



Active Learning Teaching and Learning Model of Entrepreneurship Subject at English Education Program of Indonesia University of Education

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Info Artikel

Sejarah Artikel:

Diterima Februari 2018

Disetujui Maret 2018

Dipublikasikan April 2018

Keywords:

Active Learning, Student-centred, Learning Methods, Entrepreneurship

Abstrak

Kepedulian terhadap relevansi antara metode pembelajaran, perkembangan zaman, dan karakteristik mahasiswa merupakan titik tolak penelitian ini. Kemajuan zaman dapat merubah karakteristik mahasiswa. Sehubungan dengan hal tersebut, pendidik dituntut untuk memiliki pemahaman mengenai karakteristik pendidikan *postmodern*. Ciri pendidikan *postmodern* ialah aktivitas pembelajaran yang terpusat pada mahasiswa (*student-centered*). Salah satu upaya untuk mewujudkan situasi pembelajaran yang berorientasi pada mahasiswa ialah melalui penerapan metode pembelajaran *Active Learning (AL)*. Penelitian ini bertujuan untuk memotret penerapan metode pembelajaran *AL* pada mata kuliah Kewirausahaan di Prodi Pendidikan Bahasa Inggris UPI. Pengeksplorasian difokuskan pada 3 hal yaitu penerapan metode pembelajaran *AL*, dampaknya, dan respon mahasiswa terhadap penggunaan metode pembelajaran tersebut. Desain penelitian kualitatif dengan pendekatan deskriptif dipilih sebagai metode penelitian dalam kajian ini. Subjek penelitian ini yaitu dosen pengampu mata kuliah terkait sebanyak 1 orang dan mahasiswa prodi terkait tahun ajaran 2016/2017 sebanyak 51 orang. Berdasarkan analisis didapat 3 kesimpulan. Pertama, penerapan metode pembelajaran *AL* tercermin melalui adanya usaha dosen pengampu agar tercipta pembelajaran yang aktif, penggunaan jenis penilaian yang relevan, dan karakteristik situasi pembelajaran yang aktif. Kedua, metode pembelajaran *AL* memberikan dampak positif terhadap kemampuan mahasiswa dalam hal teori dan praktek kewirausahaan. Kesimpulan ketiga ialah respon positif mahasiswa terhadap penggunaan metode pembelajaran *AL*.

Abstract

The awareness to build the relevance between learning methods, modern world development, and characteristics of students are the starting point of this study. World development can directly change the characteristics of students. Due to the facts, educators are required to have an understanding of postmodern education characteristics. The characteristics of postmodern education is student-centred. It can be realized through the implementation of Active Learning (AL) method. This study aims to portray the implementation of AL method in Entrepreneurship subject at English Education program of UPI. The exploration is focused on 3 things: the implementation of AL method, its impact, and student's responses to the use of this learning method. In this study. Qualitative descriptive research design was used as the research method. The subjects of this study are 1 lecturer of the related subject and 51 students of English Education program of 2016/2017 academic year. Based on the analysis, this study came up with 3 conclusions. The first is that AL method implementation is reflected in some efforts created by the lecturer, the assessment, and the AL characteristics. The second is that AL method has a positive impact on students' ability. The third is that students gave positive responses.

INTRODUCTION

Meaningfulness of learning can be obtained when students implement their knowledge in real life (Michael & Modell, 2003: 20). Meaningful learning can be realized if the lecturer is able to facilitate the students to get real benefit from the knowledge they get. As a facilitator who has the power to control the classroom, lecturers are required to have the ability to design a range of learning experiences that can lead students to meaningful learning.

Lecturers can provide a meaningful learning experience through the selection of learning methods that adhere to the principle of constructivism (Santrock, 2008). Basically, constructivism is a view based on students' activities that include learning experiences i.e. creating, interpreting, and reorganizing knowledge individually (Windschitl, 2004). Meaningfulness in learning process is built through the involvement of students, in other words educators should create a space for students' knowledge implementation (learning by doing) (Gibbs in McDermott & Dovey, 2013:93).

