the characteristics of the objects being compared.

c. Applying the (*Apply*)

Applying refers to cognitive processes utilize or employ a procedure to carry out the experiment or solve problems. Apply with regard to the dimensions of procedural knowledge (procedural knowledge). Applying includes performing procedures (executing) and implement (implementing). Running the procedure is a cognitive process of students to solve problems and carry out an experiment in which students already know the information and is able to establish with certainty what the procedure should be done. If students do not know the procedures that should be implemented to solve the problems the students are allowed to make modifications of standard procedures that have been defined. Implement arise when students choose and use procedures for matters not yet known or foreign. Because students still feel unfamiliar

with this, students need to recognize and understand the problem first and then establish appropriate procedures to resolve the problem. Implement closely related to other dimensions of cognitive processes are understood and created. Applying a continuous process, starting from the students solve a problem using standard procedures / standards that are already known. These activities are run regularly so that students actually able to perform this procedure easily, then continues to the emergence of new problems that are unfamiliar to students, so that students are required to be familiar with these issues and choose the appropriate procedure to resolve the problems.

d. Analyze (*Analyze*)

Analyzing is to solve a problem by separating each part of the problem and looking for linkage of each section and find out how these linkages can lead to problems. The ability to analyze the types of capabilities that much is required of learning activities in schools. Various subjects require students to have the ability to analyze well. The charges against the students to have the ability to analyze often tend to be more important than the other dimensions of cognitive processes such as evaluating and creating. The learning activities mostly directed students to be able to distinguish between fact and opinion, lead to the conclusion of supporting information. Analyzing associated with cognitive processes giving attributes (attributing) and organizing (organizing). Giving attributes will appear when the student found the problem and then require activities to rebuild the things that become problems. The activities lead students to the information origin and the reason something is found and created. Organizing shows the identification of the elements of communication result or situation and try to identify how these elements can produce a good relationship. Organizing allows students to build relationships systematic and coherent pieces of information provided. The first thing that must be done by the students is to identify the most important elements and relevant to the issues, and then goes on to establish the appropriate relationship of the information provided.

e. Evaluating (*Evaluate*)

Evaluation associate with cognitive processes provide an assessment based on the criteria and standards that already exist. The criteria normally used the quality, effectiveness, efficiency, and consistency. These criteria or standards can also be determined by the student. This standard can be either quantitative or qualitative and may be determined by the student. Keep in mind that not all of the assessment is to evaluate the dimensions, but almost all dimensions of cognitive processes require an assessment. The difference between the assessment of the student with an evaluation assessment is on the standards and criteria established by the students. If the standards or criteria set lead to the effectiveness of the results obtained compared with the planning and effectiveness of the procedures used then what students can do an evaluation. Evaluation includes checking (checking) and criticized (critiquing). If the thought processes associated with planning and implementing the check will lead to the determination of the extent to which a plan is going well. Lead to the assessment of a product or operation based on external criteria and standards. Students are assessed by looking at the negative and positive side of a thing, and then make an assessment using this standard.

f. Create (*Create*)

Creating lead to cognitive processes put the elements together to form a coherent whole and directs students to produce a new product by organizing several elements into a

shape or pattern that is different from before. Creating very closely linked to the students' learning experience at a previous meeting. Although creating leads to creative thought processes, but not the total effect on students' ability to create. Creating here directing students to be able to implement and produce work that can be made by all students. This creates a difference with other cognitive dimensions of thinking is on another dimension as to understand, implement, and analyze student work with information that is already known earlier, while on creating student work and produce something new. Creating covers generalize (generating) and producing (producing).

CONCLUSION AND SUGGESTION

Conclusion

1. In realizing the interest of students to be entrepreneurs to do in teaching and learning with the learning strategies of *problem-based learning*. With several meeting at least 9 times face to face;
2. The separation of the group *to know, to do, to be - to live together* bring students to be entrepreneurial attitudes of students;
3. Although the study was limited to Bloom's cognitive, affective realm and psychomotor domains have an important role in interest in becoming entrepreneurs;
4. Interviews showed that students are not only interested in being an entrepreneur but they have run it, either as *entrepreneurs* ;
5. In this research, student interest in entrepreneurship as a student entrepreneur successfully created.

Suggestions

1. In conducting the study, the students should not be told that teachers / lecturers to do research, so research into the natural;
2. Teacher / lecturer in advance to prepare teaching materials that encourages research in accordance with the course of teaching;
3. Strategy *problem based learning* (PBL), can be combined with other methods such as *case study* , and others;
4. We recommend that teachers / lecturers are not only the role of being a mentor, but being a student partner.
5. Universities are advised to open centers career guidance and entrepreneurship for students, conduct psychological tests on interest - talent and inclination of cognitive-affective psychomotoric, categorize and competent faculty mentoring, after graduation they already have a job.

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