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# The Problem Based Learning (PBL)-Based Entrepreneurship Learning Model Development to Improve the Life Skills of the Teacher Training Students in Private Universities throughout Solo Raya

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## ABSTRACT

**Purpose** – This research aims at providing a PBL-based Entrepreneurship learning model to improve the student life skills in Private Faculties of Teacher Training and Education in Solo Raya.

**Method** – This research was a “research and development”. The research and development model consists of three steps: preliminary study, model development, and model testing. The research study stage employed a qualitative research; techniques of collecting data used were observation, interview, and content analysis and archive, while the data validation was done using data (source), method and theory triangulations, and informant review; data analysis was done using an interactive model of analysis.

**Findings** – The implementation of life skills education in FKIP of UNISRI was not based on specific curriculum yet; the curriculum is integrated into all courses existing in the Study Program. The life skill content of each course is different but proportional and consistent with the characteristics of the course. Life skill education was given to the students in terms of the thinking and working skill, knowledge, and attitude the students to prepare themselves as independent members of society.

**Significance** – The Problem Based Learning (PBL)-Based Entrepreneurship learning model development could improve the life skills of the private Teacher Training and Education Faculty's Students throughout Solo Raya.

**Keyword:** Model development, entrepreneurship learning, life skills.

## INTRODUCTION

**Background of problem:** Equipped with adequate life skills, the scholars will easily get job, thereby reducing the number of unemployment. Furthermore, the essence of life skills in equipping the scholars was to answer the challenge to live independently within the society, like entrepreneur, the one opening job opportunity that can absorb labor. The students, particularly those of

Teacher Training and Education Faculty, should have life skills that can establish professional teachers in four competencies as included in the article 10 clause 1 of UUGD: 1) pedagogic; 2) professional; 3) personality and 4) social competencies, the life skills, both soft skill and hard skill, are required. Such the life skills are the same as the four competencies in which life skills, according to Decentralized Basic Education (DBE 3),

include personal, social, academic, and vocational competencies.

**Problem:** The reality in the field as a result of observation, particularly in private colleges, many students' attitudes are found inconsistent with the expectation above. The students have not been able to control their emotion yet thereby behaving maladjustment that harms themselves and other. They have not had empathy, are less responsible for their action, less cooperative and not willing to deal with difficulty. Such these conditions can be the cause of the advent of scholars with low life competencies thereby cannot read the positive opportunities, lose in the competition within the society, difficultly find the job corresponding to the field they have, very long and uncertain job-waiting time, too long become temporary employee. Hence, many job seekers with college education cannot get the occupation; in other words, the number of highly educated or college graduate unemployment increases.

The literature review supporting the problem solving: ICAP.org (2007:1) defines life skills "as abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". According to Paul Bernthal, Pete Weaver, and Richard Wellins (2002: 2), soft skills can be defined as "Personal and interpersonal behaviors that develop and maximize human performance (for example, leadership, coaching, team building, decision making, initiative). Softskills do not include technical skills, such as financial, computer, quality, or assembly skills". Patrick S.O'Brien (2010: 196) soft skill can be categorized into seven areas called Winning Characteristics, communication skills, organizational skills, leadership, logic, group skills, and ethics. Meanwhile, the definition of hard skill or people call it as hard competence is as follows: The hardcompetence referring to job-specific abilities, and relevance will be about specific knowledge relating to "up to date" systems. It is in line with Christy Fitzpatrick's study about the development of

youth's life competence: research effect in action. The result showed the reflection of the proportion of adolescents and adults responding positively (yes) to the question, "Do 4-H help you learn this life skill?" Sixty to 90% of the youths identified the following skills: accepting different people, public service, making healthy choice, and learningthey vocational skill. A number of 75% to 95% of adults surveyed indicated leaning the six life skills: public service, making decision, keeping note, communicating, making healthy choice, and learning, they vocational skill (Christy Fitzpatrick, 2005:1).

These types of life competences have been suggested by UNICEF, WHO, and UNESCO as cited by Venkatesh (2007:1) that there are ten strategies and techniques essential to the life competences, such as; problem solving, critical thinking, effective communications skills, decision making, creative thinking, interpersonalrelationship skills, self awareness building skills, empathy, and coping with stress and emotions. Article 21 clause (3) of Act No. 20 of 2003 about the National Education System mentions that Life competence education is the one providing personal, social, intellectual and vocational competences to work or to have independent business. Life competence education has an objective corresponding to what Depdiknas (National Education Department) (2001: 7) suggests that life competence education aims to bring the education back into its disposition, namely to develop the students' potential to deal with his/her role in the future. Nicholas L. Holt & Lisa N. Tink, James L. Mandigo, Kenneth R. Fox in their studies emphasizing on whether and how the youths learn life skills through their involvement in college soccer team, state that adopting the ecological system perspective, (Bronfenbrenner, 2005), the youth can categorize the data into more distal and proximal level (Nicholas L. Holt et al., 2008:281).