One of the learning methods that adheres to the principle of constructivism is Active Learning (AL) method. AL methods reflect the principle of constructivism through the dominance of student involvement (Holtzman in Pedersen, 2010:198). In line with Prince (in McDermott & Dovey, 2013:92) who defines AL as instructional method emphasizing the high level of student participation in the learning process. Additionally, Bonwell & Eison (in Bergh, Ros, & Beijaard, 2014:733) add that creating of a meaningful learning experience is one of AL method objectives. These statements strengthen the assumption that AL method can make students get meaningful learning experiences. Moreover, the dominance of students' high activity is in line with the characteristics of postmodern education. In postmodern education, the role of educators do not dominate in teaching and learning activities, because students have a higher degree of domination which is called student-centered classroom activities (Delors in Roman, 2014:31).

The advantages of the AL method are documented in several previous studies, including

research that provides empirical data that AL learning methods can improve students' learning outcomes (Lewis & Harrison, 2012; LaCosse, et al., 2017; Ball & Eckel, 2004); AL methods can improve students' ability in understanding the concepts of Research Methodology subject (McDermott & Dovey, 2013); and AL method of learning can increase students interest in subjects that were previously considered unattractive (Bridges, Harnish, & Sillman, 2012; Karafantis & Lapadula, 2011). In the study of LaCosee et. al. (2017) and McDermott and Dovey (2013), AL learning methods were implemented at Higher Education level in Research Methodology subject. In that research, at the end of the lecture the students are required to create a product of research publication. The results show that students' understanding and motivation increase since they feel benefited with the knowledge that they get.

In Higher Education context, one of the subjects that can be directly beneficial for the students is Entrepreneurship subject. Besides, based on literature review there is no studies yet on the implementation of AL methods in Entrepreneurship subject, especially in Higher Education context in Indonesia. Therefore, this study aims to portray the implementation of the AL method in Entrepreneurship subject in the English Education program at UPI. Specifically, this research is aimed to observe three things i.e. portraying the implementation of AL method, observing its impact on student learning processes, and exploring student responses on Entrepreneurship subject taught by using AL method.

METHOD

This study was conducted at the even semester of 2016/2017 academic year. This study was conducted in English Education program at UPI. The main purpose of this study is to portray the implementation of AL method in Entrepreneurship subject at English Education program of UPI. The attempt to describe a social phenomenon in the form of learning activities that carried this research is in line with the purpose of descriptive research. In general, descriptive

research is a study that aims to describe the phenomena, circumstances, perceptions, individual character, and the spread of a symptom (Silverman, 2005:11; Sukmadinata, 2012:60). Besides that, the data analysed in this study are descriptions of learning activities, documents, and perceptions. The data can be classified as qualitative data since it is formatted with categories or words (Somantri & Muhidin, 2011:28). Therefore, the use of qualitative descriptive research method is considered appropriate to observe the research problems of this study.

The subjects of this study are students and lecturer at English Education program of UPI. The students involved are 51 students of 4th semester. The other data sources of this study are 1 lecturer of Entrepreneurship subject, and written documents that have relevance to learning activities. As described in the previous section, this study aims to portray the implementation of AL method which consists of lecturer's perception and students' responses to the use of this method. The lecturer perception data were collected by interview technique. Furthermore, students' responses that can be classified as perception data were obtained by using questionnaire with Likert scale that had range from 1 (Strongly Disagree) to 5 (Strongly Agree). Respondents were selected by using total population sampling technique which is part of purposive sampling technique.

RESULTS AND DISCUSSION

The Implementation of Active Learning Method

The exploration to reveal information about implementation of AL method is processed from the data derived from three data sources. Each data is taken by using different technique i.e. the lecturer's perceptions data are collected by using interview technique, the learning activities data are collected by using interview technique, and the document data is collected by using document study technique.

The results of data analysis collected from the lecturers describe all things that the learning experience offers i.e. strategies to create a safe learning environment, the type of assessment used, and difficulties encountered. Furthermore,

the data obtained from the observation of learning activities describe characteristics entities of learning situations and techniques used to trigger students in gaining meaningful learning. The next data is the data derived from the observation of related documents. The data provides an overview of teaching material relevance with RPS and the explicit nature of the AL method of learning in *RPS* (Semester Lesson Plan).

