



INTERNATIONAL SEMINAR STKIP PGRI TULUNGAGUNG

PROCEEDING OF INTERNATIONAL SEMINAR
EDUCATION FOR NATION CHARACTER BUILDING
at STKIP PGRI Tulungagung
January 2015

Editors:
Supriadi
Yepi Sedy Purwananti
Ajar Dirgantoro

INTERNATIONAL SEMINAR **STKIP PGRI TULUNGAGUNG**

PROCEEDING OF INTERNATIONAL SEMINAR
EDUCATION FOR NATION CHARACTER BUILDING
at STKIP PGRI Tulungagung
January 2015

Editors:
Supriadi
Yepi Sedyo Purwananti
Ajar Dirgantoro



STKIP PGRI Tulungagung

INTERNATIONAL SEMINAR STKIP PGRI TULUNGAGUNG
Proceeding of International Seminar Education for Nation Character Building
@ STKIP PGRI Tulungagung 2015

These proceeding contain the full text of paper and talks presented in the International Seminar "Education for Nation Character Building" at STKIP PGRI Tulungagung on January 24th, 2015

Reviewer:

I Nyoman Sudana Degeng (UM, Indonesia)
Muhammad Faizal Bin A. Ghani (University of Malaya, Malaysia)
Akhsanul In'am (UMM, Indonesia)
Zulkifley Muhammed (UPSI, Malaysia)
Moh. Zain Musa (Asian Foundation, Cambodia)
Charlotte A. Blackburn (Presbyterian Church, USA)

Editors:

Supriadi
Yepi Sedy Purwananti
Ajar Dirgantoro

Layouter:

Budi Hermawan

First Published, 2015
ISBN 978-602-72660-0-1

Published by



STKIP PGRI Tulungagung
Tulungagung, East Java, Indonesia
Phone +62355-321426
Fax +62355-321426
<http://www.stkipgritulungagung.ac.id>

TABLE OF CONTAINS

PREFACE.....	v
TABLE OF CONTAINS.....	vii
1. The Optimalization of Students' Character Building of Through The Implementation of Quantum Teaching <i>Abd. Ghofur</i>	1
2. Thalia Education Curriculum Management <i>Abdul Manab</i>	9
3. The Role of SPS (School-Parent-Society) Toward Students' Character Education Quality <i>Agus Muharyanto</i>	19
4. Group Investigation Model in Learning Writing: an Effort to Develop Student's Character <i>Andri Pitoyo</i>	24
5. Improving Students' Speaking and Character Education using Storytelling <i>Anik Indramawan, Muhammad Ali Anwar, & Mastur</i>	30
6. Character Education Development Efforts to Establish Identity as a Nation Diverse Culture (<i>Multicultural</i>) <i>Bambang Supriyatno</i>	35
7. The Implementation of Character Building Through <i>MIN Dbulumât Ila An-Nûr</i> Concept in The Learning Process <i>Chusnul Chotimah</i>	42
8. The Role of Guidance and Counseling on Developing Students' Character in 2013 Curriculum at Vocational High School <i>Djoko Edi Yuwono</i>	53
9. The Character Revitalization of Cognitive Abilities and The Character of Students Analytical Thinking Skills Through Problem Solving in Preparing Students in Applying Teaching Learning Practice <i>Dwi Koranto</i>	58
10. Building Students' Positive Character Through Holistic Education <i>Eni Setyowati</i>	68
11. The Implementation of Character Education on Mathematic Learning <i>Fitriana Minggani</i>	76
12. Role in Shaping Character Education Students Preparing for Vocational Facing Future of Globalization <i>Hadi Suryanto</i>	80
13. Student Thinking Process in Solving Problem of Integer and Scaffolding <i>Hairus Saleh</i>	87

