

THE APPLICATION OF PROJECT BASED ENTREPRENEURSHIP LEARNING MODEL

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ABSTRACT

This research aims to create an Entrepreneur by Design by: (1) finding the right model of entrepreneurship education to create entrepreneur rightly, not only as studied by traditional methods, (2) able to apply the model to create entrepreneurs. The research method used was action research with design research cycle model to improve and enhance the project-based model of entrepreneurship education through limited testing (pre-experiment). In this experimental study, the difference will be monitored before and after receiving treatment, participants will be interviewed about the readiness of becoming entrepreneur.

Keywords: Entrepreneurship by Design, Project Based Learning Models, Pre-experiment

INTRODUCTION

Development sociologist David McClelland found that a country would prosper if the entrepreneur has at least 2% of the total population. The Global Entrepreneurship Monitor (GEM) 2005 report entrepreneur Singapore has 7.2% of the total population, whereas in 2001 only 2.1%. In 1983, the U.S. with a population of 280 million have 6 million entrepreneurs, or about 2:14% of the entire population. According Ciputra in Nugroho (2009), Indonesia only has about 400,000 entrepreneurs or about 12:18% of the total population. The Government of Indonesia noted that the number of businesses is reaching 50 million, but the real entrepreneur was approximately 0.8% of the entire population of business, the rest is a businessman subsistence.

This is in contrast to Keynes's theory, that the focus of economists is full employment. The government is creating jobs. According to Nugroho (2009) theory is efficacious in the year 1970 to 1990, at 1% saar economic growth, employment for 400,000 people reached. Growth of 5% has been creating 2 million new jobs. But now, when the real sector dominates investment capital and technology intensive, then every 1% growth in the economy only created 200,000 jobs. Not surprisingly, growing unemployment, including unemployment intellectual or scholar.

The economic crisis in Indonesia realize that the nation's economy and SMEs become the foundation of an important choice for scholars to live a more prosperous, independent, helping people to cope with unemployment (Kasali, 2010).

Therefore, in Bappenas Government continues to rethink the development paradigm. In schools, the curriculum is transformed from a curriculum that prepares students to be "job ready workers" into "man job creators". Prof. Lester C. Thurow (1999) in his book "Building Wealth" clearly states, "There is no substitute for the institution of individual entrepreneurial agents. The game-winning entrepreneurs become wealthy and powerful, but without the entrepreneurs, the economy being poor and weak. "

According to Prof. Dr. Irwan Abdullah, UGM Graduate Director, the role of higher education in instilling entrepreneurial virus is very strategic, considering the number of universities and hundreds of thousands of graduates who immediately falls in the community each year. The graduates it should not add new problems in society, otherwise competent in solving real problems as the agent of change.

In a historic speech, which was recorded under the title "The Importance of Entrepreneurship" (2007), Ciputra offers five important reasons why it is necessary to promote entrepreneurship in developing countries such as Indonesia:

- (1) The fact that most of the young generation of Indonesia did not grow up in a culture of entrepreneurs, but rather a culture of "employee" or "worker" or "public servants". Entrepreneurship education does not exist in the family. This resulted in the younger generation to have the mindset of "looking for work.
- (2) If entrepreneurship does not exist in the family and formal education, inspiration and entrepreneurship training will be less reflected.
- (3) It should be delivered since elementary school that currently too many job seekers and too few job creators. With this fact, it is expected the young generation can think of the choice to become an entrepreneur and knows how to prepare to become an entrepreneur.
- (4) Transforming educational institutions into institutions that introduces entrepreneurship from an early age, and involve all actors, including entrepreneurs and experienced as an entrepreneur
- (5) The growing number of entrepreneurs not only help the younger generation, but rather to encourage the creation of public welfare.

1.2 Specific Objectives

The specific objectives of this study:

Development and testing of the entrepreneurship model by using the pre-experiment

LITERATURE REVIEW

Citing Caroline Jenner in The Next Generation Survey, "We cannot give them jobs, but we can ensure that they have the core skills and competences to create them". Education is a process of planting the value of responsibility to be human.

Ciputra (2009) defines the entrepreneur as a modifier of dirt into gold. When dirt and junk can be turned into gold, gold is worth something otherwise end up being junk

when there is no entrepreneurial skills. Sentence dirt and junk into gold is just a figurative meaning. Key words of the definition is to change and creativity.

Three reasons why the school or education as an instrument according to Nugroho (2009):

1. Education's happening around the world in general to build a human worker. Almost all give vision and learning to be a worker.
2. School as an educational institution that is trusted by the people, already had a reputation as a passport to the future.
3. Through the school is also the family of the students will be moved.

