ANALYSIS OF ENTREPRENEURSHIP EDUCATION ACHIEVEMENTS USING THE PROJECT BASED LEARNING (PjBL) MODEL IN MBKM CURRICULUM

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Abstract

The purpose of this research is to analyze the achievement of entrepreneurship learning using the project-based learning (PjBL) model in the MBKM curriculum at Jenderal Soedirman University. The achievement indicator of MBKM in entrepreneurship activity at Jenderal Soedirman University is the students can practice entrepreneurship by using a comprehensive understanding of entrepreneurial concepts. The research method used is quasi-experimental (quasi-experimental) with data analysis used paired sample t-test to see whether there is an influence on learning achievement with the valuation of cognitive (knowledge), affective (attitude), and psychomotor (capability). Data was collected using pre-test and post-test on students. The results of paired sample t-test on learning achievement in cognitive, affective, and psychomotor are $0.001 < 0.05$, $0.000 < 0.05$, dan $0.000 < 0.05$, respectively. Based on this research it can be concluded that the implementation of the PjBL model affects the understanding level of students both cognitively, affectively, and psychomotor.

Keywords: Entrepreneurship Education, MBKM, Project-Based Learning (PjBL), Cognitive, Affective, and Psychomotor

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1. Introduction

Unemployment is one of the problems faced by many countries, such as Indonesia. According to data from The Central Statistics Agency of Indonesia (BPS) as of August 2021, Indonesia's Open Unemployment rate (TPT) is 6.49 percent of the total workforce of around 9.1 million people. In this regard, education level makes a significant contribution to unemployment, such as at the higher education level. Over 1 million bachelors are jobless in Indonesia. Unemployment is one of the macroeconomic issues that can stymie a country's development and generate additional issues (Susan A.Yehosua, Tri O. Rotinsulu, 2019). Unemployment problems come as a result of a gap between the number of employees and the job opportunity. Entrepreneurship can be used to increase job opportunities, which will have an impact on the economy of the people (Jabeen et al., 2017). Now, entrepreneurship as soon must be developed and improved for the young generation. This can provide for in the future, especially to support the development of the Indonesian young generation (Lies Sunarmintyastusi et al., 2021). Thus, the role of universities is not only to develop quality human resources, but also to create strong, leadership, and a high entrepreneurial spirit in human resources (Marlinah, 2019). Education has a specific purpose of forming a good character or personality for its students.

The purpose of national education is stated in Article 3 of Law no. 20 of 2003 which states that The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners'potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens are democratic and responsible. The quality of human resources is one of the keys to the economic development of a country because it will grow into agile entrepreneurs, talented employees, and smart capital owners. That means that an increase in the number of entrepreneurs is compelling for creating human resources that drive economic development (Oni et al., 2019). The Central Statistics Agency of Indonesia (BPS) as of 2021 concludes that the number of entrepreneurs in Indonesia is only 3.4 percent. This figure is low compared to other countries such as Malaysia and Singapore. That is related to the problems in research on entrepreneurship education which states that the interest in entrepreneurship of the Indonesian people is still low compared to surrounding countries. Education is needed to grow the spirit of entrepreneurship, especially for students to be prepared with the determination and confidence to start a business (Luis & Moncayo, 2020).

Presidential Regulation Number 06 of 2009 stipulates that the Ministry of Education and Culture by the Directorate General of Secondary Education and the Directorate General of Higher Education has implemented entrepreneurship education as one of the efforts to increase the spirit of creativity, innovation, sportsmanship, and entrepreneurship in the educational approach of creative economy development. Another purpose of entrepreneurship education is to prepare students who are not only focused on finding jobs but independently create jobs for themselves and others (Khairat, 2020). The application of entrepreneurship education is enhanced by Merdeka Belajar Kampus Merdeka (MBKM) of Entrepreneurship Activities. Based on Ministry of Education and Culture Regulations Number 03 of 2020 concerning the National Standards for Higher Education which contains one of the policies related to Merdeka Belajar Kampus Merdeka (MBKM), that is the right of students can be studied for three semesters outside of their studies program. The forms of MBKM are internships, research, humanitarian projects, student exchanges, teaching assistance, entrepreneurial activities, independent projects, and thematic student study services (Dirjen Dikti Kemendikbud, 2020). MBKM aims to encourage students to have more scientific mastery in their field of expertise to be beneficial to entering the professional world (Susilawati, 2021). The implementation of entrepreneurship education can be carried out with several types of educational and training processes to influence attitudes, behavior, values, and intentions of individuals so the application of entrepreneurship can be realized in the community. Thus, entrepreneurship education is one form of implementation of MBKM.

