

Application of Experience Learning (MECL) Method and Experiential Learning (METL) Method to Increase Interest in Business Students of Universitas Negeri Padang

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ABSTRACT

Entrepreneurship becomes a very important aspect if it is associated with the amount of poverty and unemployment of the educated group in this case the group that has completed their education in tertiary institutions. To support the intensity of entrepreneurship the role of the entrepreneurship education environment on campus is very important. The phenomenon that will be discussed in this research is the interest of students to become entrepreneurs in UNP 2020 Students who take Entrepreneurship courses. UNP is one of the best university and has produced quality graduates. UNP is also one of the university that has the breakthrough to create successful entrepreneurs who are able to compete, this is supported by rules that require students to take and complete entrepreneurship courses as one of the conditions for completing studies. The problem found in the field based on preliminary observations is that the implementation of entrepreneurial learning is still not effective. the method used is still monotonous that does not respond much to student creativity. Based on these phenomena, the authors develop an entrepreneurial learning approach using the Experience Learning Method (MECL) and the Experiential Learning Method (METL). This research is an experimental research, which is applied the MECL and METL in learning as an experimental class and direct instruction methods that do not use the MECL and METL as a control class. This approach is the result of a workshop recommendation on higher education entrepreneurship learning methods.

Keywords: *experience learning (MECL) method, experiential learning (METL) method, interest in business*

1. INTRODUCTION

University aims to educated people who should give positive things to the country and make their universities proud. Based on data from the Central Statistics Agency [4], the number of unemployed people as of February 2019 decreased. While in terms of education, more diploma and university graduates are not working, it has been recorded for the Diploma of February 2017 - February 2019 an increase of 8.5%

and for the University from February 2017 - February 2019 up 25%, this fact is still concerning because accounts for quite high unemployment.

The solution to reduce the unemployment rate in Indonesia is to create young entrepreneurs. In Indonesia the number of entrepreneurs is still small and the quality cannot be said to be great for sustaining the economy, so the problem of entrepreneurship is an urgent issue for the success of economic development in Indonesia [22]. Based on 2017 BPS data, the number of Singapore

entrepreneurs has reached 7%, Malaysia 6%, Thailand 5%, Vietnam 3.3% and Indonesia has an entrepreneurial level of 3.1%. To support the intensity of entrepreneurship, the entrepreneurship education environment on campus plays an important role. The phenomenon that will be discussed in this research is the interest of students to become entrepreneurs in the Padang 2020 State University Students who take Entrepreneurship courses. UNP is one of the best universities and has produced quality graduates and prioritizes the interest of entrepreneurship students by holding entrepreneurship courses.

The following observation data that was conducted to the general entrepreneurship students stated:

Table 1: Observation Data

Number	Information	Yes	No
1	Knowledge about entrepreneurship	33 %	67 %
2	Interest in entrepreneurship	32 %	68%
3	Knowledge about social entrepreneurship	11 %	89 %

Source: Early 2020 Observation Data

Based of data it can be seen that knowledge about student entrepreneurship is still low, out of 100 67 people stated that they do not have sufficient knowledge about entrepreneurship, student entrepreneurial interest is also still low, after further observation during entrepreneurship lectures, things that cause a lack of students' knowledge and interest in entrepreneurship. caused by several factors, the most dominant factor is related to learning methods that are often used in entrepreneurship courses. based of data of questionnaire and the results of interviews with students university who were taking entrepreneurship courses stated the implementation of lectures was not yet effective. An intensive effort to get students closer to the

real world of entrepreneurship is to involve the experience of entrepreneurs, because lectures have assigned students to conduct interviews, in groups, with entrepreneurs (entrepreneurs), but students still have not found a reason why they should become an entrepreneur according to learning objectives. Starting from this phenomenon, the writer tries to develop an entrepreneurial learning approach by using the Experience Learning Method (MECL) and the Experiential Learning Method (METL).

This approach is the result of a workshop recommendation on entrepreneurship learning methods for universities [20] that are relevant to adult education. The purpose of this study is to evaluate learning methods and at the same time improve learning methods so far. It is hoped that by applying new methods, a learning atmosphere that is not too tense will be created. In addition, not so much requires complex preparation and thinking. More than that, it can be described a learning activity that is centered on student activities (student center), identify barriers to learning. Furthermore, these results will contribute to Padang State University in an effort to improve and develop the quality of the process and learning outcomes of entrepreneurship courses. This research is important to carry out because it is related to the objectives of Padang State University as a pioneer of young Entrepreneurs in West Sumatra.

2. METHODS

The research method used by the writer is quasi-experimental method (Quasi Experiment). "The research method is a way to solve research problems that are carried out in a planned and meticulous manner with the intention of obtaining facts and conclusions in order to understand, explain, predict and control the situation" Syamsuddin and Damayanti (2011: 14). From the above understanding the researcher used a quantitative research approach in conducting this research. Quantitative approaches are usually used to test a theory, to present a fact or describe statistics, to show the relationship

between variables, and some are developing concepts. In quantitative research is further divided into experimental research, correlational descriptive, evaluation, etc.

The implementation of this research is supported by the availability of information about learning methods that are generally used in entrepreneurship classes and the experience of researchers in previous studies.

3. RESULTS AND DISCUSSION

Higher education has an important role, and the challenges faced are how to prepare qualified and marketable Indonesian people, so they don't marginalized in a single market flow. Educational curriculum development entrepreneurship that is applied to tertiary institutions is an alternative to produce graduates who are entrepreneurial. The importance of implementation entrepreneurship education and entrepreneurial experience were presented by Vesper et al. In theory it is believed that the provision of education and experience entrepreneurship in a person can increase one's potential to become entrepreneur. Several studies have shown results that support the statement.

