

## THE IMPACT OF ACTIVE LEARNING ON ENTREPRENEURIAL MINDSET

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**Abstract:** Entrepreneurial Learning in Higher Education should generate graduates who are prepared to be an entrepreneur. The problem underlying this study is the students' lack of entrepreneurial mindset. This study attempts to design a Pattern of Entrepreneurial Learning through active learning. Active learning is any kind of learning that allows the students to actively participate in the learning process through interaction, both among the students and between the students and the teachers (Bonwell, 1995). The aim of this study is to find out (1) the active learning of the students of the 2014 class of Business Management Education, Indonesia University of Education, (2) the entrepreneurial mindset of the students of the 2014 class of Business Management Education, Indonesia University of Education, and (3) the extent of active learning's impact on students' entrepreneurial mindset of the 2014 class of Business Management Education, Indonesia University of Education. The sample of this study is 70 students of the 2014 class of Business Management Education Program, Indonesia University Education. The data analysis techniques used in this study is the simple linear regression, calculated using the SPSS 21.0 for windows software. The findings of this study are: (1) the Active Learning on the 2014 class of Business Management Education Program, Indonesia University of Education is in the category of *very high*; (2) the entrepreneurial mindset of the 2014 class of Business Management Education, Indonesia University of Education is in the *high* category; and (3) the entrepreneurial mindset is positively influenced by the active learning, with coefficient of determination of 18.8%. The findings of this study are recommended as the basis of future studies concerning active learning with other indicators and objects of study.

**Keywords:** Active Learning, Entrepreneurial Mindset.

### INTRODUCTION

Essentially, education has two main responsibilities. The first is to prepare a generation that is adaptable to the environmental expectations. The second duty is to prepare the generation to solve the problems it faces in new ways. Through the first process, the students learn to understand the existing condition and pattern (trends) around them, while through the second process, they are urged to innovate. One of the bitter realities facing Indonesia nowadays is the problems of unemployment and labor. Education in this country has managed to produce generations with job-seeking mindset. Most of university graduates are busy trying to find a job, while the employment opportunities are very limited (Putu Aditya Antara, 2012: 1).

A mindset is shaped through education, experience, and assumption one has towards everything. The way he act and react on something is greatly influenced by his mindset. It is important because it is related with the process of decision making. There are two kinds of mindset in human. The first is a fixed mindset, including being selfish, introvert, like to work alone, opposing others, and even feeling that

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he is destined to be poor. The other mindset is the developing mindset, which emphasizes optimism, positive thinking, diligence, hardworking, and believing in his ability to change something. In the business world, a businessman has to have an entrepreneurial mindset. It is the mindset developed and designed by an entrepreneur to make sound decisions.

Entrepreneur mindset is productive, creative, and innovative because this is the mindset needed by all entrepreneurs to run their enterprises ([www.kompasiana.com](http://www.kompasiana.com). accessed 20.15 WIB. Sunday, 25 October 2015). Entrepreneurial mindset can be developed with various ways, one of which is through learning, both in and outside a classroom. Learning is essentially an attempt to direct the students into the learning process so that they may achieve the expected goals of learning. Learning should always pay a close attention to the individual differences of students, because they are the ones who do the learning.

Education that future society demands is the one with high-quality process and result, in terms of academic, emotional, and spiritual guidance. In a high quality education, teachers and lecturers are given freedom to actualize their subjects optimally in order to develop students' potentials. The model for such education refers to the Four Pillars of Education proposed by Delors (1996: 85-97); the Learning to know, Learning to do, Learning to live together and with each other, and Learning to be.

The process of education is inseparable from the process of learning. Learning is a deliberate attempt to create conducive condition for students' learning (Gagne and Briggs, 1974, in Endang Mulyani, et. al., 2008). This definition indicates that the primary objective or focus of education and learning process is the students and their learning.

Students are different and unique individuals. Therefore, education (learning process) in higher education should pay close attention to those individual differences, so that education can change students from the state of unknowing to the state of knowing, from not understanding to understanding, and from having bad behaviors to having good behaviors. Professors tend to not care too much about these real conditions of students. Most professors focus on the class as a whole, not on the individual or groups of individual student, so that the individual differences of students are neglected. In addition, most of the professors tend to use the same method of teaching in every class; which indicates that they generalize their students and classes as the same.

