

The Effectiveness of the Model of an Entrepreneurial-minded Lecture in Improving Life Skills of Student Teachers

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ABSTRACT--- *The aim of this research was to determine the effectiveness of the model of an entrepreneurial-minded lecture in Improving Life Skills of Student Teachers. The Study with pretest-posttest control group design was conducted on chemistry department of Universitas Negeri Makassar, using instruments achievement test, observation sheet of lecturers activity, observation sheet of student activities, observation sheets of students' life skills that include (1) the skills of self-awareness or personal skills, (2) thinking skills, social skills, (4) academic scientific skills, and (5) vocational skills. The test of the effectiveness of Lecture's Model Insightful Entrepreneurial in Improving Life Skills of Student Teachers was measured through quasi experiment research using t test at significance level, $\alpha = 0.05$. From the results of the t test and of hypothesis test, the significance value less than of alpha which is meant the alternative hypothesis H_1 is accepted. This means that there are significant differences between the control group and the experimental group. The average overall of student teachers' life skills are included in either category. The average activity of students and lecturers in each lesson are included in the high category. Overall results of this study can be concluded that the Implementation of syntax and learning devices of the model can improve learning outcomes and student life skills, particularly in the food chemistry lecture.*

Keywords – Lectures Model, entrepreneurship, learning outcomes, life skill

1. INTRODUCTION

Universitas Negeri Makassar (UNM) requires entrepreneurship as one of the aspects of the vision and mission. It has been met by the curriculum mostly existing courses at UNM. Nevertheless, the reality is not many alumni who become entrepreneurs after graduation. They prefer to wait for the appointment of the civil servants rather than entrepreneurship. Teaching and learning process they experienced did not provide stimulation for students to change the paradigm of thinking. This is due to the implementation of the curriculum of these courses tend to be theoretical. As a result, the students were taken to an interpretation of theoretical knowledge as well that ultimately lead to the student being confined to the theoretical problematic which does not produce desire solving solutions for starting and developing entrepreneurial spirit. The entrepreneurial spirit of students can be achieved through the development of life skills through entrepreneurship based learning.

Component of life skills include (1) the skills to know himself (self-awareness or personal skills), (2) thinking skills, (3) social skills (4) academic scientific skills, and (5) vocational skills, (Kendall and Mirzano (1997). These five life skills are divided into two groups, namely the life skills of a general nature those covering skills to know himself, thinking skills, and social skills, while the skills that's are specific nature is the skill of scientific and vocational skills (Depdiknas, 2002a).

The model of an entrepreneurial-minded lecture that have been developed by Auliah and Husain (2015) is expected to address the issue. This model was developed by combining the model of project-based learning and contextual learning models. Applications syntax of the lectures models are expected to improve student life skills that lead to the growth of the entrepreneurial spirit of students.

2. FRAME WORK

The frame work of this study begins with two questions are: (1) How big is the effectiveness the model of an entrepreneurial-minded lecture in Improving Life Skills Student Teacher, (2) whether the model of an entrepreneurial-minded lecture can improve learning outcomes and life skills of student teachers. Experimental study was applied towards this study to measure the effectiveness and the influence of the model.

The study was conducted at the Learning process of food Chemistry towards two classes, namely of the experimental and control classes. Learning in the experiment classroom using a model of entrepreneurial-minded lecture,

while in control class using a learning model that had been done by the lecturer for long time, namely by lecture, discussion and assignments. During the classroom learning process, the activity of the lecture and students were observed to determine the effectiveness of the model applied. In addition, the observation sheet also used to observe the life skills of students from two classes were studied. After the study is completed, both the experimental class and control class are administered tests of mastery of the Food Chemistry material to determine differences in learning outcomes of both classes, control and experiment.

The Data has been collected from this study that include: lecture and student activity data were analyzed by descriptive qualitative through: analysis, evaluation and reflection through the stages of data reduction, data presentation, to describe the effectiveness of the model during the learning progress and conclusion. While data on the observation of life skills of students in the second class of the study, were analyzed to describe the difference in life skills student teachers. The learning outcome data were analyzed using t test to calculate the difference in both classes at significance level, $\alpha = 0.05$. The analysis was performed with SPSS 16 for Windows

3. FINDING AND DISCUSSION

The effectiveness of the model of an entrepreneurial-minded lecture can improve Life Skills of Student Teacher. This is cause of the syntax of the model that can see of the table 1 below accommodated the activities of students that contribute to the Life Skill. This is in line with Pasal 3 dari Kepmen no 232 tahun 2000 on Guidelines for Higher Education Curriculum Development and Assessment of Student Learning Outcomes, explained that the degree program is directed at the graduates who have the following qualifications: (1) master the basics of scientific and explained, and devise ways of settlement of the existing problems in the area of expertise, (2) is able to apply the knowledge and skills they have according to their expertise in productive activities and service to the community with the attitude and behavior in accordance with the order of life, and (3) capable of behaving and behave in bringing himself to work in his field of expertise and to live a life together in the community, (4) able to follow the development of science, technology, and / or art that is his forte.