Based on the available data, the implemented learning experiences consisted of questions about student obligations; giving opportunity to students to have business experience gaining from successful young entrepreneur through mini-seminar; and giving challenges to generate the targeted income of more than Rp.100.000.000,- which should be achieved by each student groups in the entrepreneurship class. The objectives of each learning experience are as follow: to trigger students to be more aware of their study obligations and requirements, to provide opportunities for students to learn from various authentic sources, and to provide experience to students to practice the knowledge of entrepreneurship gained. Entrepreneurship project group activities are expected to provide meaningful learning for students, because students can create their own ideas and creativity in implementing the capabilities they acquired during Entrepreneurship lectures. In addition, the other goal is to increase the interaction of students to learn from peers, because understanding can be formed effectively through teaching activities conducted by peer or peer teaching.

Furthermore, the lecture made several efforts to create a safe learning environment in his class. Such efforts are important because a conducive and safe learning environment can foster students' motivation to learn (Michael & Modell, 2003:80). These efforts give the students flexibility to define resource persons on mini-seminars, strengthening the motivation that every student has the same opportunities to contribute in his group, and problem solving through nearest neighbour problem-solving techniques in the discussion processes.

Besides providing a learning experience and creating a comfortable and conducive learning atmosphere, the lecturer also monitors the

effectiveness of the teaching methods he implements. There are 4 types of assessment used i.e. writing paper, group project assessment, peer assessment, and discussion.

Other information extracted from the lecturer are the constraints that arise in the implementation of *AL* method. The obstacles that arise in general are related to student attitudes during the sessions i.e. the differences of students' activeness in the classroom, the passivity shown by the students in the discussion sessions, and incapability to focus their attention. This uncooperative attitude may be caused by the students' unpreparedness with the active learning process, in other words the students who cannot follow the learning activities as designed are the students who tend to be unfamiliar with the student-centred teaching learning method.

The analysis of data derived from the observation of learning activities are focused on matters relating to the characteristics of learning situations and techniques used to facilitate an active learning situation. As the theory which states that each method of learning has its own characteristics, *AL* method also has some following characteristics: learning activities domination belong to the students, the instructions given emphasize on strengthening the students' ability, students are trained to improve complex thinking skills, students are involved in classroom activities, and students explore the attitudes and values they learn (Bonwell & Eison in Smart & Csapo, 2007:452).

These five characteristics are implemented in Entrepreneurship subject teaching learning processes at English Education Program of UPI. Those are as follow; firstly, students seem to dominate especially in mini-seminar sessions. In this context, students are directly trained to organize and manage an event. Secondly is the strengthening of students' ability as a source of information rather than just the process of information exchange that comes from lecturers. In this context, students are assigned to search for additional sources of information related to the concept of entrepreneurship independently. Thirdly, the students are given the opportunity to process and implement the information obtained in mini-seminar activities they organized. The

benefit of the information is on its authenticity because it is a real experience that is conveyed by young entrepreneur as the resource person in the mini seminars. The fourth characteristic is the involvement of students in the activities in the classroom such as writing, reading, listening, and discussion. This mini seminar can trigger students' motivation because they tend to be enthusiastic at each meeting that provides information about entrepreneurship from new sources. Hence, it also stimulates students to be actively involved in the discussion. The fifth characteristic is the existence of exploring activities of attitudes and evaluation undertaken by the students. In this context, students are assigned to evaluate their entrepreneurial attitude if they have difficulty to raise the targeted income. At the end, the groups that successfully reach the targeted income are assigned to make reflection and share the tips or strategies used.

The next observation aims to observe the techniques used by lecturer to facilitate active learning situation. According to Lantis et al. (in Archer & Miller, 2011:429) advocate that there are three techniques that can facilitate active learning and stimulate critical thinking. Those techniques are simulation, structured debate, and case study. The techniques used by lecturer of Entrepreneurship subject in this study are structured debate techniques and case study techniques. Structured debate techniques are performed during the mini-seminars and targeted income monitoring. Afterward, case study technique is performed when students face obstacles in group entrepreneurship projects.

