

# The Effect of Problem Based Learning Model, Learning Ways and Motivation on the Entrepreneurial Attitude

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## ABSTRACT

The objective of this study to reveal whether there is a significant effect of Problem based learning model, learning ways and motivation on entrepreneurial attitude. This research employed quantitative approach and ex-post facto as the research design. The number of population was 114 students. The sample was 38 students of class XI AK SMK PGRI 1 Jombang and it was selected by simple random sampling. Observations, questionnaires and documentation were applied as data collection technique and analyzed with multiple linear regression test. The results showed that the value of F-test is 8.847 at 0,000 significant level and it is less than 0.05 which implied that there is significant effect of Problem Based Learning, learning ways and motivation on entrepreneurial attitude. The findings is there is a simultaneous and significant effect of the use of PBL model, ways of learning and motivation on entrepreneurial attitude and the regression model is  $Y = 66,885 + 0.865X + 0,166X + 0.003X$ . So in learning, the main task of teachers is to acclimatize the environment in order to support the change of learners' behaviour.

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## 1. INTRODUCTION

Vocational High School is a level of education that emphasizes on certain areas of expertise. It implied that Vocational High School's graduation must master certain skills. They have to be expert not only in terms of the content, but also in the ability (competences) and practices that require students to be active, creative, and innovative in responding to every subject being taught. It is expected that student are able to utilize knowledge in daily life. Therefore, it needs appropriate learning model in teaching and learning activities.

According to the learning process in the classroom is directed to the ability to memorize information in which students are enforced to remember various information without being required to understand the information and connect to the daily life application<sup>[19]</sup>. As a result students' learning

outcome is not optimum due to the mastery of theory but lack of practice. This matters are applied to all subjects including entrepreneurial subjects. Students cannot develop the ability to think critically, creatively, innovatively and systematically. Teachers only apply monotonous teaching strategies that students are only taught how to memorize theories without how they understand the concept and relate to the daily life in order to support students for having skills to solve the problems found in life. In fact, business sector is very competitive and subtle to environmental effects, which has a comprehensive impact both in terms of production and marketing.

Referring to the above reason, by studying the subjects of entrepreneurship, it is expected that students can have motivation, creativity and real initiative and good thinking ability. They must be able to cooperate and being responsible to their duty. In fact, in teaching and learning process teachers have been accustomed to using conventional learning model that is learning model that is always dominated by lecturing, question and answer and assignment. Conventional learning model has some weaknesses, namely, lack of interaction and less understanding of the concept being taught.

The conventional learning model emphasizes more on the observable behavioral changes, while in the 2013 curriculum requires not only observable behavioral changes but also in the change of students' critical thinking skills. Therefore, in order to improve students' learning outcomes, teachers are required to implement interesting learning model. One of learning model which considered appropriate to improve the achievement of and entrepreneurial subjects is PBL Problem Based Learning in teaching these subjects. Studies revealed that PBL is effective to develop questioning, thinking, problem-solving skills as well as autonomous and independent learning. PBL are able to enhance motivation, creativity, initiative and student's thinking ability (Ibrahim, 2005). Furthermore, reported that there is an increase in students' participation and learning outcomes after the implementation of Problem Based Learning in the Entrepreneurship subject (Fadly, 2012).

PBL is one of the learning model which emphasizes on the use of problem as the first step in collecting and integrating new knowledge. Students are stimulated by problems in pre teaching activity. It is continued by solving the problem and they can integrate the solution in the form of report. In this case, through PBL, students can understand deeply in terms of its theory and practice.

Teaching and learning is the process of transferring knowledge as well as communicating between teachers and students (Setiono, 2010). One way communication process cannot accommodate students' participation during teaching and learning process. Hence, students must be actively involved as well as cooperate well between teacher and students in teaching and learning process especially in Entrepreneurial subject. The objective of Entrepreneurial subject in the Vocational High School are enabling students (Ardhana, 1990) to have knowledge, concept and principles of entrepreneurship and (2) to have ability to develop knowledge which can be implemented in the daily life as the foundation for enrolling to the higher level of education (Depdiknas, 2003).

Referring to the explanation above, this research was intended to reveal whether there was significant effect of Problem Based Learning model, learning strategies and motivation on the entrepreneurial attitude and the problems of this research can be formulated as follows "Is there any significant effect of Problem Based Learning model, learning strategies and motivation on the entrepreneurial attitude?".

## 2. METHODS

### 2.1 Research Design

This research applied a quantitative approach. A quantitative approach is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically in instruments, so that numbered data can be analyzed using statistical procedures (Bogdan & Biklen, 1998). It is categorized into causal comparative method, or ex post facto research design, as an alternative to classical experimental methods for establishing causal relationships between events and circumstances. Its goal is to find whether any significant effect of PBL (X1), Learning Ways (X2) and Motivation(X3) on Entrepreneurial Attitude (Y).