The implementation of Life Competence Learning in KBK, the determination of life skill types to be given should correspond to the principles of Developmentally Appropriate Practice (DAP) (Bredekamp, 1997: 9-15 & Megawangi, Ratna et al 2005: 6). In DAP, there are at least three principles to consider in developing program/curriculum; consistent with the fitness (appropriateness) level, appropriate according to social culture condition, and appropriate individually, namely consistent with individual characteristics. The constructivism emphasizes that learning activity is the process of constructing knowledge by the students. D. C. Brooks & Bouton, M. E. Argues that: Simply put, constructivism means that the students construct their own understanding of the world. Students are not talking about some simple change in a teaching technique but, rather, the way they think about knowledge acquisition and the assessment of that knowledge (Brooks & Bouton, 1993: 19). For the learning interaction to run effectively, the learning process should be undertaken by taking into account a variety of educating learning characteristics and principles. It is in line with the study of Cindy V. Beacham and Neal Shambaugh, West Virginia University, on designing the course that requires the teacher/lecturer to consider both context and content. It implies the teaching strategy appropriate to keep the students interested in learning. Advocacy gives the students the opportunity of applying whatever they know, interesting, and necessarily increases the student involvement, and relates to the content to be studied in the context of human being. PBL provided a method for an interesting structure task relevant to the students, increased learning motivation and commitment to the task. Two cases employing advocacy as the teaching-learning strategy are successful and PBL as a guidance for task structure is explained in design aspect only, student learning, and revision. (Beacham dan Neal, 2007: 99).

Halizah Awang and Ishak Ramly through their study stated that in process learning, the students learn how to analyze the problem given and the students knowledge in various classes in practice. Furthermore, through this emphasis, in problem-based learning, the students obtained creative thinking and professional skills because the students cope with complex, interdisciplinary, and real-situation problems. After creative idea resulted, there are several additional techniques useful for tender ideas that will grow into a productive concept or a solution (Halizah Awang, dan Ishak Ramly, 2008: 18). The principal challenge in learning contains the implication that every student basically will encounter problem in his/her life. It is supported by J.A. Moreno, P. Hellin, G. E. Cervello and A. Sicilia's study on Assessment of Motivation in Spanish Physical Education Students that is; Applying Achievement Goals and Self-Determination Theories. The result enables the physical educators to apply the segmenting strategy in an attempt of improving the effectiveness of intervention and to achieve the actively participating students (Moreno, Hellín, Hellín, Cervelló and Sicilia, 2008: 15). For that reason, the students should be given a variety of problem challenges so that they learn to be accustomed to coping with the problem and looking for the solution. Dick, Carey, and Carey (2009:1) suggest that the learning design model can be categorized into three functions: 1) defining the learning achievement (result); 2) developing learning; and 3) evaluating the effectiveness of learning. Such the model is described into several stages of learning: 1) Identify instructional goal(s); 2) Conduct instructional analysis; 3) Analyze learners and contexts; 4) Write performance objective; 5) Develop assessment instruments; 6) Develop instructional strategy; 7) Develop and select instructional materials; 8) Design and Conduct formative evaluation of instruction; and 9) Design and conduct summative evaluation. Joice, Weil, dan Calhoun (2000:

13) consider that learning model associated with learning environment represents: “ranging from planning curriculums, courses, units, and lessons, designing instructional, materials, book and work books, multimedia, programs and computer assisted learning process”.