The next observation is conducted by using document study technique. This technique is used to examine the sequence of materials delivery and the emergence of active learning characteristics in related documents (*RPS*). Based on the observations, the order of the material submitted is in accordance with those listed in the *RPS*. The other characteristic of *AL* teaching method is to sharpen the ability of complex cognitive thinking by referring to Bloom's taxonomy (Michael & Modell, 2003:8). Based on document studies in the *RPS* of related subjects, there are variations in cognitive levels sharpened in related subjects, ie C1, C2, C4, and C6.

The distribution of cognitive abilities realized through the indicators listed in the RPS can be seen in Table 1. The other facts that can be concluded from the fact that there are cognitive variations used, reflects the lecturer's awareness to improve students' high cognitive level, so that they are skilled to think creatively, critically, and productive; the appearance of C2 is 33.34% that place the highest percentage due to the exposure of papers and discussion of theories surrounding the concept of entrepreneurship; the appearance of C4 is 28.4% triggered by the mini-seminar that

requires students to be able to organize an event, and the existence of a group entrepreneurship project that requires students to be able to relate between theory and their practice as entrepreneur; and the appearance of C6 is 19.76% due to the entrepreneur practice activity of achievement to reach the targeted income of > Rp.100.000.000,-. In this context, students and their groups try to start a business that generates daily turnover, which will always be monitored by lecturer in weekly meetings.

Table 1. Distribution of Cognitive Levels on Entrepreneurship Subject Based on Bloom's Taxonomy

No.	Cognitive Level	Descriptions	Frequency	%
1.	C1	Recognize	15	18.52
2.	C2	Explain	10	12.35
		Conclude	17	20.99
3.	C4	Organize	17	20.99
		Relate	6	7.41
4.	C6	Build	10	12.35
		Create	6	7.41
Total			81	100

The Impact of Active Learning Methods Implementation

The AL implementation impact data of teaching learning Entrepreneurship subject at English Education program of UPI is collected from the lecturer. This data is taken by using interview technique. Based on the interview results, the use of AL method has a positive impact, which can be seen from the improvement of students' ability seen from the ability to understand the theory and practice of the entrepreneurship. In addition, the way pursued by a lecturer to know the existence of improvements in the ability of students in theory and practice is through testing and targeted income monitoring.

Testing is the first way to recognize the improvement of students' skills in terms of entrepreneurship theory. Testing is done three times, i.e. pre-test at the beginning of the semester, Mid Semester Exam (*UTS*), and Final Semester Exam (*UAS*). The test at the beginning of the lectures is verbally. The questions consisted of entrepreneurial concepts using nontechnical language. The second test is Mid

Term Test (*UTS*). In general, there is an increase in students' ability in terms of entrepreneurship theory when comparing the results of pre-test and Mid Term Test. Despite the drawbacks due to undocumented pre-tests, lecture can generally assume the students' early skills. The next test is Final Test (*UAS*). The Final Test results is compared with the Midterm Test result. In this second comparison presented evidence of improvements in student ability by looking at the comparison of the two tests results. The average score of students on Mid Term Test is 67.47 and the average score of the Final Test is 78.90. The increase in the average score indicates an increase in the ability of students in the aspect of entrepreneurship theory.

The other way to know the existence of the improvement of student ability is through targeted income monitoring. In this context, the lecturer conducts turnover monitoring to find out the improvement of students' ability in entrepreneurship practices. At the beginning of the lecture the students are assigned to organize a group entrepreneurship project, and each

group is assigned to achieve the targeted income of > Rp.100.000.000,-. Each week the lecturer checks the targeted income of each group. At the end, each group can reach the target. Although in the first three weeks students challenged by problems such as difficulty in raising the targeted income, difficulty in finding entrepreneurial ideas, and obstacles in the teamwork. The problems arose can be analogous to the effect of elephant chain, i.e. students initially find it difficult to achieve targeted income because they consider the nominal is too high, but after a few weeks they begin to get used to the pattern of his group work in entrepreneurship, so the targeted income is no longer a challenge that are considered difficult. In addition, for the documentation, students are assigned to make a report on the development of the targeted income obtained by the group. The report is submitted during the Entrepreneurship class meeting each week.

