

## **THE IMPLEMENTATION OF STUDENTS' ENTREPRENEUR THROUGH THE COOPERATIVE-BASED ENTREPRENEUR INSTRUCTIONAL MODEL**

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### **ABSTRACT**

*This research is entitled the implementation of students' entrepreneur through the cooperative-based entrepreneur instructional model, initialized by the meeting of all rectors of 23 universities and Indonesia Boards of Cooperatives, and involving Indonesian cooperative development studies, followed by the memorandum of understanding for the development of cooperative-based entrepreneur. The long term goal of this research is to actualize students' entrepreneur independence, while the short term goal of this research is to develop the cooperative-based entrepreneur instructional model. To achieve these goals, the development activities were divided into two phases. In each phase, the research steps to do were: 1) Exploring the potential of the students' entrepreneurial behavior and environment. 2) Developing the instructional model for lecturing by developing cooperative-based entrepreneur instructional model. This study used a four-d models (Thiaragajan et.al, 1994). The first phase of the study (conducted on first semester), based on the data analysis from the behaviors and environment instrument through the making of idea, showed that from the 40 students as the research samples, 75% students had high potential while 25% students had medium potential. The result also showed that the instructional method used before this failed to balanced the hard skills and soft skills thus the students' entrepreneurship independence was less optimal. The results of the second phase of the study (the second half) showed that: 1) Before testing the cooperative-based entrepreneur instructional model, the researchers already developed a learning model assessment sheets which were declared as valid under the proper category though still needed improvement. 2) The results showed that the instructional model was capable to meet the efforts of actualizing student' entrepreneur independence.*

**Keywords:** Cooperative-Based Entrepreneur Instructional Model, Exploring The Entrepreneur Potential, Students' Entrepreneur Independence

### **INTRODUCTION**

As inspired by the actualization of entrepreneurial students' independence, this research is aimed to design the most effective instructional model. This research is then

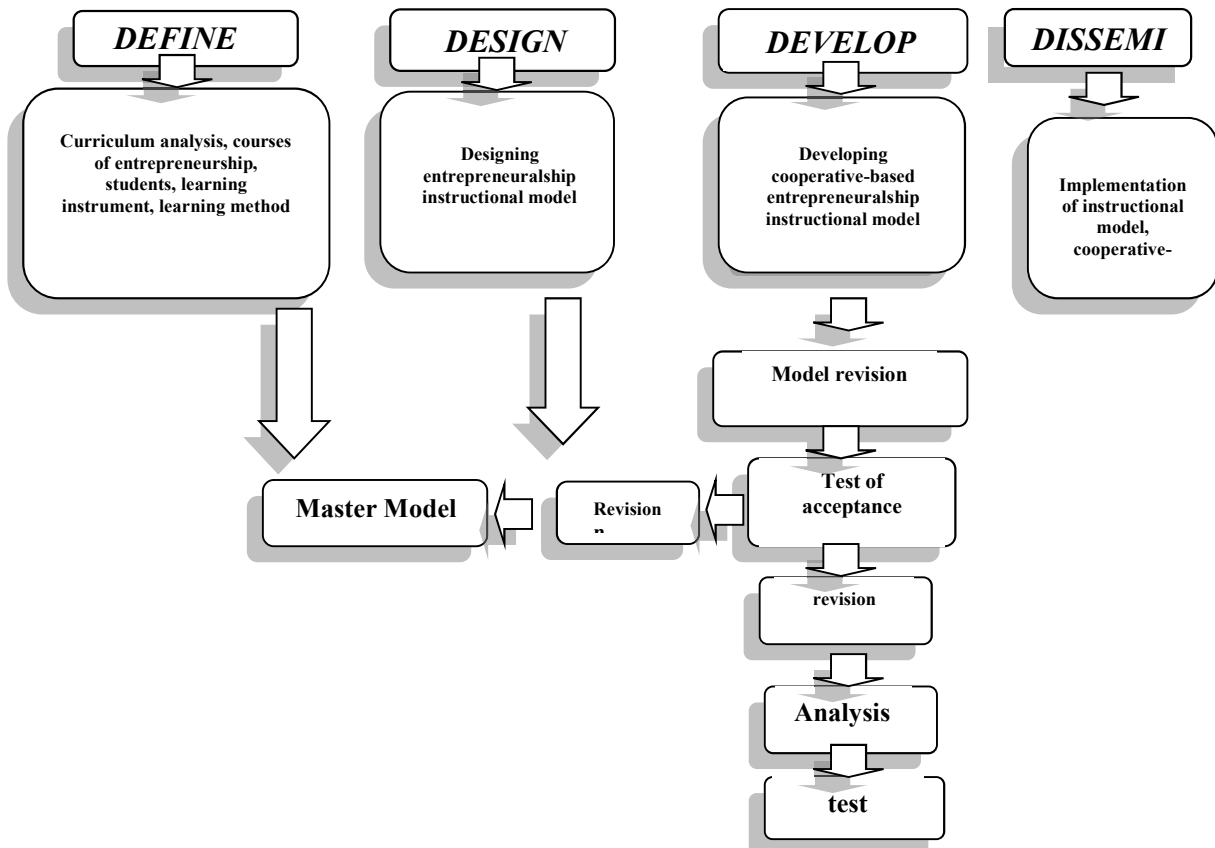
developed from the meetings of the rectors of 23 universities and Indonesia Boards of Cooperatives (*DEKOPIN*) of East Java Province in 2010 facilitated by the Department of Cooperatives, Indonesian cooperative development studies and SMEs (small micro and medium business) in East Java, then followed up with the memorandum of understanding for the idea of developing cooperative-based entrepreneur. The result from those meetings and MoU was the module of cooperative-based entrepreneur modules as a text reference. The modules are one of learning references. The definition of student learning in term of process and products is to prepare the student to apply for the job applicants available, as well as to create their own work or to be an entrepreneur. The needed human resources for that is human resources that have potential and highly competitive skills. Therefore, balancing the hard-skill and soft-skill learning in higher educational institutions is very essential.