Test the effectiveness of the learning outcomes measured through experimental research by t test at significance level $\alpha = 0:05$. From the results of the t test obtained significant values (p) = 0:00. Value (p) $\leq 0:00 0:05$. Means that Ho refused and H1 accepted. This means that there are significant differences between the control group and the experimental group.

Table 1. Syntax of an entrepreneurial-minded lecture Model

NO.	Lecturer activities	Student Activities
1.	Initial Activity	
	a. Lecturer greets	a. Students answer greetings
	b. Lecturer associate competence with prior knowledge of students b.	b. Students listening to the explanation of lecturers
	c. Lecturer convey basic competencies and learning objectives	c. Students listening to the explanation of lecturers
	d. Lecturer convey techniques and procedures for the implementation of project-based learning model to improve the entrepreneurial-minded student life skill	d. Students listening to the explanation of lecturers
2.	Core Activities	
	a. Lecturer convey the main points of the lecture material in accordance with the basic competencies and objectives that have been formulated	a. Students listening to the explanation of lecturers
	b. Lecturer divide students into groups heterogeneously	b. Students formed a working group in accordance briefing lecturer
	c. Lecturer direct students to identify the various themes of the lecture material that will be developed into products with project-based learning model of entrepreneurial-minded	c. Students in groups to identify the various themes of the lecture material that will be developed into products with project-based learning model of entrepreneurial-minded
	d. Lecturer directing class discussions	d. Students conduct classroom
	e. Lecturer direct students to identify, design and develop products for foodstuffs creative and	e. Students in groups to design and develop an experimental model that will be done by

- innovative
- utilizing the literature either in the form of books, journals and relevant research results
- f. Lecturer directing student project design discussions
- f. Students discuss the project design
- g. Lecturer direct students preparing the draft proposal for a task-based project entrepreneurship outside the lecture
- g. Students in groups preparing the draft proposal of the project as a task outside the lecture
- h. At the next meeting the lecturer gave a briefing of the project in a laboratory
- h. Students follow the guidance of lecturer
- i. Lecturer monitor and guide the project activities of students
- i. Students work on projects with tools and equipment in the laboratory as well as tools and equipment are prepared itself
- j. Lecturer directing students to prepare temporary report of the project
- j. Students prepare temporary reports of the project
3. End Activity
- a. Lecturer lead to the creation of project reports with analyzes of entrepreneurship to be completed outside of lecture hours and presented at a subsequent meeting
- a. Students pay attention to the direction of lecturers and ready to prepare a report along with analysis of entrepreneurial activities of the project to be presented at the next meeting
- b. Lecturer learning close with prayer
- b. Students pray at the end of the lesson

Various studies on the development of various learning models for improving the quality of learning including increased life skill competency among others: development of constructivist learning approach Science Technology and Society in learning chemistry in high school (Rusmansyah: 2001), the application of concept maps as an advance organizer in teaching chemistry at SMA (Yudi: 2003), the development of critical thinking skills to prepare prospective science teachers entering the Era of Globalization (Liliasari: 2000), learning-based problem solving that interfered with the concept map and its effects on critical thinking Students (Lutfi: 2003), constructivist learning realistic setting cooperatively to improve the quality of learning (Tanrere, 2007), research Jusniar (2007) showed learning starter experiment with setting a cooperative, all of which is effectively used in learning that can change the orientation of learning of learning teacher-centered to learner-centered on the students, with the onset of behavioral change students, among others increase learning motivation, attitudes, interests, creativity, and student learning outcomes., it will enhance students' life skills.

Preliminary studies have been done and are related to life skills, among others Bafadal (2003) developed a model life skills education covering the steps of determining (1) the basic principles of development, (2) strategy development, (3) the alternative model of education, (4) alternative learning models and (5) evaluation of alternative models. The basic principle of development-oriented broad-based education that is supported by the principles of learning how to learn and learning how to unlearn that inspired and controlled noble character who can facilitate the nation's identity and personality.

4. CONCLUSION

Test effectiveness and Reliability of the syntax and device of learning model through experimental research shows that the application of the model and the syntax of the learning device able to improve learning outcomes and student life skills. Activities of students in learning has increased. A change in the orientation of learning more student centered where lecturers more serves as a facilitator and mediator in learning

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