Based on research (Cavallini et al., 2019) claim that the entrepreneurship education in Italy has been reduced to the core of certain subjects in universities program, this is can support the post-graduation student job choices, especially by becoming entrepreneurs. Entrepreneurship education integrated the social field through team activities, special consultation with employers, and intense project work. Project-based learning is one method that refers to a learner-centered instruction approach that involves students in knowledge construction with project completion assignments and product development in the real world (Guo et al., 2020). Project-based learning is an educational model that requires students to resolve problems in detail in a group. This shows that project-based learning is the learning process that is applied through a series of experiences. So, gives students to construct their knowledge (Diana et al., 2021). Project-based learning (PjBL) emphasizes developing an understanding of knowledge and career readiness skills with a problem-centered learning design, requiring direct investigation, and the involvement of students in the real world.

Jenderal Soedirman University is one of the state universities that implemented of MBKM curriculum, especially in entrepreneurship, where students are given the freedom to study in other universities to carry out entrepreneurial activities independently. Entrepreneurial activities that are carried out can be converted into courses with the same competencies. The achievement of the MBKM program is being to able practice a comprehensive concept of entrepreneurship. Meanwhile, students who have a business can join the program with a different purpose, that is business development or business innovation (Silabus MBKM Kewirausahaan Unsoed: 2021). The syllabus also explains the assessment of entrepreneurial MBKM activities which refer to as the Course Learning Outcomes (CPL) covering 3 areas that are assessed that is skills, attitudes, and knowledge. The assessment is carried out by accompanying lecturers or mentors in stages based on the student's process in carrying out their entrepreneurial projects. This is following Bloom's Taxonomy theory which states that learning outcomes are the result of a person's ability after carrying out learning activities which are classified into three types of domains, that is cognitive, affective, and psychomotor (Arifin; 2013). That can be concluded that the entrepreneurship learning activities are implemented by the project-based learning model (PjBL). Therefore, based on the explanation of the background and problems, the author is interested to analyze the achievement of entrepreneurship learning using the project-based learning (PjBL) model in the MBKM curriculum at Jenderal Soedirman University.

2. Method

The research was structured using a quantitative research approach and a quasi-experimental design method. Werang, Basilius Raden (2015:16) Basilius Raden (2015:16) suggests that quantitative research is to examine a particular population or sample to test the hypothesis formulated based on the philosophy of positivism. The data from this method uses an instrument that is analyzed statistically. In addition, a quasi-experimental is an experimental research design carried out under conditions that do not allow manipulating all relevant variables (Danim, 2013:62). The quasi-experimental research design is supported by a one-group pretest-posttest type of research design (single-group initial test-end test). The population of this research is the students of Jenderal Sudirman University, the researcher conducts experiments on one class group randomly

with a total of 52 students. Following the research model, the data was obtained from the results of the test twice, that is before being given treatment (pre-test) and after treatment (post-test). The data is compared with the achievement of entrepreneurship learning before and after the implementation of the MBKM entrepreneurship curriculum in three domains. Data analysis used paired sample t-test, the test is one of the data analysis methods used to test the effectiveness indicated by the difference in average before and after being given treatment on two interconnected samples (Widiyanto: 2013).

3. Results and Discussion

Pre-test and post-test have been given to 46 students of Faculty of Economics and Business, Jenderal Soedirman University. This data has been analyzed with SPSS 20.0 version for windows, the data give shows that the average learning achievement of pre-test and post-test on cognitive is 55.0652 < 61.6957, affective is 73.1739 < 86.8913, and psychomotor is 60.0217 < 89.0435. Furthermore, the results of pre-test and post-test are shown in table 1.

Table 1. Results of Descriptive Statistic

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test Cognitive	46	37,00	38,00	75,00	55,0652	10,3846
Post-test Cognitive	46	49,00	40,00	89,00	61,6957	13,0074
Pre-test Affective	46	9,00	68,00	77,00	73,1739	2,2539
Post-test Affective	46	7,00	83,00	90,00	86,8913	2,0787
Pre-test Psychomotor	46	51,00	37,00	88,00	60,0217	9,8578
Post-test Psychomotor	46	18,00	80,00	98,00	89,0435	5,2997
Valid N (listwise)						

The requirement of Paired sample t-test is the difference between two groups of data is normally distributed. Then, a normality test is needed on the differences between of two groups which are pre-test and post-test. Normality tests are conducted in the three-section that is cognitive, affective, and psychomotor. Based on the results of the SPSS 20 version for windows show that the pre-test section of cognitive is Sig. = 0.123 > 0.05 and normality test on post-test is Sig. = 0.103 > 0.05. The results of the pre-test section of affective are Sig. = 0.088 > 0.05 and normality test on post-test is Sig. = 0.059 > 0.05. Last, the results of the pre-test section of psychomotor are Sig. = 0.200 > 0.05 and normality test on post-test is Sig. = 0.051 > 0.05. The results show that the pre-test and post-test of the cognitive, affective, and psychomotor sections are normally distributed. Then, all of the pre-test and post-test data can be analyzed. The results of normality are shown in table 2.