Universities are obliged to carry out their job to create human resources efficiently and effectively as quality human capital investment. Productive human resources will be ready to compete in the global market to face the Asean Economic Community in 2014. To achieve this objective, the quality of education requires continuous improvement. The quality of the education can not be separated with the process and product quality. The expected quality education can be achieved by creating effective and efficient learning process in implementing real and meaningful science and knowledge. The product quality can be achieved if the students demonstrate their level of mastery in the work-sphere and the level of autonomy as relevant with the real life, such as entrepreneurship. Related to the above description, in order to foster entrepreneurial independence attitudes and behaviors, it is necessary to create a instructional model that is appropriate, such as a instructional model that integrates the characteristics of entrepreneurial spirit with the philosophy of the cooperative: the spirit of mutual cooperation and unity. Thus, based on the above explanation, this study is aimed to develop a cooperative-based entrepreneur instructional model.

**THEORETICAL FOUNDATION AND RESEARCH METHOD**

The development of expected instructional model in this research used *four-d model* (Thiaragajan et.al, 1994) with the flow as illustrated in the following chart.

**Figure 1. The Flow of Model Development**



This study was developed in two phases: (1) The first phase was to conduct research on the implementation of entrepreneurialship learning in the Faculty of Economics, Management Department, University of Tulungagung. Based on the observations and analysis results, the instructional model and its instruments were designed as a cooperative-based entrepreneur learning media. (2) The second phase was to disseminate the training of instructional model developed by the lecturers, and to implement the instructional model. The learning instrument was available, such as facilities in the Student Cooperative. of socialization training faculty developed instructional model, then implementing the instructional model and learning the instrument provided such facilities exist in cooperative student (KOPMA). The operational activities are as follows:

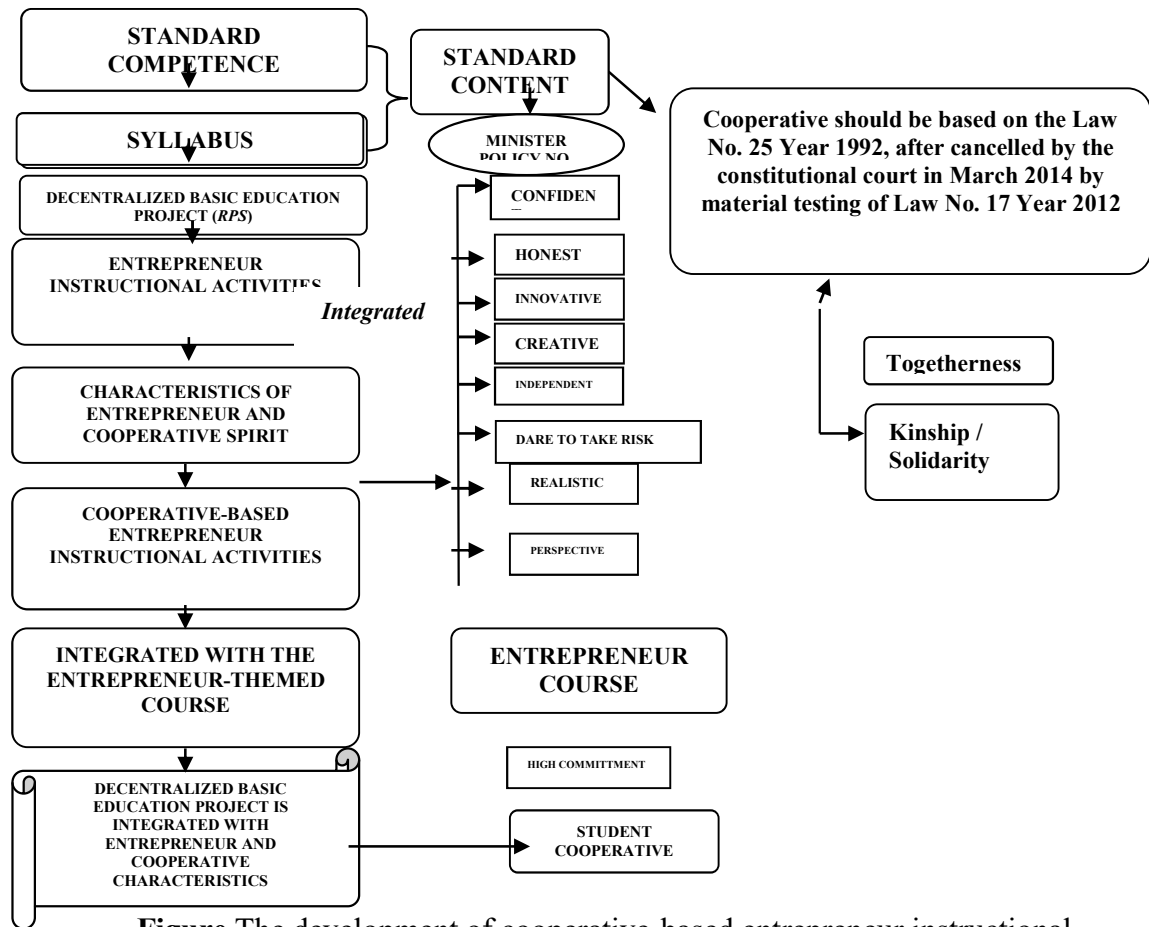
<b>a.</b>	<b>First phase</b>
1)	Analyzing the entrepreneurial potentials of the students through environmental behaviors on the business idea proposal activities as a reference to (a). identify the problem, (b). develop the alternative instructional model.
2)	Designing a draft of cooperative-based entrepreneur instructional model and perfecting the existing instrument.
<b>b.</b>	<b>Second phase</b>
1)	Developing instructional model and integrating entrepreneurship dan cooperative with required modules for learning, which were published as a cooperation result of 23 universities, Indonesia Boards of Cooperatives, the department of cooperatives, small micro and medium businesses, and cooperatives ( <i>Hard-skill</i> ).
2)	Developing a set of evaluation instruments as part of the implementation of Student Cooperative learning as soft-skill media.
3)	Developing an instruction of the implementation of cooperative-based entrepreneur learning integrated with the activities of university, faculty, and students.
4)	Reviewing by the competent experts
5)	Testing its validation
6)	Gaining the data of students' entrepreneur potentials
7)	Gaining the data of supporting and inhibiting factors influencing the implementation of the instructional model
8)	Implementing the instructional model

