



DEVELOPMENT OF PROJECT BASED LEARNING MODEL BASED ON LESSON STUDY TO IMPROVE INTEREST OF ENTREPRENEURSHIP, LEARNING OUTCOMES, AND CREATIVITY OF STUDENTS

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Abstract

The purpose of this study was to determine the effectiveness of the implementation of the lesson study based Project Based Learning model on entrepreneurial interest, creativity and student learning outcomes. This type of research is classroom action research based on lesson study with data collection methods in the form of tests and observations, which are then analyzed by descriptive quantitative methods. The subjects in this study were second semester students of the Family Welfare Education Study Program, Faculty of Economics and Humanities, Dhyana Pura University. The object of this study is the entrepreneurial interest, creativity and student learning outcomes. The results of this study indicate the percentage of the average interest in entrepreneurship in the first cycle was 78% with good categories, increasing in the second cycle to 85% with a very good category. Percentage of average student learning creativity in the first cycle was 84% with a good category, increasing in the second cycle to 90% with a very good category. The average percentage of student learning outcomes in the first cycle was 79% with good categories, increasing in the second cycle to 87% with very good categories. So it can be concluded that the implementation of the Project Based Learning model with Lesson Study in the Nusantara Food Processing course is able to increase interest in entrepreneurship, learning creativity and student learning outcomes.

Keywords: Project Based Learning, Lesson Study, Interest in Entrepreneurship, Creativity, Learning Outcomes.

INTRODUCTION

Nusantara Food Processing is one of the courses designed to improve the ability of students to make various processed food archipelago. This subject aims to develop productive and independent attitudes towards students by providing material in the form of Supporting theories and practices. Students' completeness in learning is very important, as a basic ability before entering the business world and industry, allowing students to get new experiences about various types of food processing, both domestic and foreign, requiring students to be indirectly responsive and critical in processing and serving food in accordance with consumer tastes and market needs.

In an effort to realize this the role of the lecturer in the learning process is very important, of course with the availability and readiness of supporting infrastructure. Lecturer readiness in mastering all competencies, in order to achieve fun learning



objectives centered on students (student based learning). The selection of PKK Study Program students as the object of research with strong reasons refers to the learning outcomes of graduates including educating capable students as; 1) Tourism and Hospitality Vocational Teachers (Catering, Food, Graha, and Home Offices) .2) Tourism and Hospitality Practitioners with expertise in catering, food, Tata Graha, and Front Office expertise. 3) Entrepreneur Service or Entrepreneur in the field of career.

Oriented from graduate learning achievements, PKK Study Program students who have an educational background not only from Vocational School but also from High School have diverse motivations in the selection of majors including; 1) there are those who are indeed motivated to become a tourism teacher. 2) there are those who choose majors because the costs are relatively cheaper compared to other majors. 3) there is choosing a department because they get a scholarship. 4) there are those who follow or just continue to pursue higher education. From this background to realize the achievement of graduate learning is a very difficult challenge for the lecturers in the Faculty of Economics and Humanities Dhyana Pura University. Therefore research on the application of learning models to find out their effectiveness in the interests of entrepreneurship, learning outcomes and creativity becomes important to do.

LITERATURE REVIEW

2.1 Project Based Learning (PjBL)

Project Based Learning (PjBL) is a learning method that uses projects / activities as media. Learners carry out exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes. Project-Based Learning uses problems as a first step in gathering and integrating new knowledge based on their experiences in actual activities, starting with raising a guiding question and guiding students in a collaborative project that integrates various subjects (material) in the curriculum. When the question is answered, students can directly see the main elements as well as various principles in a discipline that is being studied. PjBL is an in-depth investigation of a real-world topic, this will be valuable for the attention and effort of students.

2.2. Lesson Study (LS)

Lesson study can be interpreted as a model of educator professional development through the study of collaborative and sustainable learning based on principles of collegiality and mutual learning to build a learning community. Lesson Study is a systematic process used by people to test the effectiveness of their teaching in order to improve learning outcomes (Garfield, 2006). The systematic process is meant by the teacher collaboratively to develop learning plans and tools, make observations, reflect and revise the learning plan on a cycle and continuous basis. The learning assessment cycle is carried out in three stages, namely; (1) Plan; plan student-centered learning based on problems in class. (2) Do; A teacher carries out student-centered learning while another teacher observes student learning activities. (3) See; With practical legality, collaboration reflects the effectiveness of learning and mutual learning.