14. Students' Character Building Using Lesson Study in The Course of The Analysis of Pupils' Development at PG-PAUD Department of Nusantara PGRI University Kediri <i>Hanggara Budi Utomo & Anik Lestarinigrum</i>	99
15. Local Wisdom As People Character Education <i>Hari Subiyantoro</i>	106
16. Profile Students of Problems Solving in A Fraction of Matter In Terms of Cognitive Styles and Gender in Primary School <i>Muhammad Ilman Nafi'an & Dian Septi Nur Afifah</i>	114
17. Learning Values Through Fiction <i>Dwi Ima Herminingsih</i>	121
18. <i>Pesantren</i> Based Education <i>Imam Sukwatus Sujai</i>	128
19. The Role of Higher Education in Developing Students' Personality of Academic Character <i>Imam Sujono</i>	134
20. Building Students' Characters Through Learning Mathematics <i>Indah Setyo Wardhani</i>	140
21. The Value of Character Democratic Development and Creative Students of Program Study PG-PAUD Through Inquiry-Based Learning <i>Intan Prastihastari Wijaya & Veny Iswantiningtyas</i>	145
22. The Role of 'Pesantren' The Islamic Boarding School in Creating Character Building in Madura <i>Moh. Juhdi</i>	149
23. Building The Literature-Based Character <i>Kasnadi & Adip Arifin</i>	155
24. Preventing Dehumanization and Demoralization Through "Mesem" Ala Modern Islamic Boarding School <i>M. Abdul Roziq Asrori</i>	161
25. Integrating Values Pancasila in Nation Character Education Culture and Community Based Schools <i>Mardi Widodo</i>	166
26. The Effect of Utilization of Macromedia Flash and Power Point as Well as The Learning Media Motivation Against Learning Outcomes Subject ICT at SMK PGRI 1 and SMK PGRI 3 Jombang <i>Masruchan</i>	174
27. The Implementation of LPTK Curriculum Based on The Indonesian National Qualification Framework (INQF) to Strengthen The Character Values of Prospective Educator <i>Maylita Hasyim</i>	182
28. Critical Thinking Student of Prospective Teacher in Mathematic's Problem Solving Based on a Different Mathematic Ability <i>Moh. Zayyadi</i>	190

29. Effect of Motivation, Learning Method and Learning Achievement Against Environmental Accounting in Vocational High School <i>Munawaroh</i>	194
30. An Effort to Build Devotion Toward Home Land Through The Improvement of Ability to Analyze Economic Problem Using Task Based Self Learning <i>Nanik Sri Setyani</i>	202
31. Strategy Development Economics Education Learning Through Lesson Study Based Character in Order Implementation KKNi <i>Nanis Hairunisya</i>	206
32. The Character Building of Students Through Multicultural Education <i>Ninies Eryadini</i>	215
33. Build The Students' Entrepreneurial Character Using Practice at Enterpreneurship Learning Method <i>Ninik Sudarwati</i>	222
34. Teachers, Innovative Instructional Design and a Good Character in Information Era <i>Nurul Umamah</i>	231
35. The Implementation of Problem Solving Method in Lecturing and The Influences Toward The PGSD Students' Rational Thinking Ability <i>Rahyu Setiani</i>	236
36. Independent Character and Reasoning Ability in Mathematics Learning by Using Problem Solving Polya Model <i>Retno Marsitin</i>	243
37. Character Education in Madurese Culture <i>Rifa Erawati</i>	252
38. Roles of Principals in Implementing Character Values <i>So'im</i>	257
39. Mathematic Realistic Learning Islamic Nuanced for Learning Mathematics Islamic Junior High School in Pamekasan Regency <i>Sri Indiati Hasanah</i>	264
40. Domestic Science As Character Education in Primary School <i>Sri Rejeki</i>	269
41. Authentic Problem Through Integrative Learning to Describe Scientific Activity Student Senior High School on The Physics Topic of Linear Motion <i>Sudi Dul Aji & Muhammad Nur Hudha</i>	274
42. The Implementation of Project Based Craft and Enterpreneurship Learning to Improve The Competence of Enterpreneurship and Character Values Indoctrination Towards SMK Students <i>Sulastri Rini Rindrayani</i>	280
43. The Development of <i>Guided Note</i> Taking Handout with Character Education Based in Sub Material of Animal Tissue as A Self-Learning Source At SMA/MA <i>Sulistiyawati & Setyarini Widyastuti</i>	289

BUILD THE STUDENT'S ENTREPRENEURIAL CHARACTER USING PRACTICE AT ENTERPRENEURSHIP LEARNING METHOD

NINIK SUDARWATI *)