## 2.2 Population and Sample

Population is defined as a number of residents or people who at least have the same properties. The population in this study were students of class XI Accounting SMK PGRI 1 Jombang at 2015 / 2016 academic years. The number of population was 114 students. Sample is a subset of population. It means that the sample is part of the number and characteristics possessed by the population. The researchers took 38 students as the sample by simple random sampling.

## 2.3 Data Collection Technique

In this research, researcher employed observation and questionnaire to collect the data. The researcher conducted preliminary observation on the activity directly about the use of PBL method, learning ways and learning motivation. Questionnaire is technique of data collection done by giving a questions or written questions to the respondent to answer. In this research, researcher used a questionnaire to reveal the data about the implementation of PBL, learning ways, learning motivation and Entrepreneurship attitude. The questionnaire is given to the class XI Accounting SMK PGRI 1 Jombang. The questionnaire as a part of the research instrument must be valid and reliable in order to produce a credible research result. The result of validity test showed that the variables (X1), (X2), (X3) and Y is smaller than 0.05 and it is considered valid. Furthermore, the Reliability Test analysis showed that the value of Alpha Cronbach was 0.872 and it considered having high reliability.

## 2.4 Analysis Technique

The data was analyzed by using Multiple Linear Regression Analysis in order to determine whether there is influence of the use of PBL model, learning ways, motivation on entrepreneurial attitude and by using SPSS 19.00 for Windows. The formulated pattern (Dwi Priyanto, 2009) is as follows:

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3.$$

## 3. FINDINGS AND DISCUSSION

### 3.1. Problem Based Learning

The step in Problem Based Learning is to provide "problem" students and the tasks related to the business field and during the process solving the problem, students will gain the necessary knowledge and skills. Therefore, it is preferable that the sequences of students' learning take the sequence of events occurring in the world of business. In this case, students will acquire the cognitive skills and knowledge they need in the context of the world of business. Students are responsible for their own way of learning because these skills will be needed later in their professional lives. They apply what they already know, discover what they need to know, and learn how to get the information they need through various sources including online sources, libraries, professionals and experts. In short, PBL (Problem Based Learning), aims to develop and apply essential skills such as problem solving, self-study, teamwork, and a broad acquisition of knowledge (Barrows and Tambblyn, 1980).

- Problem become the focus, stimulus, and learning process guides, while teachers' role is facilitators and mentors. There are five types of problem-based learning:
- Problems as a guide. The problem becomes students' concern. Readings or references are provided in line with the problem.
- The problem becomes the students' frame of mind in doing the task.
- Problems as a unity and evolution tool. Problems are presented after tasks and explanations are given. It provides an opportunity for students to apply their knowledge to solve problems
- Problems as an example. Problems are examples and part of learning materials. Problems are used to reveal theory, concepts or principles and discussed between students and teachers.
- Problems as a facilitation of the learning process: Problem-based learning model is a learning process that start on the basis of problems in real life and students are stimulated to learn problems based on their prior knowledge and experiences to form new knowledge (Suyatno, 2009).

According to Arends The problem-based learning model is a learning approach in which students work on authentic issues by developing their own knowledge, inquiry and higher-order thinking, self-

reliance and self-awareness. This learning model also in line with other learning models as expressed by Trianto "Problem-based learning mode refers to Experience Based Education, Authentic Learning) and Anchored Instruction (Trianto, 2009).

### 3.2 Learning Ways

Learning way is the struggle to gain a whole new behavioral change, as a result of his own experience in interaction with the environment. In addition, Riding in states that learning means of learning shows attention / interest in the totality of the processes undertaken during learning (Robotham et al, 2011). A way of learning is a complexity / feature of related characteristics in which the whole is larger than its parts. Therefore, the way in which learning relates to the general tendency toward a particular learning approach is shown by an individual to conduct his or her business process in gaining a whole new behavioral change, as a result of his own experience in interaction with his environment.

### 3.3 Learning Motivation

Motivation is basically very dependent of the internal factors of individuals, but these circumstances can be influenced by external factors. In connection with that motivation as a good impulse that comes from a person's internal side in order to make someone to do something (Owen, 1991). Various external factors will affect one's motivation, where the factor is considered as a need. Motivation can be based on urgency, desire, and encouragement in relation to a need (Buford, 1988). Motivation is very important element in the process of education and in the process of carrying out tasks in everyday life (Ardhana, 1990). Referring to the importance of motivation in everyday life, many experts have conducted research dealing with motivation, both in the field of education, the field of employment and in other areas related to human life. From several concepts of motivation above, it implied that motivation is very crucial in improving one's activity for achieving the desired goal. In other words, motivation is the totality or hidden power in a person, so that the person can transform his energy to do something better, in order to achieving certain goals.