Magnus Klofsten & Mary Spaeth (2004) concluded that there is a 12 step program for successful entrepreneurship training:

1. The training program must be holistic (as opposed to knowledge entrepreneurship)
2. Prepare the best coach for each of the competencies required
3. Understand the needs of each participant with a clear
4. Associate entrepreneurship training program with a network of business (the business community)
5. Strengthen confidence of participants
6. Measurable progress and document each process
7. Use strategies and practical tips that proved very successful training
8. Mentoring program Plan carefully
9. Ensure entrepreneurship training program is a very practical program but have the basic theory.
10. Center training programs to the needs of the group that has been targeted.
11. Credibility training Create and maintain a work ethic and ethics during the program.
12. Balance formal and informal learning.

The successful entrepreneur each has its own formation process, the time and effort that is not small. The integration of entrepreneurship education in the national curriculum is the most important way to increase the number of entrepreneurs in Indonesia, because it is through a national education program, we can reach out to as many people in a systematic way.

Economic newspaper *Bisnis Indonesia* (2008) contains guidelines for testing someone who wants to be a successful entrepreneur, based on practical experience of Ir. Ciputra:

1. Whether you are very passionate (passionate) to become entrepreneurs?
2. Did you see a great opportunity to creatively serve the market?
3. Did you have created an innovative product that when you offer the prospect of not being able to say no?
4. Did you have the capacity to effectively win the competition?
5. Did you know how to produce a product or service that you want to be marketed with the most efficient way?
6. Did you know how to fund your new venture with the overall lowest cost and lowest risk while still you get the best results?
7. Are you ready to face the demands of hard work, the risk of failure, and loss?

METHODOLOGY RESEARCH

In this experimental study, we will monitor the differences of readiness to become entrepreneurs, before and after the workshop. Number of samples are 30 respondents of high school students. Data will be analyzed using paired-t-test statistics (one group, pre-test & post-test). Topics that are covered in the workshop are:

- (1) Vision - stages to achieve and the means necessary
- (2) Design Thinking
- (3) My Inspiration
- (4) Market Insight
- (5) Business Opportunity
- (6) Entrepreneur Inspiration
- (7) Entrepreneur Character

DATA ANALYSIS

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 X1.Mean - X1.MeanS	-.76667	.80658	.14726	-1.06785	-.46548	-5.206	29	.000
Pair 2 X2.Mean - X2.MeanS	-.95567	.98644	.18010	-1.32401	-.58732	-5.306	29	.000
Pair 3 X3.Mean - X3.MeanS	-.33333	.66415	.12126	-.58133	-.08534	-2.749	29	.010
Pair 4 X4.Mean - X4.MeanS	-.12000	.69202	.12635	-.37841	.13841	-.950	29	.350
Pair 5 X5.Mean - X5.MeanS	-.82200	1.02824	.18773	-1.20595	-.43805	-4.379	29	.000
Pair 6 X6.Mean - X6.MeanS	-.47800	.93258	.17027	-.82623	-.12977	-2.807	29	.009
Pair 7 X7.Mean - X7.MeanS	-.65667	.65667	.16496	-.99405	-.31928	-3.981	29	.000

Reliability Statistics

Cronbach's Alpha	N of Items
.917	4

Reliability Statistics

Cronbach's Alpha	N of Items
.882	3

Reliability Statistics

Cronbach's Alpha	N of Items
.700	4

Reliability Statistics

Cronbach's Alpha	N of Items

Reliability Statistics

Cronbach's Alpha	N of Items
.818	5

Reliability Statistics

Cronbach's Alpha	N of Items
.596	3

Reliability Statistics

Cronbach's Alpha	N of Items
.734	3

Reliability Statistics

Cronbach's Alpha	N of Items
.826	3

Based on the data above, all the data have passed the reliability test, except “*Business Opportunity*”. Variable business opportunity was close to 0.6 so it was actually considered as mediocre so still fine to be embedded in this research. Business opportunity was unreliable maybe because the opportunity to launch the product to market is varies widely. Not all the respondents have the same background of selling.

Variables vision, design thinking, my inspiration, business opportunity, entrepreneur inspiration, and entrepreneur character showed that there are differences of readiness to become entrepreneur, before and after the workshop. That means the workshop or the entrepreneurship learning model was applied correctly and brought significant result for students; enrich students with skills and knowledge, using observation/analysis before making decision, boosting characters and passions, and calculating risk.

All the variables showed differences of readiness before and after the workshop but “*Market Insight*” variable. The significance value of Market Insight is $0.350 > 0.05$ which means that there are no differences on the readiness of being entrepreneur from the respondents. What sell well in the market and what does not sell well is a true mystery. That is why maybe after the workshop the respondent still not sure about the favor of the market.

CONCLUSION AND SUGGESTION

Conclusions:

1. Variables: vision, design thinking, my inspiration, business opportunity, entrepreneur inspiration, and entrepreneur character showed that there are differences of readiness to become entrepreneur, before and after the workshop.
2. Variable market insight showed no differences on the readiness of being entrepreneur from the respondent, before and after the workshop.

Suggestions:

1. Do not embed external factors (like market insight and business opportunity) in the experimental research like this. Involve or measure only individual experience (personality, characters, and so forth).

2. Further research should combine classroom workshop with field study like sales contest, business plan presentation, etc.

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