WORK BASED LEARNING FOR INCREASING STUDENTS’ PARTICIPATION IN KEWIRAUSAHAAN CLASS

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Abstract
This study is aimed to investigate the use of Work Based Learning method to increase students’ participation in Kewirausahaan class. The study was conducted in the English Department of Faculty of Languages and Arts, Universitas Negeri Semarang. This study used quasi-experimental design involving 65 students of the 2nd semester in Kewirausahaan Classes. The researchers divided the subjects into experimental group comprising 29 students and control group comprising 36 students respectively. The experimental group was given some treatments of Work Based Learning in 5 meetings while the control group was given some treatments using teachers’ presentation in the same number of meetings. The data in this study were taken from questionnaires and observations. The result shows that there is a higher frequency of students’ participation during the teaching and learning process implementing the Work Based Learning method. Hence, this gives us good grounds for implementing Work-Based Learning in Kewirausahaan class.

Keywords: Work Based Learning, students’ participation, Kewirausahaan

Introduction
Entrepreneurship have been incorporated into the curriculum in all universities in Indonesia as one of the main courses that must be taken by all of the students. This course does not only provide a theoretical foundation on the concept of entrepreneurship but shapes the attitudes, behaviors, and mindset of an entrepreneur. This course is expected to inspire and prepare the students to start a business through the integration of experience, skills, and knowledge in order to develop and enhance their potential. Entrepreneurship education can also increase the interest of students to choose entrepreneurship as a career option instead of the career choice to be a private employee, civil servant, or BUMN employee.

The results of observations done by the researchers on 29 students of rombel 2 Entrepreneurship class of English Education study program at Universitas Negeri Semarang show that there is still very lack of students’ participation during the learning process in the classroom. The practice of classic teaching method that only emphasize on the lecturing method makes the students tend to be passive. Not many of them were involved in giving opinion, or even asking and answering questions in the group or classical discussion. The researcher found some of them were chatting with friends, using his smart phone, or even sleeping. In fact, the participation of students is very important in the teaching and learning activities in the classroom as one of the parameter of how a teacher is successful in teaching the students. Hence, the teacher should try to apply certain model and learning method creating more interesting and meaningful situation so that students can
actively involve during the teaching and learning process.

Theoretical learning methods such as using lecturing method or text-book based should be reduced or even avoided. Lecturing method is only required as an introduction of the lesson or the part of giving explanation of certain topic only. The learning process should be more student-centered (student active learning) so that the learners can develop their own potential. This study aims to increase student participation using learning model that is relevant to the Entrepreneurship class namely Work-Based Learning (WBL).

Work-Based Learning (WBL) is one of the learning models included in contextual learning. In contextual learning, educators relate the content of learning materials to real-world situations; motivate learners to make connections between knowledge and its application to real life, such as family members, citizens, and workers, and require study and hard work. Therefore, researchers use the Work-Based Learning (WBL) model because this model is appropriate to equip students in Entrepreneurship course with science and practice directly in the business world.

Work-Based Learning (WBL) is a workplace-based learning that enables students to view, learn, and practice learning in the real world of work. The experiences students gain in the workplace can contribute to their social, academic, and career development and become supplements in learning activities. With the WBL, students can develop attitudes, knowledge, skill, insight, behavior, habits, and associations from the experiences of both places and allow for the practice of learning related to real-life work activities (Lynch & Harnish, in Siswanto, 2012). At the higher level, WBL includes work-related learning (eg. work placements), workplace learning (eg. in-house training programs), and work-related learning (eg. related work accredited by universities eg. co-op programming).

Several previous research results concluded that the use of WBL learning model in education has a positive influence in increasing students’ achievement, motivation, and eager to continue education. Most research on the implementation of Work-Based Learning is more focused on vocational education and courses (Darche, et.al., 2009; Sweet, 2013; Siswanto, 2012; Alliance, 2012; Suharno, 2012). However, at the university level especially in the Entrepreneurship class, this model has not been used emergingly. On the other hand, it is important for teachers to learn and add insight to this kind of learning model. Thus, through this research, the researcher expects to make the students actively engage in the teaching and learning process in the classroom. Practicing at work areas can prepare and equip the students to recognize their potential and develop their ability to work later. This is because learning is inseparable from authenticity obtained through reflective learning (Rogers, 1994).