Problem-Based Learning (PBL) is a way of constructing and teaching courses using problems as the stimulus and focus for student activity (Boud and Grahame, 2003: 2). Wafaa Gameel Mohamed Ali, and NahedAbdiMenom El Sebai’s research studies on: The effect of learning approach based on problem, nursing students is directed to learn achieving the student’s self competence. Based on the increasingly complex and widening role of delivering health care, the professional nurse is required to become critical thinker and student to be independent. PBL is promoted in the objective of facilitating the critical thinking and independently directed learning among the nursing students. (Wafaa Gameel Mohamed Ali, Nahed Abdl Menom El Sebai2, 2010: 188). PBL (problem Based Learning) can be defined as an inquiry process that resolves questions, curiosities, doubts, and uncertainties about complex phenomena in life. (John Barell, 2007: 3). It is reconfirmed by Woods & Bayley (2006: 26) stating that in PBL, the students learn the course knowledge and at the same time are given the opportunity of developing lifetime learning skill, problem solving, group working, communicating, self assessment, managing the change, thinking critically. PBL is built on adult learning principle or independently learning, so that the learning sources are required that are accessible to the students such as library, internet network, laboratory, and other learning source. PBL also requires activeness and independency in learning, because the essence of PBL is student-centered learning. The advantage of PBL lies on its problem designing. It is also confirmed by HalilTurgut in his research finding that the prospect teacher’s science is developed varyingly that can be understood

based on the teacher’s experience with undertaking the projects in the context of PBL (Turgut, 2008: 61).

The material of Entrepreneurship course includes; Soft Skill and Hard Skill one (Management, Simple business plan and business planning). PBL-Based Entrepreneurship Learning Model to Improve the Student Life Competence, Adopted from Ramsay&Soull’s and Arend’s Model consists of 5 Stages: 1). Fundamental basic concept; 2). Defining the problem; 3). Self learning; 4). Exchange knowledge; 5). Assessment.

## METHOD

This research employed a research and development model, it is the model system approach designed by Walter Dick, Lou Caray, and James Carey. Ten steps were included into cycle R&D version (Borg and Gall, 2007:589-592). These steps are simplified into four: (1) preliminary study, (2) restricted tryout of PBL-based Entrepreneurship learning model, (3) wide tryout of PBL-based Entrepreneurship learning model, and (4) validation test to determine the effectiveness of the PBL-based Entrepreneurship learning model.

In preliminary study, the data was collected by interviewing the informants, gathering some documents, observing the Entrepreneurship learning process; to validate the data, data (source), method, and theory triangulations and informant review were used; the data analysis was done using an interactive analysis. The restricted tryout of PBL-based Entrepreneurship learning model included discussing with the collaborator in the field about RPKPS, RPP, and the implementation of PBL-based Entrepreneurship learning model; monitoring and evaluating the implementation of PBL-based Entrepreneurship learning model; and revising the PBL-based Entrepreneurship learning model. The wide tryout of PBL-based Entrepreneurship learning model included discussing with the collaborators in the field about RPKPS, RPP, and the implementation of PBL-based



Entrepreneurship learning model; monitoring and evaluating the implementation of PBL-based Entrepreneurship learning model; and revising the PBL-based Entrepreneurship learning model. The validation test to determine the effectiveness of PBL-based Entrepreneurship learning model was done by implementing it (PBL-based Entrepreneurship learning model) to experiment group and non-PBL entrepreneurship learning to control group. The difference of the two groups above is searched for to find out the effectiveness of PBL-based entrepreneurship learning model using Anova formula.

**RESULTS**

Result of preliminary study constitutes the implementation of life competence learning in college (FKIP of UNISRI), including; a) curriculum and learning, b) lecturer and student condition, c)

Entrepreneurship course learning, and d) life competence education learning, that is so far implemented in college. The implementation of life competence education learning in FKIP UNISRI had not had distinctive curriculum, but the curriculum was integrated into all courses existing in the Study Program. The content of life competence in each course was not the same, the proportion of which was corresponding to the course characteristics. Through interviewing some lecturers, it could be found that one course replete with life competences development was entrepreneurship course. Entrepreneurship course learning in the even semester was done by applying lecturing, question-answer, and class discussion methods.

Result of restricted tryout of PBL-based Entrepreneurship learning model, is explained in table 1. The evolvement of tryout 1 to 4 in restricted tryout is as follows.