**)Lecturer Economic Department program of STKIP PGRI Jombang*

e-mail : ninik_009@yahoo.com

ABSTRACT

The preliminary study show the information that students of Economic Education who are more conceptual and do not have technical skills tend to have low entrepreneurial character. The objective of this study was to improve the students' entrepreneurial character by applying practice at entrepreneurship learning method. This study took quasi experimental as the research method. The improvement of the students' entrepreneurial character was tested using test of difference, pretest and posttest. The quasi experimental chosen was one group pretest posttest design. The experimental group consisted of 20 students of Economic Education of STKIP PGRI Jombang, class of 2010. The practice at entrepreneurship was applied on the Entrepreneurship course. The data were collected using questionnaire and observation of the entrepreneurial character and it was used the Likert scale as the measurement scale. The result of this study showed that there was an improvement on the entrepreneurial character after applying the practice at entrepreneurship by holding an entrepreneurship fair for the public. It was shown quantitatively that there was an effective improvement on the entrepreneurship character after applying the practice at entrepreneurship learning method. It was proved by the acceptance of working hypothesis that there was a significant difference in entrepreneurial character before and after applying the practice at entrepreneurship learning method. Students become more independent, more confident, more creative, having more leadership skill, future oriented, more flexible and be able to seek business opportunities.

Keywords: character, entrepreneurship, learning, practice

A. INTRODUCTION

Entrepreneurial character can be built by using practice at entrepreneurship learning method in which students can market some products on the entrepreneurship fair for public. In the experimental activity, the students learn about entrepreneurship by having a practice at entrepreneurship. There are some groups that have products that have on culinary, services and also small industries. The total score of the result shows that there was an improvement on the entrepreneurial character and the result of the statistical test of difference on the entrepreneurial character before and after the practice at entrepreneurship. Moreover, the students become

more independent, more creative, more innovative, future oriented and having leadership character. In addition, the students are also more optimistic and confident on producing some works as their creativity and skills. Entrepreneurial character is needed as the asset on living independently by becoming entrepreneur. Moreover, it becomes one of positive features in working on organization. Individual success factors are 1) someone's ability in doing the task 2) the level of effort expended 3) organization support (Mathis, et al., 2004). In working world, the criteria or specifications in selecting the employees who are needed to gain the success are that the employees should have appropriate ability, motivation, intelligence, careful,

And be able to take risk according to their capability (Mathis, et al., 2004).

Indonesian government are promoting the programs in developing the small and medium enterprises by giving low interest loans and without giving any bail (folk business loans for example), improving particular skills needed by the society for the youth who are productive in vocational training centers. The people are trained to be more hardworking, creative, and unyielding in doing the enterprises. The goal of these programs is to create independent people who have skills and also fund to work to increase their income. The problems found are the businessmen may go bankrupt, fail in competition, have less of innovation, and not too tough in facing the challenges in business. This is caused by the low of training on entrepreneurship from the very beginning.

Indonesia has done some movements on national entrepreneur since 2012 by doing it on the formal, non-formal and informal education. Entrepreneurship has priority on imagination, Creativity, something new and sensitivity that are needed to develop new products and services. They have impact on market products competition (Buchholz, et al., 2005). Entrepreneurship education in Indonesia is developed by some informal institutions such as women organization called Family Empowerment and Welfare (Pemberdayaan dan Kesejahteraan Keluarga or PKK) which exists from the central government to the smallest government. The activities of this organization are training and counseling on skill, health and business access. Entrepreneurship education on the non-formal institution is held on some courses and the government supports by funding the skill trainings.

Entrepreneurship education on the formal institution is focused on the vocational high school and higher education majoring on engineering, culinary and fashion. The goal of formal education by focusing on skills is to create skilled and independent labors. On the application, entrepreneurship education encourages students to be able to start, identify and open business of entrepreneurship. Moreover, it is meant to change the mindset from seeking the vacancy to create the vacancy. The entrepreneurship education

trains students the values of entrepreneur that can create the students characters. These can be used to socialize and interact with the surrounding environment. In the end, someone who has creativity, responsibility, discipline, innovative, and consistency will be able to give contribution to solve the problem of human resources in Indonesia.

Entrepreneurship education in higher education is purposed on to form holistic human as the individual person who has character, knowledge and skill as entrepreneur. Basically, entrepreneurship education can be implemented as an integrated program on the learning units in higher education. Entrepreneurship education can be implemented to the curriculum by identifying kinds of activities in students association or in the college laboratories.