Tabel 2. Results of Normality Test

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Pre-test Cognitive	.118	46	.123
Post-test Cognitive	.117	46	.130
Pre-test Affective	.121	46	.088
Post-test Affective	.127	46	.059
Pre-test Psychomotor	.093	46	.200
Post-test Psychomotor	.0130	46	.051

After doing the statistical analysis pre-requisite test which is the normality test, the next test can do with paired sample t-test to see the different achievement indicators before-after using the MBKM curriculum in entrepreneurship. The test was conducted to see the hypothesis that was formulated following:

$$H_0 : \mu 1 = \mu 2 \qquad\qquad H_1 : \mu 1 \neq \mu 2$$

Where:

[0] There is no different achievement indicator of entrepreneurship learning before-after MBKM curriculum

[1] There is different achievement indicator of entrepreneurship learning before-after MBKM curriculum

The learning achievement of entrepreneurship used the project-based learning (PjBL) model in the MBKM curriculum

The learning achievement of entrepreneurship in a normal curriculum

The basis decision of the hypothesis test is H_0 is accepted if t-table$\leq$ t-count (Sig. ≥ 0.05) and rejected if t-count $<$ t-table (Sig. < 0.05). Based on the analyzed data results show that the achievement learning in the cognitive section on the pair sample t-test is $0.001 < 0.05$, so H_0 is rejected and H_1 is accepted. The affective and psychomotor sections produce the same value on the pair sample t-test which is $0.000 < 0.05$, so H_0 is rejected and H_1 is accepted. It can be concluded that is different learning achievement in cognitive, affective, and psychomotor among the student who gets entrepreneurship course before-after using PjBL in the MBKM curriculum. The results of paired samples test of cognitive, affective, and psychomotor shown in table 3, table 4, and table 5.

Table 3. The Results of Cognitive Paired Samples Test

		Paired Samples Test		
		t	df	Sig. (2-talled)
Pair 1	Pre-test Cognitive & Post-test Cognitive	-3.589	45	.001

Table 4. The Results of Affective Paired Samples Test

		Paired Samples Test		
		t	df	Sig. (2-talled)
Pair 1	Pre-test Affective & Post-test Affective	-36.819	45	.000

Table 3. The Results of Psychomotor Paired Samples Test

		Paired Samples Test		
		t	df	Sig. (2-talled)
Pair 1	Pre-test Psychomotor & Post-test Psychomotor	-20.195	45	.000

Based on the analyzed results of paired sample t-test obtain the significant value of learning achievement in the three-section is smaller than the significance of 0.05. Therefore, the results show the differences in learning achievement of entrepreneurship among the students before-after using the PjBL model in the MBKM curriculum. The success of learning achievement can be measured with cognitive, affective, and psychomotor grades on the pre-test and post-test. The pre-test is the evaluation of the student who gets an entrepreneurship course with a normal curriculum before the MBKM curriculum is implemented. While the post-test is an evaluation of the students who get an entrepreneurship course with the PjBL model after the MBKM curriculum is implemented. The results were used to measure student understanding levels about learning materials, learning values, and learning practices.

1) Learning achievement in Cognitive section (entrepreneur knowledge)

Analysis of data obtained that the value of learning achievement in the affective section on the pair sample t-test is $0.001 < 0.05$, which means the difference between learning achievement of entrepreneurship before-after using the PjBL model in the MBKM curriculum. Based on Bloom's theory define results in the cognitive section is related to the knowledge and capability of the students. Learning results in the cognitive section involve students in thinking processes such as remembering, understanding, analyzing, relating, and problem-solving. The assessment of entrepreneur projects in the implementation of the MBKM curriculum based on the cognitive section is understanding of business opportunities, production processes, managerial, marketing, financial management, the latest technology, entrepreneurial processes, creativity, and business innovation.

Some related study obtains the significant influence of using the PjBL model in an entrepreneur course, the increase of the students learning results both in numbers and values. Based on the research (Muchlis, 2019) related to efforts to improve learning achievement, obtained the results that the implementation of the PjBL model improves the learning achievement of entrepreneurship courses, can be seen based on increased average learning results of the students. Another study obtained the same results that the implementation of the PjBL model in the entrepreneurship course significantly improves the learning achievement based on an increase in learning results and the average value of the students (Merangin *et al.,* 2018; Khairat, 2020). The increase in average value is the learning results obtained from the knowledge improvement and academic capability of the student, it is related to the studies topic after implementation of the learning process based on the project and direct student's involvement.