Table 1. The Evolvement/Change of Tryout 1 to 4

Try out	Activity	Instrument	Result
1	Observing the learning process. Interviewing the students.	Observation and interview guidelines	<ul style="list-style-type: none"> <li>• Lecturer had not had delivered yet the fundamental concept in detail.</li> <li>• Lecturer had not had served optimally as a facilitator.</li> <li>• Student had not undertaken brainstorming optimally</li> <li>• Student had not worked on individual task optimally</li> <li>• Student had not hold group discussion and FGD smoothly.</li> <li>• Student had not presented the report/presentation smoothly.</li> <li>• The lecturer had not enclosed feedback in conducting evaluation</li> </ul>
2	Observing the learning process. Interviewing the students Reflecting.	Observation and interview guidelines	<ul style="list-style-type: none"> <li>• Lecturer had not delivered the basic concept in print out form.</li> <li>• Lecturer had served as facilitator optimally.</li> <li>• Student had undertaken brainstorming optimally</li> <li>• Student had worked on individual task optimally</li> <li>• Student had not hold group discussion and FGD smoothly.</li> <li>• Student had not presented the report/presentation smoothly.</li> <li>• The lecturer had not enclosed feedback in conducting evaluation</li> </ul>

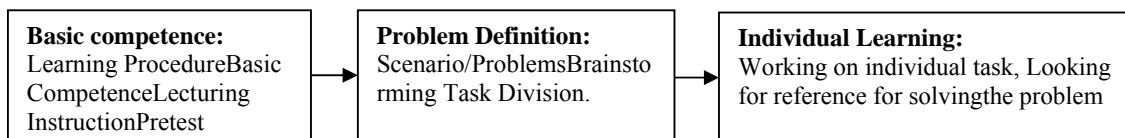
Try out	Activity	Instrument	Result
3	Observing the learning process. Interviewing the students Reflecting.	Observation and interview guidelines	<ul style="list-style-type: none"> <li>• Lecturer had not delivered the basic concept using power point.</li> <li>• Lecturer had served as facilitator optimally.</li> <li>• Student had undertaken brainstorming well</li> <li>• Student had worked on individual task optimally</li> <li>• Student had not hold group discussion and FGD smoothly.</li> <li>• Student had not presented the report/presentation smoothly.</li> <li>• The lecturer had enclosed feedback in conducting evaluation</li> </ul>
4	Observing the learning process. Interviewing the students Reflecting.	Observation and interview guidelines	<ul style="list-style-type: none"> <li>• Student had undertaken brainstorming and FGD smoothly and optimally</li> <li>• Group discussion reporting has been made using a good format, in the form of available table.</li> <li>• Pretest and posttest have been done in written form so that the progress of learning achievement can be identified individually.</li> <li>• There has been feedback to the result of evaluation, individually or in group.</li> <li>• Learning reflection is done in semi-open manner.</li> <li>• There has been new motivation from the lecturer to study the innovative learning model.</li> </ul>

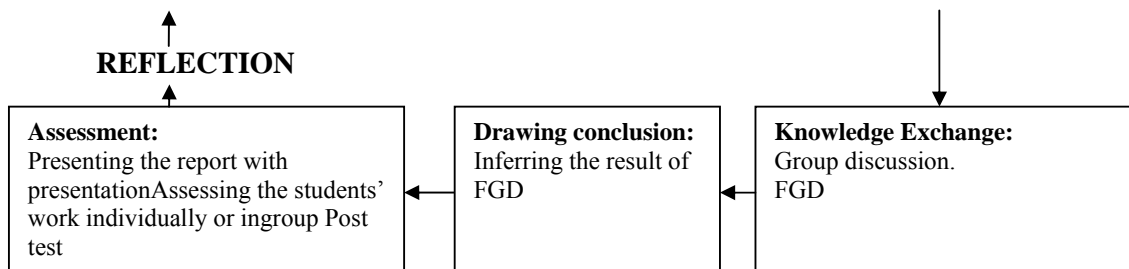
Final Model of Revised Restricted Tryout Result

**Learning Implementation Plan**

- I. Course identification:
  - a. Course name: Entrepreneurship
  - b. Course code : 11503009
  - c. Credit System weight/semester : 2/IV
  - d. Meeting/Time: / 2 x 50'
- II. Standard Competency: Containing the related standard competency as included in RPKPS.
- III. Basic Competency: Containing the related basic competency as included in RPKPS
- IV. Indicators: Containing indicators as the elaboration of basic competencies to be achieved.

- V. Life Competence Dimensions to be achieved: Containing indicator of life competence to be raised in learning process including personal, social, academic and vocational competences.
- VI. Material description: Containing the learning material relevant to the indicators packaged in the form of problem associated with the life competence.
- VII. Learning model: The learning model used was PBL one with life competence dimension, using varying methods such as library study, recitation, discussion, brainstorming, debriefing, problem solving, and presentation with the following learning procedure.