The preliminary study done on the implementation of entrepreneurship education on four private universities in East Java, Indonesia, shows the results as follows 1) 80% of students on Economic Education, Civics Education, English Language Teaching, Mathematic Education, Indonesian Language Teaching said that they are less confident on doing business since they do not enough skills on entrepreneurship; 2) 70% of students said that the process in learning about the entrepreneurship is mainly focused on learning theories in class; 3) 85% of students said that they learn about entrepreneurship since it is a compulsory subject; 4) 60% of students said that they have low motivation to apply the entrepreneurial character and they tend to have no encouragement to improve the creativity and innovation in entrepreneurship; 5) 70% of students said that the lectures do the lecturing, discussion, and giving task all the time; 6) 75% of students said that there is no means to support the learning of entrepreneurship.

In general, the preliminary study showed that there are many teachers use lecturing and giving task as the learning method. They only take the material existing in the book that is so theoretical. Therefore, there are some negative impacts to the

Student such as 1) less activity, student cannot, share their ideas towards the task given; 2) less braveness to take risk when doing practice task. They are not brave enough to do the task with different appearance; 3) student are mostly product oriented so they tend to not make real work; 4) entrepreneurship course mainly purposed for having good score and to fulfill the compulsory subjects that have to be taken; 5) student do not have leadership skill so they cannot distribute the task based on capability. Moreover, they do not have good time management and do not have a good cooperation; 6) student do not work hard so that they can use the time well to produce and create a better product; 7) students are not independent and not be able to maximize their ideas in creating a good product.

Based on the background presented above, this study purposed on improving the entrepreneurial character by applying practice at entrepreneurship learning method. The significant of this study is to the society that entrepreneurial character building using skill practice learning method is very applicable and practical in creating independent and creative character

This study applied the theories learned by the students in the entrepreneurship courses. The experiment consist of learning the entrepreneurship by using lecturing, discussion and group task method. On the practice at entrepreneurship, one group had business on culinary, started from producing the food until marketing the product, while another group had a business on marketing the industry. Here, the lecturer took role as the presenter of entrepreneurship material, motivator the entrepreneurial character builder during the practice at entrepreneurship and the observer of the student's character development.

B. REVIEW OF RELATED LITERATURE

Creativity, Innovation, and Entrepreneurship

The benefits of entrepreneurship consist of : the chance to establish our own future, the chance to make the change, the chance to reach our potencies, the chance to reach the profit maximally, and doing a large range of creativity.

Entrepreneurship is a result of the discipline and systematic process in applying the creativity and innovation on the market need and chance. There are five important characteristics, that is, 1) Carefulness (achievement oriented, accurate, hardworking, well-organized, responsible); 2) hospitality (cooperative, kind hearted, tolerant, trustful); 3) extrovert (socialable, friendly, good at speaking); 4) emotional stability (no neurosis, no depression, no anger, no excessive, worry, secure); 5) open experience (flexible minded, open the new idea, broad-minded, original). From those five important characteristics, carefulness is mostly related to the successfulness of the works and organization (Mathis, et al. 2008). There are some ways to improve the individual creativity, such as freely creative, do some refreshment, observe and learn the technology and product change, honor the experience and the mistakes as the creative power, not every creativity, pay attention to the criticism and suggestion from the customers and others (Zimmerer, et al., 2008). There are some processes of creativity, that are 1) planning; 2) investigating; 3) transforming; 4) incubating; 5) illuminating; 6) verifying; 7) implementing. Some characteristics are responsibility, risk taking by rational calculating, believe in success, fast feedback, high energy, future oriented, organization skill, more on achievement oriented than money oriented, high commitment, ambiguity tolerance, flexibility, persistency (Zimmerer, et al., 2008)

Practice Learning Method

Practice learning method applies the learning method which consist of teacher explanation on the new concept or skills to the students, test the student's understanding by having a practice with the teachers control on it (controlled practice) and encouraging students to have a practice in which the teachers guide and direct it (Joyce, et al., 2009). In the application of the direct instruction learning method, there are five steps to be done as follows 1) orientations (teacher decides the materials, reviews it, sets the goal, and sets the

procedures); 2) presentation (teacher explains the new concepts or skills, presents the understanding); 3) structured practice (teacher guides the students' groups by 'giving examples, to the questions, corrects and show the 'practice'); 4) controlled practice (students practice semi independently, teacher observes each of every student and gives response 5) independent practice (students practice independently for some times according to the level) (Joyce, et al., 2009). application of practice method in the group practice is part of the learning & model. The application of it can use the discussion or group project (Slaving, 2009). I responsibility, interpersonal ability and group.