Student Response the implementation of Active Learning Learning Method

This student responses data are collected by questionnaire. Referring to Michael & Modell (2003) there are 3 aspects that influence learning, the lecturer's effectiveness in helping student learning processes, student attitudes that reflect the responsible learner, and availability of learning resources. Therefore, this students' questionnaire is aimed to explore these three aspects as measured by Likert scale with a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Based on data analysis, the distribution of the three aspects of the explored can be seen in Table 2.

Based on the information in Table 2. the lecturer's effectiveness aspects in delivering the material scored 4.22. This high score can be triggered by the efforts of lecturers to design a learning experience relevant to the achievement indicators listed in the RPS. In addition, the targeted income challenges given by the lecture is suspected to be the trigger that can improve students' ability in entrepreneurial theory and practices.

Table 2. Distribution of the Value of Aspects of Learning

No.	Aspects	Value
1.	Lecturer effectiveness	4.22
2.	Students' attitude	4.16
3.	Learning Resources Availability	4.18

Aspects of student attitudes is scored 4.16. The high score can indicate the existence of awareness of students' responsibilities of learning, especially to learn the world of entrepreneurship. In addition, the motivation to learn and explore the world of entrepreneurship is caused by the fact that in the year to come there will be enormous problem of unemployment. This can be seen from the very high disparity between the number of job applicants and the CPNS formation (Candidate Civil Service) required by the government in 2017. In addition, the high awareness of students to learn can be triggered by the mini seminar presented by the young business man practitioners at the same age. It can boost student motivation to plunge into the world of entrepreneurship. Another thing that can trigger student awareness of their responsibilities is the targeted income challenge of > Rp.100.000.000,- as the profit of the targeted income will be shared among the students in their group. Overall, the amount of turnover earned by the 2 classes that took the Entrepreneurship subject ranged from 1.5 to 2.5 billion rupiah. While the profit obtained ranged from Rp.750.000,- up to Rp.6.000.000,- for each student.

The Aspects of learning resources availability scored 4.18. The high score is suspected as the impact of the mini-seminars learning activities which provide an opportunity for students to learn directly from the experience young business man practitioners whose relatively at the same age. Equality factors between students and the resource person can motivate the students to plunge and explore the world of entrepreneurship. In addition, students are suggested to imitate young entrepreneurship motto which is called ATM (*Amati, Tiru, Modifikasi*) and ATM + (*Amati, Tiru, Modifikasi, +Inovasi, K्रेसi*).

CONCLUSION

Active Learning method has been implemented in Entrepreneurship subject teaching at English Education Program of UPI. The use of AL method is reflected in the learning activities designed by the lecturer. Besides, the use of AL method confirmed that the methods can give a positive impact on the teaching and learning processes. The improvement of students understanding in theories and practice of entrepreneurship domain are the reflection of the positive impact of AL method implementation. In addition, students' responses of the three aspects that exist in the learning environment showed a positive response. In some cases, sometimes learning activities are not in accordance with the lecturers' expectations who design the lesson plan. There are some obstacles that arise in the implementation of AL method. Obstructions occurred related to student attitudes in learning i.e. the differences of students' activeness in the classroom, the passivity shown by the students in the discussion sessions, and incapability to focus their attention. This uncooperative attitude may be caused by the students' unpreparedness with the active learning process, in other words the students who cannot follow the learning activities as designed are the students who tend to be unfamiliar with the student-centred teaching learning method.

The positive response of the students towards the use of AL learning method is expected to trigger the lecturers to implement the learning method in their classes. In addition, lecturers are also expected to be more creative in designing the learning experience given to students.

Since this study has weaknesses and inadequacy mostly in student numbers involved and time limitation, further research should be designed to examine the effectiveness of AL method implementation in a wider context.

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