VIII. Lecturer and Student activities

No	Lecturer Activities	Student Activities
1	Opening: Lecturer gives explanation about the learning procedure, basic competence to be achieved, and lecturing instruction	Student receives explanation about the learning procedure, basic competence to be achieved, and lecturing instruction
2.	Main Activity Lecturer presents a problem scenario regarding basic competence and life competence to be achieved, that has been conveyed in the previous meeting by using recitation method to be discussed in group. Lecturer served as facilitator. Lecturer served as motivator. Lecturer undertakes the assessment task /evaluator	Students undertake brainstorming and distribute individual tasks. Students work on individual task, looking for reference that confirms their argument. Students hold group discussion to select the more focused argument. Students hold FGD in the class. Students hold presentation briefly to present their work.
3.	Closing Lecturer gives posttest	Students take posttest.

IX. Learning media: Containing media/aid that can smooth the easy and less expensive implementation of learning in achieving the competency.

X. Learning Source: Containing the learning source including book and sources deriving from environment, either object or human beings.

XI. Evaluation: Containing the type of authentic evaluation to be conducted.

Result of non-restricted tryout of PBL-based Entrepreneurship learning model.

**1. Non-restricted tryout of PBL-based Entrepreneurship learning model in PBI (Indonesian Language Education) Study Program of FKIP (Teacher Training and Education Faculty) of Surakarta UNISRI.**

The non-restricted tryout was conducted in three meetings in the fourth semester of second grade of PBI study program of Surakarta UNISRI's FKIP. In the first meeting, the lecturer has mastered all stages existing in PBL-based entrepreneurship learning model. The result of observer reflection indicated that nearly all students enthusiastically attended the

learning, despite slightly awkwardly. To find out the effectiveness of PBL-based Entrepreneurship learning model in improving the life skill, the analysis on each developed skill was conducted first, as shown in table 2

Table 2. Result of Life Competence Test for the IV Semester Class 02 Students of PBI Study Program of Surakarta UNISRI's FKIP

No	Class	Type of Competence	Pretest		Posttest		t	A
			Mean	SD	Mean	SD		
1	PBI of UNISRI's FKIP	Personal	66.1000	5.49200	69.5333	6.12926	7,604	0,05
		Social	68.6667	8.30593	72.3667	7.85420	6,638	0,05
		Academic	96.7000	9.15442	101.2000	10.91788	4,955	0,05
		Vocational	39.2667	5.87768	42.7333	5.66863	8,254	0,05

Table 2 showed that the posttest values of all life skill aspects were higher than the pretest ones; it means that all life skill aspects improved. The result of Entrepreneurship course achievement test was analyzed using t-test. The result can be seen in the table 3.

Table 3. Result of PBL-Based Entrepreneurship Course Achievement Test for the IV Semester Class 02 Students of PBI Study Program of Surakarta UNISRI's FKIP

No	Class	Lecturing	Pretest		Posttest		t	A
			Mean	SD	Mean	SD		
1	PBI of FKIP UNISRI	I	53.6667	10.33352	72.3333	7.27932	9,517	0,05
		II	62.0000	7.61124	79.0000	7.58856	11,129	0,05
		III	73.3333	6.06478	82.3333	5.68321	7,449	0,05

Table 3 above indicated that the result of data analysis on the PBL-based Entrepreneurship achievement score in the students of PBI Study Program of Surakarta UNISRI's FKIP improved. From the result, it could be concluded that the application of PBL-based Entrepreneurship learning model would improve the achievement of the students in PBI Study Program of Surakarta UNISRI's FKIP.

## 2. Non-restricted tryout of PBL-based Entrepreneurship learning model in PBI Study Program of FKIP of Sukoharjo UNIVET

The non-restricted tryout was conducted in three meetings in PBI study

program of Sukoharjo UNIVET's FKIP. In the first meeting, the lecturer has mastered all stages existing in PBL-based entrepreneurship learning model. The result of observer's reflection suggested that nearly all students attended the learning vigorously. To find out the applicability of PBL-entrepreneurship learning model, the analysis on life skill pretest and posttest values was done and on the Entrepreneurship course learning achievement using t-test technique helped with SPSS 17 program. To find out the effectiveness of PBL-based Entrepreneurship learning model in improving the life skill, the analysis on each developed skill was conducted first, as shown in table 4.