E. RESEARCH METHOD

This study was an experimental research object. It used quantitative statistical approach test of difference or test to measure the Witensess of the experiment. This study purposed to find out the difference between the students' entrepreneurial characteristic and after given the entrepreneurship course during practice in the form of entrepreneurship. Economic Education in the seventh semester academic year 2013/2014 at STKIP PGRI Jombang , East Java. The variables in this study are the entrepreneurial character before practice. entrepreneurship learning hypothesis was: there is no significant difference on the method (X₁) and entrepreneurial students' entrepreneurial character using practice at entrepreneurship learning method. entrepreneurship learning method (X₂). The hypothesis was :

- H₀ :there is no significant difference on the students' entrepreneurial character using practice at entrepreneurship learning
- H₁ : There is a significant difference on the student' entrepreneurial character using practice at entrepreneurship learning

The relationship between those variables can be drawn as follows:

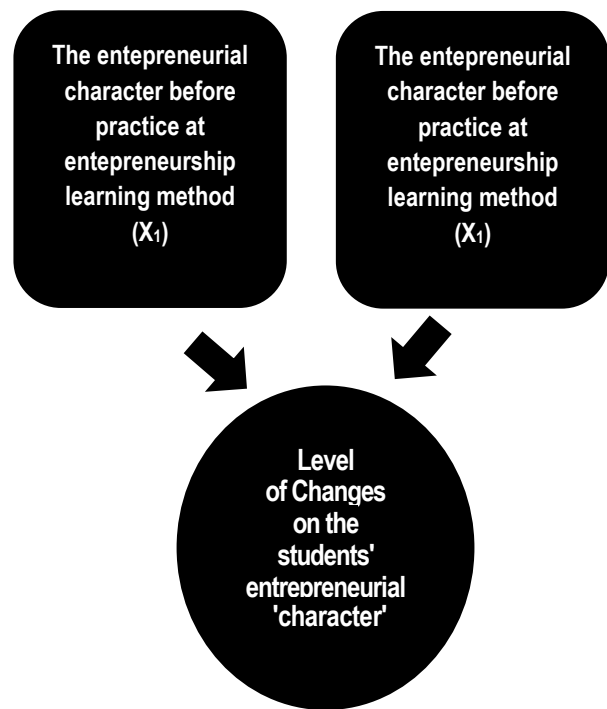


Figure 1 : The scema of variable X relationship

The variables in this study are the entrepreneurial character before practice at entrepreneurship learning method (X₁) and the entrepreneurial character after practice at entrepreneurship learning method (X₂). The indicators of entrepreneurial character are creative, risk taker, result oriented, leadership, hardworking, skillful.

The data collection method consists of 1) the researcher became the lecturer and did the observation to see closely about the difference of the ability of the students on entrepreneurship before and after the practice at entrepreneurship fair learning method; 2) the researcher spread questionnaire to the respondents to gain the data about the difference of the ability of the students on entrepreneurship before and after the practice at entrepreneurship fair learning method; 3) the researcher used the documentation to take the internal data of the respondents. The measurement scale used the Likert scale (Sugiono, 2012), each of the answers is given score based on the certain criteria in giving the alternative of respondents' answers, that is, answer A = 4 score, B = 3 score, C = 2 score, D = 1 score. The explanations of the above scores are A means absolutely agree, B means agree, C means disagree, D means absolutely disagree.

The data were analyzed use means difference technique or T of two big samples that were related one to another. The formula is as follow:

$$t_o = \frac{M_1 - M_2}{SE_{mi-A42}}$$

(Montgomery, 2001)

Explanation:

SE_{mi-A42} = Standard of error of the means difference between sample I and sample II

M₁ — M₂ = The means difference before treatment (X1) and after treatment (X2)

The hypothesis testing was clizne to find out the significant difference by comparing the result of test of difference or t_{ms} of t_{values} and t_{table} in the degree of freedom (df) = N(12)-1= 11. It was found that t_{ms} was 2.201 in the level of significant 0.05.

D. RESEARCH RESULT

Generally, the implementation of the entrepreneurship course during this study consisted of the activities such as: 1) plan the learning material and media before teaching; 2) learning activities were done using classical activity and practice. Observation of the changing of the character was done during the classical learning and after practice at entrepreneurship fair.