2.3 Interest in Entrepreneurship

Entrepreneurship is an important factor as a driver in growing and developing entrepreneurial spirit and behavior, Azwar (2013) states that fostering the entrepreneurial



spirit of college students is believed to be an alternative to reduce unemployment, because scholars are expected to be educated young entrepreneurs who are able to pioneer their own business because the business world today and in the future relies more on knowledge and intellectual capital, so that in order to become a nation's competitiveness, the development of young entrepreneurs needs to be directed at educated (intellectual) young groups.

To find out how much student interest in entrepreneurship researchers are interested in examining factors that are considered to be able to affect entrepreneurship intentions, namely; Self efficacy is a person's belief in his ability to complete a job (Zulkosky, 2009). The condition of one's motivation is more based on what they believe than what is objectively true. Personal perception like this plays an important role in developing one's intentions. Locus of control according to Kreitner and Kinicki in (Wiriani et al., 2013), consists of two constructs, namely internal and external, where the internal locus of control if someone believes that what happens is always in his control and he always takes responsibility in every decision making, while external locus of control if someone believes that the events in his life are beyond his control.

The interest in entrepreneurship in this research is the desire to grow a business or create a new business. The indicator of entrepreneurship intention based on adnyana and retirement research (2016) in this study is 1). A high desire to choose entrepreneurship as a career or profession. 2). Prefer being an entrepreneur rather than working for someone else. 3). Have a plan to start a business in the future.

2.4 Learning Outcomes

Changes in the behavior of students, both in the fields of cognitive, affective, and psychomotor as a result of the learning process is called learning outcomes. According to Bloom (in Sudjana 2010) which broadly divides it into three domains, namely the cognitive, affective, and psychomotor domains. The cognitive domain is related to intellectual learning outcomes which consist of six aspects, namely knowledge or memory, understanding, application, analysis, synthesis, and evaluation. The first two aspects are called low level cognitive and the following four aspects include high level cognitive. The affective domain deals with attitudes which consist of five aspects, namely acceptance, answer or reaction, judgment, organization, and introduction. Psychomotor domain with regard to the results of learning skills and the ability to act. There are six aspects of the psychomotor domain, namely reflex movements, basic movement skills, perceptual abilities, harmony or accuracy, complex skill movements, and expressive and interpretive movements.

Based on the above opinion, in the context of this study it can be concluded that learning outcomes are the results of learning processes that are reviewed through measurements covered by three aspects (cognitive, affective and psychomotor) that can be achieved by students after participating in learning activities Processing and serving food. Then the achievement of the student's final learning process, oriented towards the pod produced in the process of processing and serving food.

2.5 Creativity

Creativity is an organized, comprehensive, imaginative brain activity leading to an original result. Creativity is one of the basic human needs, namely the need for self-realization (self-actualization) and is the highest need for humans, creativity can be



identified and fostered through proper education (Munandar, 2009). The characteristics of creativity are; (1) Fluency of thinkin, which is the ability to generate ideas. In smooth thinking, what is emphasized is quantity, and not quality; (2) Flexibility of thinking (flexibility), which is the ability to produce a number of ideas, answers or various questions, see a problem from a different perspective, look for different alternatives or directions, and be able to use various approaches or ways of thinking. (3) Elaboration, namely the ability to develop ideas and add or detail the details of an object, idea or situation so that it becomes more interesting; (4) Originality, namely the ability to spark unique ideas or abilities to spark original ideas (Guilford in Munandar.2009). Indicators of creativity in learning in this study refer to the dimensions of creativity according to Utami Munandar, namely: 1) Creative personality, 2) Press (encouragement). 3) Creative process. 4) Creative products.