The study was condected in the education unit in Maluku and obtained that the implementation of the PjBL models is more effective to improve the students learning achievement in the entrepreneurship course than other educational models (Tahapary & Tikollah, 2021). The improvement of cognitive competence is related to improving students' mastery of entrepreneurship courses in the PjBL model. Active involvement can increase the knowledge of students. According to (Rachmawati, 2018) research that the cognitive abilities of students increase significantly as a result of increasing conceptualized knowledge with the provision of courses and practices (projects). The MBKM curriculum is specifically designed to be project-based that provides hands-on experience for students to increase their knowledge, especially related to entrepreneurship as a preparation for entering the professional world.

2) Learning achievement in Affective section (entrepreneur attitude)

Analysis of data obtained that the value of learning achievement in the affective section on the pair sample t-test is $0.000 < 0.05$, which means the difference between learning achievement of entrepreneurship before-after using the PjBL model in the MBKM curriculum. Based on Bloom's theory define results in the psychomotor section related aspects of feeling and emotion to some stimulus that can see in four characteristics which are interests, attitudes, self-concept, and values. Research by (Anggreadi & Sutaya, 2019) obtained that the learning results of the affective section increase the affective, average class, and student absorption aspects through PjBL implementation with authentic assessment in an entrepreneurship course. Apart from being viewed from the cognitive section, the students learning results can be reviewed from achievement in the affective section with certain assessment instruments. The assessment of entrepreneurship projects in the MBKM curriculum based on the affective section involves honesty, discipline, responsibility, tolerance, courtesy, and self-confidence.

The implementation of the PjBL model in the entrepreneurship course increases students' entrepreneurial interest. Specifically, the PjBL model is taken by learning activities outside the classroom so that explore the ideas, creative abilities, and skills of the students (Lestari, 2019). The same study was conducted on student's

Galuh University and resulted that the entrepreneur activity of students intends to increase, students get learning with the PjBL model in a BSF Maggot cultivation practicum (Afifi & Yulisma, 2020). The results of that study same as the purpose of the entrepreneur program in the MBKM curriculum which is to increase students' interest in entrepreneurship, develop businesses early and guided, and deal with unemployment problems among undergraduates. Entrepreneur interest is the psychological problem of a person who focused his attention and behavior on entrepreneur activity with pleasure feeling because can bring benefit to himself. Entrepreneur's interests are also defined as a person's desire to work independently (self-employed).

3) Learning achievement in Psycomotor section (entrepreneur abilities)

Analysis of data obtained that the value of learning achievement in the psychomotor section on the pair sample t-test is $0.000 < 0.05$, which means the difference between learning achievement of entrepreneurship before-after using the PjBL model in the MBKM curriculum. Based on Bloom's theory define that learning results in the psychomotor section involve movement behavior, physical coordination, motor skills, and physical abilities of the students. Skills that develop in this section can measure based on distance, speed, accuracy, technique, and implementation. The study related to one of the education units in Yogyakarta obtained that implementation of the PjBL model can increase students' learning performance to 18.75% measured from the I and II cycle (Mulyadi, 2016). Performance is work results obtained from people qualitatively and quantitatively as the implementation of its capabilities.

Other research conducted in the USA related to the influence of orientation on the performance-based project generates the conclusion that the implementation of entrepreneurship in a collaborative project can develop a significant entrepreneurship capability (Sabahi & Parast, 2020). The capability is related to the technical ability of students from learning and practice entrepreneurship projects. Technical ability is needed to provide future an entrepreneur's activity. The grades of activity or entrepreneurship project in the MBKM curriculum are based on the psychomotor includes several components, which are conceptual skill, initiative & enterprise skill, managerial skill, technical skill, technological skill, marketing skill, financial skill, human skill, decision making skill, and time managerial skill.

4. Conclusion

The achievement indicator of MBKM in entrepreneurship activity at Jenderal Soedirman University is the students can practice entrepreneurship by using a comprehensive understanding of entrepreneurial concepts. The practice of entrepreneurship conducted is an implementation of the learning concept of Project-based Learning (PjBL). The achievement indicator is graded by three-section that is cognitive, affective, and psychomotor. Based on this research are conclude: 1) there is a different achievement indicator in the cognitive, affective, and psychomotor section before-after using the PjBL model on the MBKM curriculum, the value of the t-count is smaller than Sig. value; 2) the Sig. value of the cognitive, affective, and psychomotor sections are $0.001 < 0.5$, $0.000 < 0.05$ and $0.000 < 0.05$, respectively.

5. Acknowledgement

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