Furthermore, professors often ask their students to recount, define, describe, outline, and list materials, instead of analyze, draw conclusions and make inferences, connect, synthesize, criticize, create, evaluate, and rethink about them. Consequently, many universities produce shallow-minded graduates instead of critical-thinking ones. Those graduates only analyze problems from its surface, not deeply think about the underlying causes of the problems.

Critical thinking is an ability the students need to acquire and master in the higher education learning process. Critical thinking trains the students to think higher and deeper about something. It needs to be practiced in learning process so that students can have a comprehensive understanding of the concept and the process of thinking to solve real life problems. Critical thinking should be one of the learning experiences the students acquire because it is needed by the students in implementing their knowledge and is critical for their decision making process to solve real life problems.

Students' critical thinking can be developed through a learning model that directs students towards real life problems in their surroundings. Critical-thinking-oriented learning needs a strategy to stimulate students to develop their thinking skills.

In a learning model which ignores students' individual differences and is based on the lecturers, it will be difficult to direct students to achieve the learning objectives. However, this is what generally happens in conventional learning. As a consequence, there are clear gaps between smart and less smart students in achieving learning objectives, which leads to an in comprehensive and incomplete learning. This is an indication of the failure of the learning process in higher education.

Putu Aditya Antara (2012: 4) notes that one of the future challenges facing education in Indonesia is the great amount of Secondary School graduates who do not or cannot continue their education, and the great amount of Higher Education graduates who are unable to apply their knowledge in their daily life. Meanwhile, in this global era, foreign workers will soon get in the country (Indonesia). Therefore, Indonesians need to have competitive advantages. Indonesia needs to build an education system that can prepare qualified human resources who are independent, skillful, adaptable, competitive, and able to create jobs for themselves. These qualities are necessary in order to face the global competition. In addition, education should always consider the needs and potentials of the society. This is an absolute necessity because the Law on National Education explicitly states that education in Indonesia should be society-based, requiring the implementation of education to be based on the religions, social, culture, aspiration, and potentials existing in the society (Sudijarto, 2000: 77).

Realizing this condition, the experts are attempting to find and formulate a learning model that can encompass the individual differences of students. One of the proposed learning models is the active learning. Generally, the learning process is interpreted as the professors explaining subject material and the students passively listening to them. However, many studies found that the quality of learning (education) will improve if the students are given wide opportunity to ask questions, to discuss, and to actively apply their newly-acquired knowledge. It is also found that this strategy can facilitate students to understand and master the materials in easier and better ways.

The role of students and professors (lecturers) in active learning is very important. The professors play the roles of facilitator, who facilitates students'

learning, and administrator, who designs and delivers meaningful learning, as well as maintains the necessary sources of learning. Students play their role by actively participating and engaging themselves in the learning process. In active learning, students are guided, taught, and trained to explore, search, and question things, examine the answer of their questions, and deliver their findings in a communication. Students are expected to modify new knowledge they obtained with their previous experiences and knowledge.

Through active learning, students are expected to have the ability to recognize and develop their own learning capacity and potentials. In addition, students can comprehensively and deliberately utilize the learning sources potentials in their surroundings. They are trained to innovate, to think systematically, and to be critical and responsive, so that they can solve real life problems through the exploration of meaningful information. Active learning requires the educators to perform professionally, to teach systematically based on the principles of effective and efficient learning. It means that educators may engineer a learning model to be implemented systematically and to make the learning process a meaningful experience for the students.

Therefore, the educators in higher education should possess the skills and abilities to optimally utilize the learning resources available in their surroundings, to create and develop new ideas; to reduce the gap between the knowledge students get from university and that from society; to study the relevance and significance of the subject with real life needs; to gradually and comprehensively develop students' knowledge, skills, and attitudes; to provide opportunities for students to optimally develop themselves based on their own abilities; and to implement the principles of active learning.