Techniques of data collection techniques used in this research were: the documents already available in the university, direct observation of the researcher as a lecturer of Introduction to Business and to company the students in their entrepreneurship efforts, technique of data collection from the making of business idea by the students in relevance to their real life or the already understood business environment. The technique of data analysis used in this study were: the results of instructional model trial test, qualitative descriptive analysis to determine the entrepreneurial potential and behaviors of the students after the intervention of instructional model, and descriptive statistical analysis techniques as displayed in the Table of Development.

## **RESEARCH RESULT**

The development of instructional model in this research covered: 1) the development of cooperative-based entrepreneur instructional model, 2) the development of instructional instruments, 3) the development of the instruction on the implementation of cooperative-based entrepreneur instructional model, 4) trial test, 5) implementation. The description is as follows:

- ❖ The result of the development of cooperative-based entrepreneur instructional model after trial and revision as displayed in the following chart.



**Figure** The development of cooperative-based entrepreneur instructional model in the University of Tulungagung

- ❖ The result of the development of cooperative-based entrepreneur instructional model
  - a. The entrepreneur behaviors and potentials of students before and after the intervention of cooperative-based entrepreneur instructional model. The data gained showed that the entrepreneur behaviors are the human behaviors in entrepreneurial efforts as their efforts to cope with problems of their entrepreneur activities. The entrepreneur behaviors and potentials are the objectives that should be achieved in the entrepreneur instructional. The data were gained by grouping the students which were already involved in the entrepreneur activities, direct and indirect, which were also resulted from the environmental reality, and then followed up by the idea of business making during the enrollment of Introduction to Business course, as displayed in the following table:

**Table 1. :** The entrepreneur behaviors and potentials of students

<b>Involving in the entrepreneur activities</b>	<b>Total</b>	<b>%</b>	<b>Entrepreneur Category</b>
Directly involved	30	75	High potential
Indirectly involved	10	25	Medium potential
Total	40	100	

- b. Factors supporting and inhibiting the implementation of cooperative-based entrepreneur instructional model are:

**Supporting factors:** the commitment and consistency of leaders in actualizing the vision of student independence through self-employment, follow-up the memorium of understanding (cooperation), the assistance of cooperative-based entrepreneur with Indonesia Boards of Cooperatives, the Department of Cooperatives, and SMEs (small micro and medium businesses) in East Java, the strong motivation of the lecturers of the entrepreneur-themed courses, not only smart in memorizing the theories but also able to turn the courses as research sources and actualize the students' entrepreneur spirit to make it no longer the students' psychological burden, high motivation of the students since they received more attention to the existence of their entrepreneur activities.

**Inhibiting factors:** to sustain the entrepreneur activities, limited by the study period, ineffective socialization to the students of Faculty of Economics after courses more on the background of the studied knowledge, and the lack of ratio of the mentors and the number of students.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the analysis result, the conclusions made are as follows:

- ❖ Before the development activities of cooperative-based entrepreneur instructional model were tried, the researcher had developed the instrument sheets from the process and result. The test result showed that the model was improved and was feasible to use.
- ❖ Based on the result of the development of cooperative-based entrepreneur instructional model, it can be used to read the entrepreneur potential of the students which need further assistance.
- ❖ Based on the intervention of cooperative-based entrepreneur instructional model, the result showed that from 40 students of one class as the research sample, 75 % (30 students) of them were having high potential of entrepreneur and 25 % (10 students) of them were having medium potential of entrepreneur. During the development, the improvement of entrepreneur implementation in the facility of Student Cooperative occurred.
- ❖ The implementation of the instructional media could go smooth based on the strong motivation and commitment of the leaders in actualizing the vision of university, which is the students' entrepreneur independence.

**SUGGESTIONS**

1. Sustain the instructional model to be more perfect in actualizing and exploring the students' entrepreneur potential and entrepreneur independence.
2. More effective socialization is needed to the internal and external stakeholders to condusively support the atmosphere of the university to do entrepreneur activities.