

Application of Project-Based Learning Models to Design Students' Entrepreneurial Independence in Entrepreneurial Practice

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Abstract. This study aims to examine how the implementation of a project-based learning model is applied to a practical course at Polimedia Kreatif to design student self-employment in entrepreneurship. This study uses the classroom behavioral research method. This study presents data, facts, and circumstances arising in this area. The subject of this study is her Polimedia Kreatif culinary arts course student in the 4th semester of 2022. The instruments used in the study were performing tasks, conducting business consultations, presenting products, and reporting evaluation results. Data from observations were analyzed using qualitative descriptive techniques. The results of the study concluded that the successful application of project-based learning models in entrepreneurship courses to promote student independence in the field of entrepreneurship was declared successful. In summary, her three measures of success in this study are task completion, report activity, and report writing.

Keywords: *Project based learning, entrepreneurship, student independence.*

1 Introduction

Universities play an active and important role in preparing students for the job market and enabling them to develop themselves. One of them is entrepreneurial independence. A study found that the entrepreneurial spirit of students looking to start a business is highly influenced by environmental, social and academic support. Another study showed that self-actualization factors, belief factors, security factors, and academic and social support significantly influenced students' business intentions (1).

At Politeknik Negeri Media Kreatif, all students acquire basic entrepreneurial skills by incorporating entrepreneurship courses into their curriculum. All Politeknik Negeri Media Kreatif courses have two Entrepreneurship Courses: 3 semesters Fundamentals and Entrepreneurial Management and 4 semesters Entrepreneurial Practice. Given the urgency that Indonesia still needs many entrepreneurs, especially young entrepreneurs who are creative, innovative and challenging. Apart from helping, it is very important in instilling understanding and mental preparation. Applied project-based learning requires students to carry out research

activities, analyze, design, solve problems, and make decisions. Project-based learning also provides opportunities for students to work alone or in groups. The end result of project work is a report, presentation or recommendation. Evaluation of project tasks is made from the research process, analysis, planning, project work and final results of the implemented project (2). With this in mind, researchers are interested in discussing the application of project-based learning models in entrepreneurship practice courses to shape student autonomy in the field of entrepreneurship.

This research is important because it can contribute to several things. The first, for students as one of the pillars of the nation's future. This activity can train their sensitivity to entrepreneurial instincts. So that later when they graduate from college and enter the community they can independently earn income and can even create jobs.

Second, for universities. Universities, especially vocational colleges, have the responsibility to produce graduates who are not only ready to enter the world industry, but also must be ready to do business independently. Therefore this research was conducted to find out how tertiary institutions, especially Polimedia Creative, are trying to produce graduates according to expectations.

Third, for science. This research also contributes to science which can add to the body of knowledge, especially in the field of entrepreneurship.

2 Research Methods

This research was conducted by Politeknik Negeri Media Kreatif. The research method uses classroom action research. This study presents data, facts and circumstances arising in this area. During the project discovery phase, the instructor gives the student a project order to manufacture a product in the form of goods or services. Students were free to decide their own products and groups. This classroom behavioral study was conducted in a Culinary Studies program for 4th semester students. The study was conducted in 12 sessions of 3 x 45 minutes. Data were collected using performance equipment and student learning outcomes. Performance measures were assessment of student activity in completing assignments, conducting business consultations, presenting products, and reporting results. Observational data were analyzed using qualitative descriptive techniques. This classroom behavioral study succeeds when there is some degree of student independence in learning entrepreneurship and indicators of the ability to succeed in development, marketing, and product sales.

3. Result

In this study, the indicators observed to assess the success of the project-based student entrepreneurship learning model were 1) success in product development, 2) product marketing, and 3) product sales. Based on each of these metrics, instructors can assess their performance by reviewing task completion, actively participating in advising on trades executed, and reporting on each metric. At the stage of conducting entrepreneurial activities, each class is divided into groups of up to 5 people.