This kind of active learning is assumed to be able to change students' mindset; turning the students from being selfish, introvert, working alone, and opposing others to having entrepreneurial mindset that is optimistic, positive thinking, diligent, and hard working.

Considering the background of the study described above, it is apparent that active learning is a strategy that can be used to develop entrepreneurial mindset, which in turn will create an entrepreneur. Therefore, it is important to conduct a study focusing on this matter, under the title of **“The Impact of Active Learning on Entrepreneurial Mindset of the 2014 Students of Business Management Education Department of Indonesia University of Education.”**

## **THEORETICAL REVIEW**

### **Active Learning**

Active learning is a learning that engages the learners to learn actively. When students learn actively, they dominate the learning activity. They actively use their

mind to find the main idea of the subject they learn, solve problems, or apply what they just learn into a real life problem (Hisyam Zaini, 2008: 16).

Active learning employs various methods to engage students in activities that build group work in a short time and think about the subject actively (Silberman, 1996: 6). Meanwhile, Bonwell (1995) notes that “active learning is any form of learning that enables students to actively participate in the learning process, both in the forms of interaction among the students and interaction between the students and the educators in the process.” Furthermore, Bonwell (1995) proposes the following five indicators of active learning:

1. Emphasis on developing analytical and critical thinking skills
2. Students do something other than simply listen passively; they are engaged in activities related to the course material.
3. Emphasis on exploring attitudes and values held about course material.
4. Students must adopt higher-order thinking—critical thinking, analysis, evaluation.
5. Both students and teachers receive more and faster feedback in the learning process.

Active learning aims to optimize the utilization of all potentials students have, so that every student can obtain satisfying result of learning based on their own personal characteristic. In addition, active learning is also meant to keep students focus on the learning process (Machmudah, 2008). The following figure shows the syntax of active learning model:

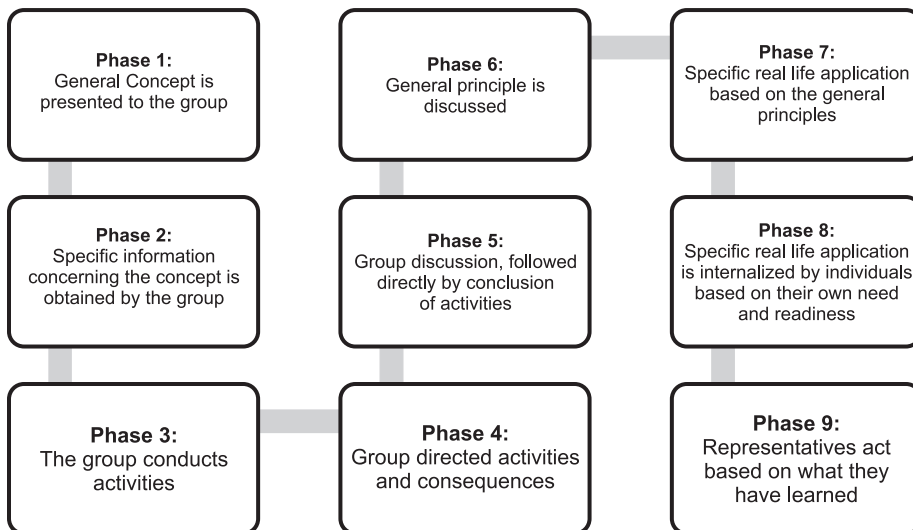


Figure 1: Active Learning Model

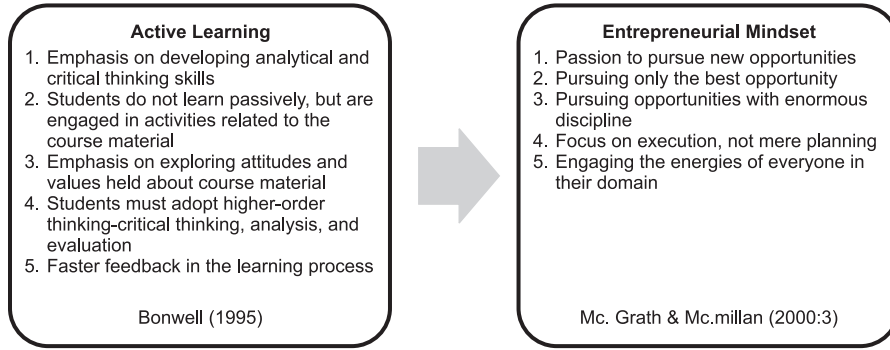
### Entrepreneurial Mindset

Entrepreneurial mindset is one's entrepreneurial-oriented mindset that always chooses to take a chance of uncertainty rather than avoid it, always see things in simpler ways than other people who see things complicatedly, always want to learn something from risk-taking activities (Mc Grath & MacMillan, 2000: 2).

The following is five characteristics of entrepreneurial mindset possessed by an entrepreneur according to McGrath & MacMillan (2000: 3; in Sandy Wahyudi, 2012: 105-6):

1. **They passionately seek new opportunities:** Habitual entrepreneurs stay alert, always looking for the chance to profit from change and disruption in the way business is done. Their greatest impact occurs when they create entirely new business models. New business models revolutionize how revenues are made, costs are incurred, or operations are conducted, throughout the entire industry
2. **They pursue opportunities with enormous discipline:** Habitual entrepreneurs not only are alert enough to spot opportunities, but make sure that they act on them. Most maintain some form of inventory, or register, or unexploited opportunities. They make sure that they revisit their inventory of ideas often but they take action only when it is required. They make investment only if the competitive arena is attractive and the opportunity is ripe.
3. **They pursue only the very best opportunities:** Habitual entrepreneurs pursue only the best opportunities and avoid exhausting themselves and their organization by chasing after every option. Even though many habitual entrepreneurs are wealthy, the most successful remain ruthlessly disciplined about limiting the number of projects they pursue. They go after a tightly controlled portfolio of opportunities in different stages of development. They tightly link their strategy with their choice of projects, rather than diluting their efforts too broadly.
4. **They focus on adaptive execution, not mere planning:** People with entrepreneurial mindset execute; they do not analyze new ideas longer than necessary. However, they are also very adaptive—able to change directions as the real opportunity, and the best way to exploit it, evolves.
5. **They engage the energies of everyone in their domain:** Habitual entrepreneurs involve many people—both inside and outside the organization—in their pursuit of an opportunity. They create and maintain networks of relationships rather than working alone, making the most of the intellectual and other resources people have to offer and helping those people to achieve their goals as well.

Based on the description above, active learning certainly holds some impacts on the entrepreneurial mindset. The paradigm used in this study is as follows:



**Figure 2: Research Paradigm**

## RESEARCH METHOD

This study uses entrepreneurial approach, particularly concerning the impact of active learning on entrepreneurial mindset. The objects of the study are active learning, as the independent variable (X), and entrepreneurial mindset as the dependent variable (Y). The independent variable (X) consists of several sub-variables: emphasis on developing analytical and critical thinking skills; students doing something other than simply listen passively and are engaged in activities related to the course material; emphasis on exploring attitudes and values held about course material; students adopting higher-order thinking—critical thinking, analysis, evaluation; and more and faster feedback in the learning process. While the dependent variable (Y) includes passionately seeking new possibilities, only pursuing the very best opportunities; pursuing opportunities with enormous discipline, focus on execution, and engaging energies and capabilities of everyone in their domain. The respondents for this study are the students of the 2014 class of Business Management Education Department of Indonesia University of Education.

This study is conducted in Indonesia University of Education. Since the study is conducted in less than a one-year period, the cross sectional method is implemented. Husein Umar (2008: 45) states that “cross sectional method is a research method that studies an object in a certain period of time, or not continuously in a long-term period.”

Based on the level of description and the research subject, this study belongs to the descriptive and verification research, implementing explanatory survey method. The population of this study is the 2014 students of Business Management Education Department of Indonesia University of Education, with total N = 70 students. In this study, the number of sample is chosen using the saturated sampling method, in which the whole population becomes the sample.