A number of learning activities have taken place conducted in this course which is about entrepreneurship theories, practice entrepreneurship field. It is hoped that by carrying out these activities make students push to become real entrepreneurs after they graduate. In fact there are still many criticisms given to lectures entrepreneurship in tertiary institutions, including: presentation of material that tends to be theoretical and emphasize cognitive aspects, not yet contextual, lack of activity entrepreneurial practices, lack of facilities and infrastructure to practice skills entrepreneurs like business incubators. This was confirmed by Koesworo's research and Triwijayanti (2006), that the lecture was not effective. Because the lecture is not yet involves the experience of businesses, whether through field trips or guest lectures to bring students closer to the real world of entrepreneurship. Although things this has been minimized by assigning interviews, in groups,

with business people (entrepreneurs) To achieve these objectives a student learning model is needed centered, the learning process that emphasizes more on the ability of reasoning, provide direct experience for students, experiential learning. Experiential Learning is a learning model that activates students in the teaching and learning process to build knowledge and skills through firsthand experience. In this model using the catalyst experience to help students develop their capacities and abilities within learning process.

Experiential learning and experiential learning are the right methods to be used in generating student interest in entrepreneurship, the talent they have to become a successful entrepreneur. Experiential-based learning and experience learning can facilitate students to directly feel and experience about how to become a real entrepreneur, obstacles encountered and solutions provided to face the difficulties found. This happens because through experiential learning and experience learning, students can gain new things through the actions and direct experiences they experience. Thus, the process of individual reflection on students will be more easily achieved (Pearson & Degotard, 2009). Based on the practice held directly in entrepreneurship learning activities at Lintau Farm, it is known that an effective way to make students an aspiring entrepreneur or things that can be done to foster the interest of students in natural entrepreneurship is the use of experiential learning model learning and experience learning (Hansen, 2000).

Students can try and experience firsthand (Cronin, Becher, & Powell, 2015). For students, trying, doing and experiencing direct learning experiences is the most interesting thing (Méndez, 2015). This can make the imagination contained in the minds of students so far, become something real through the activity of trying and practicing directly in a simple way (Hasbullah, 1997). One of the learning activities undertaken is the experiential learning model approach in the form of conducting direct experiments on how to

manage a business, fostering enthusiasm in starting a business, learning to work together, and practicing directly about things or business opportunities that can be developed in an environment. and with experiential learning methods Students feel excited because they see and hear firsthand how a successful entrepreneur tells and shares experiences about how he started his business, namely Farm Lintau, what are the obstacles encountered and how the owner of the Lintau Farm overcomes the problem confronted him.

This Learning Model can be used as an Alternative Solution for active learning learning models in entrepreneurship courses that provide tangible benefits to students, especially in terms of building behavior (Caulfield & Woods, 2013). Based on the activities held at Lintau Farm, several techniques can be used to train students to avoid giving up and being afraid of risks. Some of these techniques are explained as follows. First, learning themed adventure challenges. The steps taken are: (1) all students are invited to tour the environment around Lintau Farm. Students are guided to do hiking activities around the Lintau Farm environment which generally has a lot of rice fields and cliffs, this is done with the aim to build student cooperation that has been divided into several groups, steep cliffs and rice fields make them have to work together to pass through the area this, discarding selfishness and foster an attitude of belonging to one another. (2) observations of responses (Cronin et al., 2015); (3) asking various questions; (4) observations about the ability of students to provide responses such as calmness in answering questions, carrying out hiking activities and conditions or endurance during the activity.

Furthermore, with experiential learning methods students can share experiences, provide questions and can seize opportunities and new ideas that can be developed later for entrepreneurship, based on observations, students are very enthusiastic to hear the exposure of lintau farm, this is certainly different if the

material or knowledge about entrepreneurship The students get from the lecturers in the class.

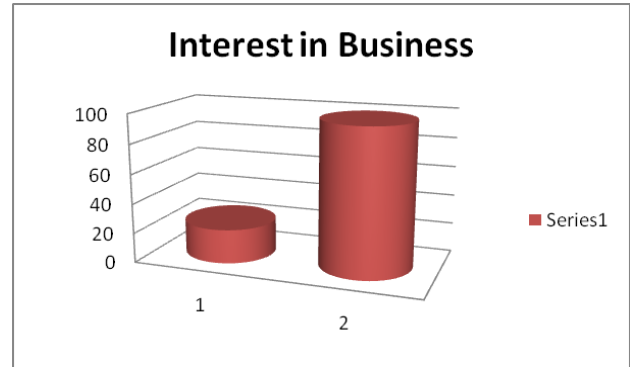


Figure 1 : Interest of Business

The Figure above shows about student interest in entrepreneurship before and after field studies using the experience and experiential learning method. students stated that they were very interested in entrepreneurship because they had experienced firsthand how to do entrepreneurship as well as listening to experience and discussing with successful entrepreneurs regarding hook-tips, constraints and solutions as well as how to capture business opportunities to become successful entrepreneurs.

4. CONCLUSIONS

Based on research conducted it can be concluded that the experience and experiential learning method can be used as a reference model of active learning in increasing student interest in entrepreneurship in higher education. with this method students become more enthusiastic and understand the concept of entrepreneurship. It is hoped that this learning model can help lecturers achieve their learning goals and can create successful prospective entrepreneurs who benefit the environment and economy of the country, create jobs and revive the economy of the community around their environment.

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