Table 4. The result of Life Competence Test in the students of PBI Study Program of Sukoharjo UNIVET's FKIP

No	Class	Type of	Pretest	Posttest	t	A
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		competence	Mean	SD	Mean	SD		
1	PBI of FKIP	Personal	67.6333	3.59581	70.1000	4.75141	3,816	0,05
		Social	69.6333	4.22214	74.6667	5.46672	5,499	0,05
	UNIVET	Academic	100.1000	9.09471	106.6333	9.40097	4,837	0,05
		Vocational	41.5667	4.78996	44.6000	4.61332	3,573	0,05

Table 4 showed that the posttest values of all life skill aspects were higher than the pretest ones; it means that all life skill aspects improved. The result of

Entrepreneurship course achievement test was analyzed using t-test. The result can be seen in the table 5.

Table5. Result of PBL-Based Entrepreneurship Course Achievement Test for the students of PBI Study Program of Sukoharjo UNIVET's FKIP

No	Class	Lecturing	Pretest		Posttest		t	A
			Mean	SD	Mean	SD		
1	PBI of FKIP UNIVET	I	60.0000	.00000	70.5000	6.74025	8,532	0,05
		II	69.1667	5.58374	74.6667	4.72217	8,462	0,05
		III	73.0000	4.27503	80.3333	3.92458	9,337	0,05

Table 5 above indicated that the result of data analysis on the PBL-based Entrepreneurship achievement score in the students of PBI Study Program of Sukoharjo UNIVET's FKIP improved. From the result, it could be concluded that the application of PBL-based Entrepreneurship learning model would improve the achievement of the students in PBI Study Program of Sukoharjo UNIVET's FKIP.

### 3. Non-restricted tryout of PBL-based Entrepreneurship learning model in PBI Study Program of FKIP of UNWIDA Klaten.

The non-restricted tryout was conducted in three meetings in PBI study

program of FKIP UNWIDA Klaten. In the first meeting, the lecturer has mastered all stages existing in PBL-based entrepreneurship learning model. The result of observer's reflection suggested that nearly all students attended the learning vigorously. To find out the applicability of PBL-entrepreneurship learning model, the analysis on life skill pretest and posttest values was done and on the Entrepreneurship course learning achievement using t-test technique helped with SPSS 17 program. To find out the effectiveness of PBL-based Entrepreneurship learning model in improving the life skill, the analysis on each developed skill was conducted first, as shown in table 6.

Table 6. The result of Life Competence Test in the students of PBI Study Program of Klaten UNWIDA's FKIP

No	Class	Type of competence	Pretest		Posttest		t	A
			Mean	SD	Mean	SD		
1	PBI of FKIP UNWIDA	Personal	68.6667	4.53594	70.8000	4.21328	3,805	0,05
		Social	73.7667	5.88208	76.5667	5.00815	3,415	0,05
		Academic	104.1333	8.65322	109.1000	7.07277	5,751	0,05
		Vocational	43.7333	4.15172	45.8667	4.32103	3,499	0,05

Table 6 showed that the posttest values of all life skill aspects were higher than the pretest ones; it means that all life skill aspects improved. The result of

Entrepreneurship course achievement test was analyzed using t-test. The result can be seen in the table 7.

Table7. Result of PBL-Based Entrepreneurship Course Achievement Test for the students of PBI Study Program of Klaten UNWIDA's FKIP

No	Class	Lecturing	Pretest		Posttest		t	A
			Mean	SD	Mean	SD		
1	PBI of FKIP UNWIDA	I	62.5000	5.53204	67.3333	5.97889	6,547	0,05
		II	65.8333	4.37141	73.0000	2.81621	12,540	0,05
		III	66.6667	4.79463	75.6667	2.85673	11,119	0,05

Table 7 above indicated that each tryout group had different life skill test between before and after the lecture. It could be seen from the mean achievement score attained in pretest and posttest in each group. The effectiveness of PBL-based entrepreneurship learning model could be found internally and externally. Internally, the effectiveness of PBL-based

entrepreneurship learning was found by analyzing the pretest and posttest result using t-test, while externally, it was found by comparing the test result of experiment group to that of control group using a one-way Anova. From the result of t-test on the pretest and posttest scores of experiment and control groups, the result was illustrated in table 8.