## FINDINGS AND DISCUSSION

### 1. Descriptive Discussion

- (a) **Active Learning:** Based on the empiric findings concerning the implementation of active learning in the 2014 students of Business Management Education Department of Indonesia University of Education, the indicator of more and faster feedback in learning process provides significant contribution for entrepreneurs to achieve active learning.
- (b) **Entrepreneurial Mindset:** Based on the empiric findings concerning the entrepreneurial mindset in the 2014 students of Business Management Education Department of Indonesia University of Education, the dimension of pursuing only the very best opportunities provides significant contribution in achieving entrepreneurial mindset.

### 2. Verification Discussion

Using the SPSS 21.0 *for Windows* software, the following coefficient of regression is found:

**TABLE 1: SIMPLE LINEAR REGRESSION MODEL**

<i>Model</i>		<i>Coefficients<sup>a</sup></i>			<i>t</i>	<i>Sig.</i>
		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	56827.752	7797.974		7.288	.000
	Active Learning	.775	.195	.433	3.966	.000

a. Dependent Variable: Entrepreneurial Mindset

Source: Data Processing, 2015

$$Y = 56827.752 + 0.775 X$$

The constant of 56827.752 indicates that without active learning, the entrepreneurial mindset will only amount to 56827.752. The coefficient of regression of 0.755 per unit means that each increase in active learning will improve the entrepreneurial mindset as much as 0.755 per unit, and vice versa, any decrease in active learning will reduce the entrepreneurial mindset in the same amount.

The impact of active learning on the entrepreneurial mindset is calculated using the following model summary:



**TABLE 2: MODEL SUMMARY**

Model	Coefficients <sup>a</sup>			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	56827.752	7797.974		7.288	.000
Active Learning	.775	.195	.433	3.966	.000

a. Dependent Variable: Entrepreneurial Mindset

Source: Data Processing, 2015

From the table, we can calculate the value of coefficient of determination as follow:

$$KD = 0.188 \times 100\%$$

$$KD = 18.8\%$$

The result of the calculation indicates that the value of KD (Coefficient of Determination) is 18.8%; which means that 18.8% of entrepreneurial mindset is impacted by active learning, the remaining 81.2% is influenced by other variables beyond the scope of examination of this study.

## HYPOTHESIS TEST

**TABLE 3: RESULT OF T-TEST**

Model	Coefficients <sup>a</sup>			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	56827.752	7797.974		7.288	.000
Active Learning	.775	.195	.433	3.966	.000

a. Dependent Variable: Entrepreneurial Mindset

Source: Data Processing, 2015

The measurement of *t*-Test using the SPSS 21.0 *for windows* shows the value of  $t_{\text{calc}}$  of 3.966, with significance level of 5%. Compared with the value of  $t_{\text{table}}$ , the  $t_{\text{calc}}$  is higher ( $3.966 > 1.665$ ), which leads to the finding that the null hypothesis ( $H_0$ ) is rejected and the  $H_a$  is accepted. In other words, active learning has positive impact on entrepreneurial mindset.

## CONCLUSION

Based on the discussion of the theory, findings, and linear regression analysis concerning the impact of active learning on entrepreneurial mindset of the students

of the 2014 class of the Business Management Department of Indonesia University of Education in this study, the following conclusions are drawn:

1. The findings indicate that the active learning of the 2014 students of Business Management Education Department of Indonesia University of Education belongs to the category of very high, which means that the active learning is good. The indicator with highest value is the 'more and faster feedback in the learning process, with a score of 930. Meanwhile, the indicator of 'emphasis on developing analytical and critical thinking skills' scores the lowest, with the score of 552.
2. The findings indicate that the entrepreneurial mindset of the 2014 students of Business Management Education Department of Indonesia University of Education belongs to the category of high, which means that the active learning is good. The characteristic with the highest value is the 'pursuing only the very best opportunities' characteristic, with a score of 1.831. Meanwhile, the characteristic of 'focusing on execution, not merely planning' scores the lowest.
3. The findings indicate that active learning has a positive impact on entrepreneurial mindset, with a direct influence of 18.8%. This suggests that the better the implementation of active learning is, the better the entrepreneurial mindset will be.

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