Methodology
Research Setting
This research was conducted in Entrepreneurship class of English Language and Literature Department of Universitas Negeri Semarang, in the even semester of the academic year 2016/2017.

Population and Sample
The population of this study are all the students who take the Entrepreneurship Course, while the sample is 65 students that then divided into 2 classes, 36 students rombel 3 and 29 rombel 2 students 2. The Sampling was done using purposive sampling technique (with certain considerations) because the researcher has been appointed as a lecturer in the class (Sugiyono, 2010: 124).
Research design

This quantitative research employed quasi-experimental design. The total of 36 students of entrepreneurship in study group (rombel) 3 were given teaching method of teacher-centered technique (Lecturing). While 29 students of study group (rombel) 2 were given treatment of Work-Based Learning model.

To achieve research objectives, this research uses data collection techniques as follows.

1. Observation

Observation sheets were used to assess student activity during teaching and learning activities. Observations made in this research were systematic observation, where the observed factors have been registered systematically and are arranged according to category.

2. Questionnaire

The type of questionnaire used in this study is a closed questionnaire, a questionnaire that allows respondents to choose an answer from an alternative answer that has been provided. Questionnaires were used to find out differences in student responses to the application of learning using lecture method and Work-Based Learning (WBL) model in Entrepreneurship class.

Data analysis technique

Questionnaire Analysis

To process the data, the researcher used multilevel scale. In this study, the assessment scale with the range according to Sukmadinata (2005: 226), which are strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The statements in the questionnaire were answered by selecting one of the 4 given alternatives. The analysis were done by using descriptive analysis percentage. The formula used was according to Sudjana & Ibrahim (2007: 129) as follows:

\[ DP = \frac{n}{N} \times 100\% \]

note:

DP : descriptive percentage
n: frequency of each answer
N: the sum of ideal score

The scoring criteria of Descriptive Percentage (DP) of the questionnaire results is according to Arifin (2012: 292) as can be seen in Table below.

Tabel 3.1 Scoring Questionnaires’ Result (Arifin, 2012)

<table>
<thead>
<tr>
<th>Interval</th>
<th>Kriteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% ≥ DP</td>
<td>Sangat berkesan</td>
</tr>
<tr>
<td>58,3% ≤ DP &lt; 75%</td>
<td>Berkesan</td>
</tr>
<tr>
<td>41,7% ≤ DP &lt; 58,3%</td>
<td>Cukup berkesan</td>
</tr>
<tr>
<td>25% ≤ DP &lt; 41,7%</td>
<td>Kurang berkesan</td>
</tr>
<tr>
<td>DP &lt; 25%</td>
<td>Sangat kurang berkesan</td>
</tr>
</tbody>
</table>

Observation Sheet Analysis

The analysis of observation checklists was done by summing the checks of each criterion. Each of them was worth one. After the observation indicator related to student participation is added, then the data were made in the form of percentage. The analysis was done by differentiating the percentage of student participation rates in the control and experimental classes.

Finding and Discussion

Tabel 5.1 Questionnaire Result

<table>
<thead>
<tr>
<th>Interval Descriptive Percentage (Criterion)</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% ≥ DP (Sangat Berkesan)</td>
<td>4</td>
</tr>
<tr>
<td>58,3% ≤ DP &lt; 75% (Berkesan)</td>
<td>5</td>
</tr>
<tr>
<td>41,7% ≤ DP &lt; 58,3% (Cukup berkesan)</td>
<td>7</td>
</tr>
<tr>
<td>25% ≤ DP &lt; 41,7% (Kurang berkesan)</td>
<td>13</td>
</tr>
<tr>
<td>DP &lt; 25% (Sangat kurang berkesan)</td>
<td>7</td>
</tr>
</tbody>
</table>

Control | Experimental |
Tabel 5.2 Checklist Observation Result

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Participation</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>60%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>53%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>51%</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>48%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>58%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>54%</td>
<td>93%</td>
<td></td>
</tr>
</tbody>
</table>

Conclusions
Reference. Referral libraries follow the rules of admission. If the author of more than 3 then simply written the first author, and others like Apriliani et. Al. (2007). Every library that is referenced in this article should be listed in the References.

References