RESEARCH METHODS

This type of research is Classroom Action Research. With the PTK model Kurt Lewin's design, which is based on the main concept that action research consists of four main components, namely: a). planning or planning, b). action or acting, c). observation or observation, d). reflection or reflecting (Trianto, 2011). The action taken is the application of the lesson study based Project Based Learning model. The design of this study begins with carrying out the initial reflection followed by conducting research. The research implementation was designed in two cycles and each cycle consisted of four stages: (1) action planning (Plan), (2) implementation of actions and (3) observation (Do), and (4) reflection (See). The instruments used in this study were (1) Entrepreneurial Intention test (2) student creativity test, (3) Learning outcome test. Looking for the average test scores of Entrepreneurship interests, student learning outcomes and creativity, are converted into the PAP conversion guidelines below:

Table; Assessment criteria

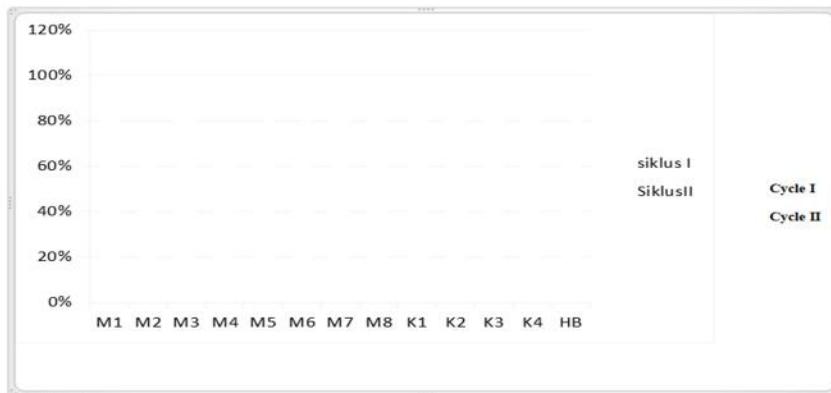
No	Percentage (%)	Critical thinking ability criteria
1	0 -39,9	Very less
2	40,0-54,9	Less
3	55,0-69,9	Enough
4	70,0-84,0	Good
5	85,0-100	Very good

Source: Santyasa (2007)

RESEARCH RESULTS AND DISCUSSION

The results of data analysis in the first cycle and second cycle showed the development of interest in entrepreneurship, student creativity in learning and student learning outcomes increased in the category of very good assessment. Student ability in each assessment indicator tends to experience significant changes in each cycle. To be clearer, the development of each assessment indicator is presented in the graph below.

Picture 4.1 Graph of the development of indicators of interest in entrepreneurship, student creativity in learning and learning outcomes in cycle I and cycle II '



Explanation :

- M1 = Self Confidence
- M2 = Able to Lead HR
- M3 = Has Mental Maturity in Starting a Business
- M4 = Confidence in Business Success
- M5 = Convinced Of Results Of Own Ability
- M6 = Leadership Depends on Own Ability
- M7 = Success Because of the Result of Own Hard Work
- M8 = Results Not Luck
- K1 = Creativity of creative personal indicators
- K2 = Indicator creativity Press (push)
- K3 = Creativity indicator Creative process
- K4 = Creativity of creative product indicators
- HB = Learning outcomes

Based on the graph above in the assessment of interest in entrepreneurship shows the highest increase of 15.7% in the indicator of Self Confidence which is from 80% in the first cycle increased to 95.7% in cycle II. The second highest increase occurred in the indicator of success because the results of self-employment amounted to 14.9%, namely from 80.4% in the first cycle increased to 95.3% in the second cycle. The third highest increase occurred in the indicator of Non-Luck Results of 10.2%, namely from 80% in the first cycle increased to 90.2% in the second cycle. The next increase occurred in the indicator sure you will get the results of your own ability 9.5%, then have mental maturity in starting a business 9.4%, leadership depends on your own abilities 8.3%, able to lead HR 2.8%. There was a decrease in value of 9.6% on the indicator of Confidence in Business Success, this became a new finding because only on this indicator there was a decrease while the other indicators had increased.

Creativity in learning has increased in each indicator of assessment, the highest increase of 8.3% occurred in the Press indicator (boost), increased from 81.7% in the first cycle to 90% in the second cycle, an increase also occurred in the indicator of Creative Products of 6 , 5%, Creative Process indicators of 5.4% and Creative Personal indicators



of 3.8%. Increases also occur in evaluating learning outcomes by 8% from the first cycle of 79%, increasing to 87% in cycle II.