Table8. Summary of t-test result on the student life skills in Experiment and Control Groups

No	Group	Pretest		Posttest		Uji t	Alfa
		Mean	SD	Mean	SD		
1	Experiment of FKIP UNISRI	269.933	24.334	286.600	26.826	11,729	0,05
2	Control of FKIP UNISRI	266.167	23.629	271.100	27.368	1,486	0,05
3	Experiment of FKIP UNIVET	269.900	24.198	286.233	26.293	11,699	0,05
4	Control of FKIP UNIVET	265.600	22.283	271.700	26.923	1,944	0,05
5	Experiment of FKIP UNWIDA	269.667	24.086	284.767	24.753	11,969	0,05
6	Control of FKIP UNWIDA	265.533	22.711	270.700	26.949	1,567	0,05

The table 8 above illustrates the improvement the students have made in learning process of three successive meetings, both treated with PBL-based and non-PBL-based Entrepreneurship learning models. The pretest was administered in the first meeting, and posttest in the end of the third meeting. The internal effectiveness of PBL- and non PBL-based Entrepreneurship

learning models can be seen; viewed from the result of analysis indicating t statistic > t table (29.0.025), at significance level  $\alpha = 0.05$ , it could be found that t-table (29.0.025) was 2.045. It proves that there was a significant difference of the pretest result from the posttest one, meaning that PBL-based entrepreneurship could improve the FKIP (Teacher Training and Education

Faculty) students' life skill. In the group control using Non PBL-Based Entrepreneurship learning model, it could be seen that the result of analysis showed t statistic > t table (29.0.025), at significance level  $\alpha = 0.05$ , and t-table (29.0.025) was 2.045. It proves that there was a less significant difference of the pretest result from the posttest one, meaning that non PBL-based entrepreneurship was less capable of improving the FKIP students' life skill. The

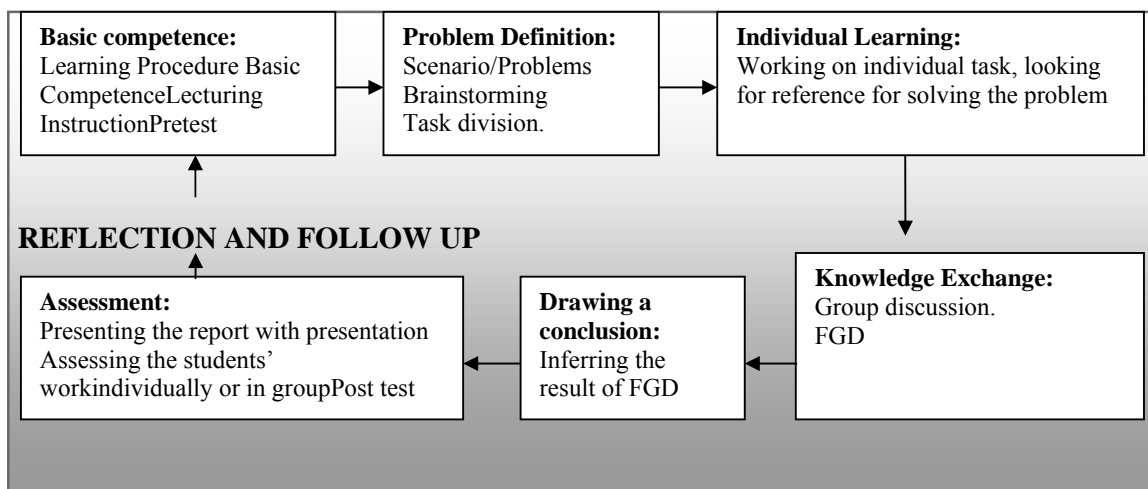
external effectiveness of PBL-based Entrepreneurship learning model can be found by comparing the life skill test between experiment and group groups using one-way Anova analysis technique started with doing normality and homogeneity tests on the result of control and experiment groups life skill tests. The summary of one-way Anava test result was presented in table 9.

Table9. The result of One-Way Anova Test on the Life Skill Test Results of Experiment and Control Groups

No	Group	Group Name	Mean	SD	F
1	Experiment	Prodi PBI IV/01 FKIP UNISRI	286.6000	26.82588	4.908
2	Control	Prodi PBI IV/05 FKIP UNISRI	271.1000	27.36768	
3	Experiment	Prodi PBI II/A FKIP UNIVET	286.2333	26.29237	4.475
4	Control	Prodi PBI II/B FKIP UNIVET	271.7000	26.92281	
5	Experiment	Prodi PBS II/C FKIP UNWIDA	284.7667	24.75352	4.433
6	Control	Prodi PBS II/AB FKIP UNWIDA	270.7000	26.94970	