### 3.4 Attitude Of Entrepreneurship.

Attitudes in this study is a description of a person's personality on the aspect of entrepreneurship, and business. Someone who can think preferably can be regarded as someone who has a positive attitude. This positive attitude is characterized by mental attitude in which they have the ability and courage to make decisions, to take risks resulting from decisions taken, such as in the field of entrepreneurship or business. The person belonging the characteristics of the attitude is known as a person who has an entrepreneurial attitude (Danuhadimedjo, 1998).

In line with the opinion above, entrepreneurial attitude reflects that someone who has a controlled mental attitude (Almadi, 1996). A controlled mental attitude is the attitude of a person who can provide conscious control of the way of thought and behavior. For an entrepreneur, the most important thing is to have a strong belief that what is done now will bring good luck in the future.

### Findings

The results obtained from the research will be presented as below after the data was calculated in each research variable. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part. The result of calculation is presented below:

**Table: 1** Variable Entered / Removed<sup>b</sup>

Model	Variable Entered	Variable Removed	Method
1	Motivation PBL Model Ways of Learning		Enter

- a. All Requested variable entered  
 b. Dependent Variable : Entrepreneurial Attitude

Then, the summary of analysis can be found as below table :

**Table 2: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
1	.323 <sup>a</sup>	.104	.093	5.19283	1.851

- a. Predictors : ( Constant) Motivation, PBL Model, Ways of Learning)  
 b. *Dependent Variable :*

Referring to the table 2 above, the value of R Square is 0.104. This value showed the number of influence of the use of PBL , Ways of Learning and Motivation on the Entrepreneurial Attitude was at 10,4 % and the rest of 80,6 % was influenced by other factors.

**Table: 3 ANOVA<sup>b</sup>**

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	717.196	3	239.099	8.867	.000 <sup>a</sup>
Residual Total	6148.135	228	26.966		
	6865.431	231			

- a. Predictors : ( Constant) Motivation, PBL Model, Ways of Learning)  
 b. Dependent Variable : Entrepreneurial Attitude

Then, the analysis of ANOVA done by using SPSS version 23 was described as above table.

**Table 4. Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Bota			Tolerance	VIF
( Constant)	66.885	5.680		11.776	.000		
Model PBL	3.68	-686	.282	4.472	.000	-.988	1.012
Motivation	-166	-058	.191	2.860	.005	.881	1.135
Ways of Learning	.003	.082	.002	.034	.973	.891	1.23

Predictors : ( Constant) Motivation, PBL Model, Ways of Learning)

Dependent Variable : Entrepreneurial Attitude

Referring to the ANOVA table above, the significant value is 0,000. It means that the regression model equation is significant because it has already fulfilled the criteria of linearity. The criteria is if the significant value (less than) < 0,05, linear regression could be applied and vice versa. The result of F is 8.867 indicates that there is simultaneous effect of the use of PBL model, ways of learning and motivation on entrepreneurial attitude.

Table above gives a clear description about the equation regression model through Unstandardized Coefficients B. Therefore, the equation regression model is  $Y = 66,885 + 0.865X + 0,166X + 0.003X$ .

Referring to the findings above, It gives the idea that teacher can employ Problem Based Learning model in various student groups. The role of teachers in the entrepreneurship subject is delivering the material that is not only focused on the theory, but also on the practical application The materials in the

entrepreneurship subject in Vocational High School requires students to come in contact with real practice either in groups or individuals.

#### 4.2 Discussion

The role of teachers is very important in selecting the appropriate learning model in accordance with the standard of competence and basic competencies in the curriculum. The successful of teaching and learning process in entrepreneurship subject depend on teachers' skill to manage the class and motivate students to face of failure when conducting a business.

These findings supported the results of research conducted by Socheh Mushonif, the teacher in SMK Negeri (the State of Vocational High School 2 Metro Lampung which inform that many students have not been ready yet to run business due to learning process factors, facilities, environment, declining of honesty and social responsibility which indirectly contribute to the learning process at school. In the learning process, it cannot be separated from the communication process in which there is a process of transferring knowledge and value.

The level of student's cognition processes can influence their attitudes (Munandar, 1999). Low level of cognition may influence attitudes, but it is very weak. It is believed that the cognitive process that can develop attitudes significantly, along with Bloom's Cognition taxonomy, at the level of analysis, synthesis and evaluation.

Through the process of accommodation and assimilation of knowledge and experience and value into the student's brain such as Piaget's opinion, it will in turn be a reference in response to objects and subjects in their environment. The information that can influence attitudes is highly dependent on the content, source and information concerned (Morgan, 1979).