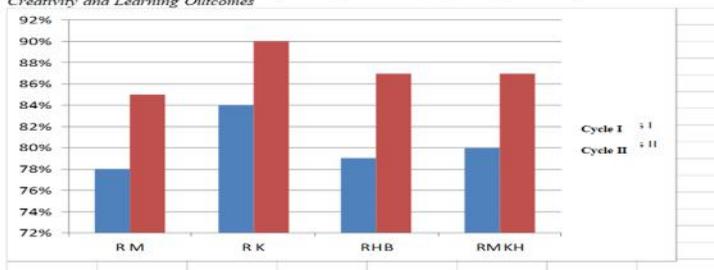
Overall the average percentage of the results of the development of Entrepreneurship Interest, Student Creativity in Learning and Learning Outcomes of students increased very well. For more details, the recapitulation of increasing the average value of Entrepreneurship Interests, Creativity and Learning Outcomes is presented in the following table;

Table 4.7 Recapitulation of Average Percentage of Entrepreneurship Interest, Creativity and Learning Outcomes

No	Data Description	Evaluation result	
		Cycle I	Cycle II
1	Average Interest in Entrepreneurship	0.78	0.85
2	Average Learning Creativity	0.84	0.90
3	Average Learning Outcomes	0.79	0.87
4	Recapitulation of Average Percentage of Interest in Entrepreneurship, Creativity and Learning Outcomes	0.80	0.87

To more clearly see the increase in the average interest in Entrepreneurship, Creativity and Learning Outcomes in each cycle is presented in the form of the following recapitulation graph;

Picture 4.2 Graph of Recapitulation of Average Percentage of Entrepreneurship Interest, Creativity and Learning Outcomes



Explanation :

RM = Average Interest in Entrepreneurship

RK = Average Learning Creativity

RHB = Average Learning Outcomes

RMKH = Average Recapitulation of Percentage of Entrepreneurship Interest, Creativity and Learning Outcomes

The results of this study prove once again that the learning model of Project Based Learning Based on Lesson Study works very well to increase Entrepreneurship Interest, Learning Outcomes, and Student Creativity, in the learning process. The results of this study are in line with previous research conducted by I Gusti Lanang Agung Adnyana and Ni Made Purnami which states that Self efficacy and locus of control have a positive and significant effect on the intention of entrepreneurship for undergraduate students of



the Faculty of Economics and Business, Udayana University, which means that the higher self-student's efficacy and locus of control, the higher the student's intention to entrepreneurship. Muladi Wibowo's research, that the interest in entrepreneurship is strongly influenced by internal factors, external factors, learning factors and the readiness factor of learning instruments, means that in this study the learning and readiness factors of the instrument in Lesson Study-based Project Based Learning models provide the highest contribution towards interest in entrepreneurship. The results of this study are also in line with the research of Indra Darmawan and Budi Eko Soetjipto entitled The Implementation of Project-Based Learning to Entrepreneurial Intention and Entrepreneurship Learning Outcomes of Economics Education Students which states that the application of project-based learning models can increase students' entrepreneurial intentions and learning outcomes student entrepreneurship.

Conclusion

Based on the results of research on the application of Lesson Study-Based Project Based Learning learning models to increase interest in entrepreneurship, student learning creativity and student learning outcomes in the course of learning Nusantara Food Processing are;

1. The application of Lesson Study-Based Project Based Learning learning models helps students to understand the Nusantara Food Processing material and with a project-oriented learning process that connects it to real business activities, can be used as an alternative to solving learning problems while training students' interest in entrepreneurship, improving student creativity and learning outcomes.
2. The application of important lesson study techniques is carried out by the teacher or lecturer to increase collaboration and active discussion between the lecturers to solve the problems faced. Like other learning methods, the implementation of project-based learning needs to consider the characteristics of the material being taught. Not all material or concepts are feasible to be taught using project-based learning, in overcoming problems such as this, lesson study is important to do to arrange the most appropriate learning scenario.

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