On the planning step, the researcher prepared a lesson plan. The content of the lesson was the combination of direct instruction learning method and the cooperative learning

method in the form of learning together. The general learning

objective is that students have entrepreneurial character after practicing entrepreneurship fair.

The learning-teaching scenarios were as follows:

- 1) Lecturer explains the material by using lecturing method in the entrepreneurship class;
 - 2) applies the communicative discussion between the lecturer and the students to improve the students' understanding on the entrepreneurial character;
 - 3) the research makes discussion groups and give entrepreneurial character problem to each group, the group members discuss to find a solution and present the answer;
 - 4) the next step, in the form of groups, the students discuss the plan of entrepreneurship fair;
 - 5) lecturer gives the students freedom to choose the products that will be marketed;
 - 6) the entrepreneurship fair will be held for two days in the campus;
 - 7) the lecturer interviews the students who are practicing entrepreneurship fair of entrepreneurial character;
 - 8) in the last meeting, every group presents their experience during the entrepreneurship fair, their obstacles, their chances and the lecturer gives the final conclusion about the entrepreneurial character.
- The full learning activity can be seen in the learning video on Youtube entitled "*Menumbuhkan karakter kewirausahaan dengan model pembelajaran prakter berwirausaha Ninik stkipjb.*"

The result of the pretest questionnaire showed that the students have been answered thirty questions. Those questions were made based on the indicators from the research that became the characteristic values of entrepreneurship. The result was as follow:

Table 2: Posttest Result

No	Name	Creative	Risk taker	Result Oriented	Leadership	Hardworker	Skill	Total Score	Percentage
1	KL	14	14	18	16	14	16	92	5.01%
2	AZ	15	15	16	16	16	14	92	5.01%
3	MM	16	14	17	16	17	15	95	5.17%
4	LA	14	14	17	14	15	17	91	4.95%
5	BBS	14	14	14	14	14	15	85	4.63%
6	MU	15	16	15	16	14	17	93	5.06%

7	NM	15	14	15	15	14	15	88	4.79%
8	NL	16	18	15	16	15	14	94	5.12%
9	RA	15	15	14	16	16	16	92	5.01%
10	RU	16	15	18	14	14	16	93	5.06%
11	TU	18	16	15	15	17	15	96	5.17%
12	VNS	14	16	15	16	15	17	93	5.06%
13	BCL	16	14	15	14	15	18	92	5.23%
14	SA	15	15	14	16	14	16	90	5.06%
15	ZL	16	14	14	14	14	16	88	5.01%
16	TT	18	14	14	16	17	16	95	4.90%
17	AS	14	16	15	16	16	17	94	4.79%
18	BT	15	15	14	16	16	14	90	5.17%
19	JJ	16	14	18	14	15	14	91	5.12%
20	LK	18	15	14	14	14	16	91	4.90%
TOTAL								1835	100%

Data source: the result of pretest questionnaire

After having practice at entrepreneurship fair, the students answered the posttest questionnaire that consisted of thirty questions on the entrepreneurial characteristic values.

Table 2: Posttest Result

No	Name	Creative	Risk taker	Result	Leadership.	Hardworker	Skill	Total	Percentage
1	KL	16	14	16	20	15	16	97	4.97%
2	AZ	16	16	15	18	16	16	97	4.97/0
3	MM	17	16	18	16	16	14	97	4.97%
4	LA	15	14	15	16	15	17	92	4.71%
5	BBS	14	14	17	18	15	13	91	4.66%
6	MU	18	16	18	15	18	14	99	5.07%
7	NM	15	18	15	16	15	13	92	4.71%
8	NL	17	19	17	18	16	17	104	5.33%
9	RA	19	16	16	15	17	16	99	5.07%
10	RU	16	13	16	18	15	16	94	4.81%
11	TU	17	16	18	16	16	16	99	5.07/n
12	VNS	20	17	18	16	19	17	107	5.481 i
13	BCL	15	15	16	18	15	16	95	4.86%
14	SA	18	16	18	15	17	16	100	5.12%
15	ZL	15	17	15	15	16	16	94	4.81%
16	TT	17	16	17	16	16	17	99	5.07%

Proceeding of International Seminar on STKIP PGRI Tulungagung 2015									
17	AS	17	16	16	15	17	16	97	4.970,
18	BT	16	15	16	20	15	16	98	5.00/0
19	JJ	15	16	18	15	20	14	98	5.
20	LK	18	15	14	14	14	16	91	4.90yo
TOTAL								1835	10