Source of information is very prominent on the development of attitude. The information can derived from textbooks, empirical facts as well as teachers. The quality of informational sources is very significant on the growth of students' confidence. In addition, teachers have an important role in developing students' attitudes, because they are communicating directly and at the same time regarded as a preference for the students. Therefore, it is expected that model of learning must requires a variety of information sources because students can select appropriate information in accordance with their interests, motivations and talents.

The findings of this study were supported who reported that the implementation of Problem Based Learning are able to develop positive stance, increased awareness of conflict, and improved ability to solve problems (Merrill Physical Science, 1995). It cannot be denied that the Problem Based Learning model can support students to work on authentic issues in order to construct their own knowledge, inquiry and higher-order thinking, self-reliance and self-confidence. "Also, this finding is supported by previous research conducted (Wulandari, 2013). They found that PBL had a significant influence on student learning outcomes.

The result of multiple regression test showed that there is significant effect of Problem Based Learning model, way of learning, and motivation on entrepreneurial attitude. It indicates that teachers can employ Problem Based Learning model in various groups of students especially for students SMK PGRI 1 Jombang. It is expected that the implementation of Problem Based Learning model can improve the way of learning and motivation and it further can improve students' entrepreneurial attitude. Therefore, in this research, the use of Problem Based Learning model has a positive impact on students' entrepreneurial attitude.

The result of the analysis by multiple linear regression model showed that R Square 0,104. It indicates that entrepreneurial attitude in SMK PGRI I Jombang is influenced by the use of Problem Based Learning model, ways of learning and motivation at 10.4%. It implied that this finding proved that students' entrepreneurial attitude is simultaneously influenced by the use of Problem Based Learning model, ways of learning and motivation especially in the Entrepreneurship subject in SMK PGRI 1 Jombang. The calculation also showed that 89,6% influenced by other factors. Those factors can

be in the form of teachers' competences, skills, school environment, social economic condition as well as parents' attention to their children.

#### 4. CONCLUSION

Referring to the finding and discussion above, it can be concluded that there is simultaneous and significant effect of the use of PBL model, ways of learning and motivation on entrepreneurial attitude and the regression model is  $Y = 66,885 + 0.865X + 0,166X + 0.003X$ .

Several suggestions are proposed as follows:

- 1) Since, the use of PBL learning model influences students' entrepreneurial attitude, It is suggested for the educational institution especially teachers at SMK PGRI I to make use of PBL model as alternative model for teaching and learning process in order to create active, creative and innovative atmosphere.
- 2) Due to the level of students' motivation and ways of learning of students have different impact on entrepreneurial attitude in entrepreneurship subject, especially in SMK PGRI I Jombang, it is recommended at the initial of teaching learning process, teacher requires to distribute questionnaire to identify students' motivation and ways of learning. By knowing the level of student's learning motivation and student's way of learning, teacher can appropriately select learning model, media, and material which is in accordance with students' need. It is expected that it can encourage students to be active during learning process specially the group of student with low motivation as a result the learning objectives can be achieved maximally.
- 3) R Square 0,104. It indicates that entrepreneurial attitude in SMK PGRI I Jombang is influenced by the use of Problem Based Learning model, ways of learning and motivation at 10.4%. It implied that this finding proved that students' entrepreneurial attitude is simultaneously influenced by the use of Problem Based Learning model, ways of learning and motivation especially in the Entrepreneurship subject in SMK PGRI 1 Jombang. The calculation also showed that 89,6% influenced by other factors. Those factors can be in the form of teachers' competences, skills, school environment, social economic condition as well as parents' attention to their children. Further research could be conducted related to those factors with the achievement of entrepreneurship attitude of students in entrepreneurship subject especially in SMK PGRI I Jombang.

Entrepreneurial teachers have significant role in implementing PBL model in delivering the materials. The focus is not only for theory but also for practice in each level of Vocational High School. PBL model is learning model that requires students to construct their own knowledge through problems

The results of data analysis indicates that there is significant influence of PBL model, ways of learning and motivation learn on entrepreneurial attitude. Therefore, various efforts to improve the teachers' competences especially in the Entrepreneurship subject in the following ways:

- 1) Teachers have to master various models, methods and learning approaches to deliver the material to students.
- 2) Teachers must be ready to face the challenges of globalization and they have to realize that their role and responsibilities in the future will be more complex, therefore, they require to constantly make various improvements and adjustment of their competence.
- 3) Development 2013 Economic Education Curriculum especially for vocational education aims to improve intelligence, knowledge, personality, noble character, and skills to live independently and follow education in accordance with the job-related. In order to develop skills effectively and efficiently, they must have adequate energies, master their expertise and basic knowledge of science and technology, have a high work ethic, and able to communicate in accordance with the demands of their work, and have the ability to do self-improvement.
- 4) Curriculum SMK / MAK subjects are divided into three groups, namely normative, adaptive and productive.

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