The external effectiveness can be found out by comparing the life skill test result of experiment group to that of control group by seeing whether or not F statistic > F table with df (0.95; 1;58) of 1.02. From the table 9 above, it could be seen that the experimental group was more effective than the controlled-group. Considering the result of research

above, the final model could be formulated, the PBL-based Entrepreneurship learning model to improve the life skills with the following procedures:



**DISCUSSION**



This model development is relevant to what John Barrell (2007: 3) suggests that PBL (problem Based Learning) can be defined as an inquiry process that resolves questions, curiosities, doubts, and uncertainties about complex phenomena in life. The analysis on the result of research indicated that the PBL-based entrepreneurship learning model to improve the student life skill was applicable; it was indicated by the result of analysis in non-restricted tryout places namely FKIPs of Surakarta UNISRI, of Sukoharjo UNIVET, and of UNWIDA in which there was a significant difference of pretest result from the posttest result of life skill test, despite varied difference in respective places. These results of tests described that the achievement of life skill aspect in Entrepreneurship course was possible. It is in line with Drake's (2004: 6) opinion regarding the curriculum can be said briefly that integrated curriculum is how to establish a relationship, either that between courses, that with life, that between skills, knowledge, and etc. The application of PBL-based entrepreneurship learning gives the students the opportunity of developing leadership skill, of appreciating other's opinion, controlling emotion, and cooperation, through group discussion, FGD, problem solving result presentation. The result of non-restricted tryout gives reference that the more frequently the PBL-based entrepreneurship learning model is applied, the better are the student life skills.

The analysis on the result of research showed that the implementation of PBL-based Entrepreneurship learning model internally improved the student life skill effectively. The internal effectiveness of PBL-based Entrepreneurship learning model was found by analyzing the pretest and posttest result regarding life skills. The achievement of life skill aspects in Entrepreneurship course was very feasible, although they were not the competences included explicitly in the entrepreneurship course. The application of PBL-based

Entrepreneurship course learning model to improve the life skills, was done by integrating the values of life skill aspect into the basic competency of entrepreneurship course. It is consistent with the integrated curriculum principle, namely how to establish a relationship, the one between knowledge and skill the students will achieve.

Today, there has no been distinctive life skills education curriculum in college; for that reason, it is expected that each course can accommodate it through inserting the life skill improvement into both basic competency and learning process. For the learning to run smoothly in achieving its objective, the PBL-based Entrepreneurship RPP should be developed as the lecturer's guidelines in implementing the learning. It is relevant to Gagne (1998: 112) that there are two important aspects in teaching (learning): planning and delivery.

The PBL-based Entrepreneurship learning evidently has external effectiveness in improving the student life skills. It is largely determined by the advantage that this model has, including: the presence of problem as the material for the students to practice solving the problem, varied learning methods can encourage the students to implement the learning actively thereby helping improve the personal, social, academic and vocational competences. It is in line with Woods & Bayley (2006: 26) stating that in PBL, the students learn the knowledge of the course and at the same time are given the opportunity of developing lifetime learning skill, problem solving, group working, communicating, self assessment, managing the change, thinking critically.

PBL learning model to improve the student life skills is feasible to apply in other courses. It is in line with Anwar's (2004:32) opinion that life skills education is the attempt of bridging the gap between learning curriculum/program and the society needs, and not changing totally the preexisting curriculum.



## CONCLUSION

1. The implementation of life skill education learning in FKIP of UNISRI was not given in distinctive curriculum. Instead it was integrated into all courses existing in the Study Program.
2. PBL-based Entrepreneurship learning model was designed to improve the students' life skills. The learning model yielded in this research was the one that can improve the student life skill, formulated in RPP and learning procedure.
3. The implementation of PBL-based Entrepreneurship learning model. The application of learning model is the implementing measure of learning implementation plan encompassing every stage of formulated learning model. Here is the detail of activities in each stage of PBL-based Entrepreneurship learning model to improve the student life skills: a) fundamental basic concept, b) defining the problem, c) self learning, d) exchange knowledge, e) conclusion drawing, and f) assessment.
4. The effectiveness of PBL-based Entrepreneurship learning model in improving the student life skill. The PBL-based Entrepreneurship learning model evidently has internal effectiveness in improving the student life skills; it could be seen from the significant difference of pretest value from the posttest one in validation test with SPSS 17. Externally, the PBL-based Entrepreneurship learning model has an effectiveness of improving the student life skills indicated by the result of statistic parametric test result using SPSS 17 that life skills score of experiment group was higher than that of control group.

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