Data source : the result of posttest questionnaire

The process of data analysis was started by collecting the data gained from the study 2.5 follow:

No	Students	Before	After
1	KL	92	97
2	AZ	92	97
3	MM	95	97
4	LA	91	92
5	BBS	85	91
6	MU	93	99
7	NM	88	92
8	NI.	94	104
9	RA	92	99
10	RU	93	94
11	TU	96	99
12	VNS	93	107
13	BCL	92	95
14	SA	90	100

Table 3: Pretest and Posttest Score

15	ZL	88	94
16	TT	95	99
17	AS	94	97
18	BT	90	98
19	JJ	91	98
20	LK	91	102

Data resource : the result of the questionnaire

The data analyzed using SPSS 16.0 of paired sample T_{-test}. It can be seen it table:

	Mean	N	Std. Deviation	Std. Error Mean
Posttest	97.5500	20	3.99309	.89288
Pretest	91.7500	20	2.67296	.59769

In the summary of paired samples statistic; can be seen that average score of the entrepreneurial character before the practice was 91.7500 while the average score after the practice at entrepreneurship fair was 97.5500

Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
5.80000	3.47321	.77683	4.17449	7.42551	7.468	19	.000

The third output of the data analysis was paired samples test. In this table, it can be seen that the mean score was 5.8000 (it was obtained from (97.5500-91.7500)) or (the ability of entrepreneurship after the practice — the ability of entrepreneurship before the practice). The standard

deviation was 3.47321 and t value 7.468 was less than t table 2.201. The sig. (2-tailed) 0.000 is less than 0.05. Therefore, it can be concluded that H₀ was rejected and H₁ was accepted. It means there was a significant difference on the students' entrepreneurial character before and after the

practice learning method on Entrepreneurship course.

It was found from the data analysis that the highest score in the entrepreneurial ability after the practice at entrepreneurship fair was 107 while the lowest score was 91. Before the practice at entrepreneurship fair, the highest score was 96 and the lowest score 85. The result of the statistical analysis obtained that the means score of the entrepreneurial ability before the practice at entrepreneurship fair was 91.7500 while the means score after the practice at entrepreneurship fair was 97.55000. It proved that there was an improvement on the entrepreneurial character of the students after the practice at entrepreneurship from planning until marketing the products. It meant that the working hypothesis was accepted, that is, there was a significant difference on the entrepreneurial character before and after the practice at entrepreneurship fair that begins with planning, managing and marketing.

E. DISCUSSION

Practice at entrepreneurship learning method can be used as one of the media to apply the entrepreneurial characteristic values. Practice at entrepreneurship can give encouragement and enrichment on the knowledge and also as the learning media for the students in order to acquire the knowledge on the entrepreneurship, entrepreneurship material consisting the working spirit, creativity in developing the business, the way to start a business, managing the business, and marketing it (Crea, 2010). The entrepreneurship course using practice at entrepreneurship learning method can be started from learning the theories of entrepreneurship, producing, managing, marketing that can grow the some positive effects on the students such as independency, maturity, accuracy and the sensitivity before starting a business and the ability to communicate with society (Lamsa, 2008).

Scores obtained from the students' entrepreneurial characteristic values before the practice at entrepreneurship was 91.7500 and after the practice at entrepreneurship was 97.5500.

Therefore, it was found that the difference of those two means scores was 5.800. The hypothesis testing also proved that the alternative hypothesis (H_a) was accepted. It meant that there was a significant difference on the students' entrepreneurial character before and after practice at entrepreneurship learning method in the entrepreneurship course. As the comparison of other learning method in improving the business ideas is the result of the study on the entrepreneurship course using entrepreneurship model in higher education (Murtini, 2011:401). This learning method conducts a competition in arranging business plan to guide and to distribute the students' business ideas. The lecturer's role was very important in applying the practice method and to guide the suitable procedures as the learning goal. Lecturer gives guidance continuously to educate the students to form the students becoming independent, creative, risk taker, hard worker and skillful. The lecturer also has important as the source of the knowledge, motivator, facilitator as the learning goal that is to improve the result of the students' study (Tenriningsih, 2011). It is also in line with the research done by Likoko, et al., (2013) that stated that the quality of the lecture is important in explaining the values, skill, knowledge, and the attitude. Therefore, not only the lecturer who has important role on the entrepreneurship course, but also the practice at entrepreneurship fair is a useful learning method which in fact can help in managing an entrepreneur program. However, this learning method needs the lecturer and the students to take the course seriously.