Entrepreneurial students choose the type of business they find easy to run during their studies. This is important to ensure that entrepreneurial activities can continue in the busy lecture schedules of Culinary Arts students. Results showed that all groups were good at doing entrepreneurial activities including production, promotion and sales activities.

This is illustrated by the reports made by all groups. Based on this, the following data were obtained:

Table 1. Task Completion

| Indicator | Average Value |
|--------------------|---------------|
| Production | 90 |
| Marketing strategy | 82 |
| Product sale | 84 |
| Average | 85,3 |

Source: Processed by the author

Table 2. Active Consultation

| Indicator | Average Value |
|--------------------|---------------|
| Production | 85 |
| Marketing strategy | 80 |
| Product sale | 81 |
| Average | 82,3 |

Source: Processed by the author

Table 3. Report Generation

| Indicator | Average Value |
|--------------------|---------------|
| Production | 84 |
| Marketing strategy | 85 |
| Product sale | 82 |
| Average | 83,4 |

Source: Processed by the author

Based on the data above, all indicators have an average value of more than 78. At the completion of the task the production indicator has an average value of 90; the marketing strategy indicator has an average value of 82; the product sales indicator has an average value of 84; a total value the average on the task completion indicator is 85.3.

As for consulting activity, the production indicator has an average value of 85; the marketing strategy indicator has an average value of 80; the product sales indicator has an average value of 81; the total average value of the consulting activity indicator is 82.3.

Table 4. Average Result

| Indicator | Production | Marketing strategy | Product sale |
|---------------------|------------|--------------------|--------------|
| Task Completion | 90 | 82 | 84 |
| Active Consultation | 85 | 80 | 81 |
| Report Generation | 84 | 85 | 82 |
| Average | 86,3 | 82,3 | 82,3 |

Source: Processed by the author

At least, in the preparation of reports, the production indicator has an average value of 84; the marketing strategy indicator has an average value of 85; the product sales indicator has an average value of 82; a total average value of the consulting activity indicator is 83.4.

Based on the mean values, we can conclude that all indicators have values above 78. This demonstrates the success of applying a project-based learning model or project-based learning, which can promote student independence in the creation of all business products and make students financially independent. The results of this study are consistent with previous work by his Yaumil Khairat, published in *Journal Teknologi Pendidikan* in 2020. This study found that applying a project-based learning model can improve student activity and learning outcomes for creativity, products, and entrepreneurship. (3)

4. Discussion

Based on the results of this study, in which the project-based learning model was successfully applied to the students of the Entrepreneurship Practice Course, this is consistent with the suggestions of multiple experts regarding this project-based learning model. Trianto Ibnu Badar Al-Tabany (2014) argued that the project-based learning model is an innovative student-centered learning that establishes the teacher as a motivator and facilitator and gives students the opportunity to build their own learning. A project-based learning model (PjBL) is a learning model that incorporates projects into the learning process. (4)

I wayan eka mahendra, in *Creative Journal*, said that project-based learning gives students the freedom to plan learning activities, carry out projects together, and ultimately create a work product that can be presented to others. described as an approach. (5)

Dani Maulana, on the other hand, argues that a learning model is basically a form of learning that is explained from beginning to end and is usually presented by a teacher, and that there are approaches, strategies, methods, techniques, and even a unified whole. Said to include structured learning tactics. (6)

Although this study shows a successful implementation of a project-based learning model, the researchers note that there are still some shortcomings. I hope that the scope of our research will be broadened so that we can also measure the sustainability of companies after our students graduate.

5. Conclusion

The results of the study concluded that the application of the project-based learning model in entrepreneurship courses to encourage student independence was successful. Where the three indicators of the success of this research are fulfilled, namely the fulfillment of tasks, active consultation and preparation of reports. This shows the success of implementing a project-based learning model or project-based learning that can foster student independence in producing all business products and is able to make these students economically independent.

Although this research shows the successful implementation of the project-based learning model, researchers realize that there are still some deficiencies. The researcher hopes that further research can expand the object of research, for example how student satisfaction is and also measure the sustainability of the business after students graduate.

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