F. CONCLUSION

The result of statistical analysis proved that there was a significant difference on the students' entrepreneurial character before and after the practice at entrepreneurship learning method at the entrepreneurship course. This was proved with probability t (p) that was less than the significant level (α) that was established. Moreover, t values was also less than table $0.000 < 0.005$ and t (7.468) $<$ (2.201)

The mean score of the entrepreneurial character of the students before the practice at entrepreneurship was 91.7500 while the mean score after the practice at entrepreneurship was 97.5500. The difference of those means score was 5.8. It proved that the process of the practice at managing the entrepreneurship, starting from producing the products until marketing them, in the entrepreneurship course can improve the students' entrepreneurial ability. Therefore, the entrepreneurial characteristic values can be improved by having the learning activity in the class and by having the real entrepreneurship practice.

G. SUGGESTION

Build the entrepreneurial character using the practice learning method need to be careful, pay attention to the time management and be factual, starting from preparing the material and tools that were needed and also the time used as effective as possible in the practice. It is suggested that the students are given freedom to have practice as their creativity so that they can master the ability and the skill. Therefore, the learning activity becomes enjoyable, the students will not be dependent on the material from the lecturer but they can find by themselves actively. It is also suggested that the lecturer applies practice learning method that is factual by having a cooperative work with some entrepreneurs so that there will be a wider market and information of the need of the consumers. The implementation of the learning method should emphasize on the discipline of time management in planning, practice implementation, and the completion to form effective and skillful behavior. In short, it is suggested that the application of practice learning method needs discipline, speed, time management, and seriousness so that the practice will run effectively.

H. REFERENCES

Buchholz, R.A.; Rosenthal, S. B., 2005, *The Spirit of Entrepreneurship and the Qualitis of Moral Decision Making: Toward A UnOling Framework*, Journal of Business Ethics, 60: 307-315.

- Crea, E., A., Mc., 2010, *Integrating Service-Learnin,g Into an Introduction to Entrepreneurship course"* Journal of Management Education, Vol. 34, Iss. 1, pp. 39-61.
- Joyce, B.; Weil, M.; Calhoun, E., 2009, *Models of Teaching*, Pearson Education, Inc, Publishing as Allyn & Bacon, One Lake Street Upper Saddle River, New Jersey, USA.
- Lamsa, A.M.; Vehkaperä, M.; Puttonen, T.; Pesonen, H.L., 2008, *Effect of Business Education o. Women and Men Students' Attitudes on Cooperatt Responsibility in Society*, Journal of Busines Ethics, 82: 45-58.
- Likoko, S.; Mutsoso, S.; Nasongo, J., 2013, *Tut°,Competence and its Effect on ,Quality of leafiPreparation in Emerging Private Primary Teachii Training Colleges in Bungoma Country-Kenja,* Journal of Education and Practice, vo1,4 no.2, pp. 95-102.
- Mathis, R.L.; Jackson, J.H., 2004, *Human Resour, Management*, by Cengage learning Asia Pte] Ltd., 5 Shenton Way, #01-01 UIC Buildin Singapore.
- Montgomery, D. C., 2001, *Design And Analysis O Experiments*, Fift Edition, by Jhon Wiley any Sons, Inc., New York, the United States o America.
- Murtini, W, 2011, *Pendidikan Kewirausahaan dengal Permodelan Wirausahaan*, Jurnal Ilmu Pendidikan Vol. f8, No. 1, pg 98-104.
- Slavin, R. E., 2005, *Cooperative Learning: theory, reseas and practice*, Allyn and Bacon London.
- Tenriningsih, A., 2011, *Supervisi Pengajaran, Motiveit Kerja, Kinerja Guru, dan Prestasi Belajar*, Jura, Ilmu Pendidikan, Vol. 17, No. 6, pg 425-428.
- Zimmerer, T. W; Scarborough, N. M.,; Wison D.; 2008, *Essentials of Entrepreneurship aA Small Business Management, 5'h ed.*, by Pears(?) Education, Inc., Upper Saddle River, N Jersey, USA.