Conference Paper

The Effect of Motivation and Team Dynamic on Entrepreneurial Learning Success

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Abstract

The growth of the non-formal education sector in the last decade is indispensable as a form of social services provided by an organization to be a reference for marginalized people to be able to pursue education equivalent to formal education. Entrepreneurship-based learning is an important solution to help and supplement the non-formal education sector to successfully meet many of these challenges. One benefit that is seen in combining entrepreneurship learning systems into non-formal education is the development and improvement of the provided curriculum followed by the conversion of lessons learned into practices and operating principles that help individuals in the organization to maintain and improve their performance capabilities so as to produce graduates who are ready work. Non-formal education is seen as a sustainable resource for learning and improvement not only for individuals in the organization but also for partners and stakeholders affiliated with non-formal education. Effective motivation and team dynamics are factors that influence learning to develop entrepreneurial capacities that are important for the innovation process taken on opportunities that help build and grow non-formal education. There are motivations and dynamics of effective program implementation teams, better strategies, policies, actions, decisions, resource allocations, and many more benefits that will all lead to the ability of non-formal education to grow and develop and adapt efficiently to change.

Keywords: entrepreneurship based learning, motivation, team dynamic

1. Introduction

Learning as an activity that can be dissected and studied at various levels and from different dimensions in non-formal education. Most commonly, researchers and the academic view of the learning process in the organization takes place on three levels, namely at individual, team and organizational level (formal or non-formal). A clear difference between these three levels and how they are interrelated to form the learning chain needed place in organizational settings. Learning at an individual level is not something that is taught but rather the innate ability of the individual, involves a mindset that will lead to individuals creating themselves, but not thinking about how to do good learning

and in accordance with their ability to receive learning. That people learn through a cycle, where the flow of the cycle must go through what is called action and reflection, activity and response. For this reason, this research develops entrepreneurship-based learning[23]. Peter Senge explains the need for entrepreneurship-based learning as the development of the team's ability to produce the non-formal education graduates they want. Three dimensions are important for The team learning described by Senge includes the need to think deeply about the complex problem; the need for innovative and coordinated action; and finally, the role of team members in another team. In addition, Peter Senge believes that to become non-formal education needs to adopt five core disciplines that are the success of the learning process. This is system thinking, personal mastery, mental models, building a shared vision, and team learning. Summary in t i five disciplines are as follows[23]:

1. Open thinking of the system to provide a means of understanding the learning methods used at a deeper level to see available pathways to bring change more effectively.

2. Personal mastery wherein this study is a citizen learning paket C program in several PKBM in Central Java which involves expanding our individual capacity to create reality what we most want and create anon-formal educational environment that encourages managers and tutors to develop themselves so as to achieve their goals and objectives p Invert Selection.

3. Strong mentality involves continuous reflection, clarification, improvement yourself and try to understand how this mentality grows perceptions that influence actions and decisions.

4. Building a shared vision involves creating a sense of commitment in the group by creating an integrated picture of the future desired by paket C program manager and tutor to make and guide the principles and practices of entrepreneurship-based learning used to achieve future.

5. Learning carried out in teams involves the transformation of dialogue and intellectual interaction that collective output is greater than the number of individual members.

Team learning as a sustainable cycle involves changes in individual behavior brought about by knowledge, enhancing skills and progress, and shifting views. Individuals are involved in teams in various types of learning as well, namely adaptive, generative, and transformative. Adaptive learning brings changes that are relatively deep in behavior

and supported by individual reactions to different stimuli. Generative learning on the other hand, revolves around the concept of individuals adding new knowledge, and skills to existing ones and applying this to their various situations. Last Transformative learning which can affect their ability to adapt to change.

1.1. Motivation

Learning are motivated to learn in paket C program for various reasons. Study of organizational learning Intrinsic motivation finds that someone is motivated to be involved activities related to learning for various reasons. Other study also identifies the importance of individuals who want to learn. They strengthen the difference between intrinsic, extrinsic, and interactive motivation for learning. While Intrinsic motives mostly "inside" of the individual, extrinsic motive of the external environment individuals, and interactive motives for learning to connect with inner desires learning and the outside environment. M activation to learn more interactive rather than purely intrinsic or extrinsic. Students also receive Achievement motivation as a useful concept in understanding why humans learn. Some m otif that encourages people to want to achieve is that the needs to compete, achieve a challenging target or targets[26]. According to The motivation theory of McClelland's achievement, people are motivated to learn because of their desire to solve problems, want to achieve power or have power, and want to build a positive intimate relationship with others [6, 17]

Deci and Weiner contribute to the theory of motivation achievement by introducing a more effective and balanced cognitive theory in analyzing how someone causes things to do and they really do it because they want organizational performance. Achievement motivation theorists identified by Bigge and Hunt include David McClelland and JW Atkinson. The Atkinson model divides motivation into extrinsic and intrinsic[1]. Extrinsic motivation comes from our activities that are involved so as to reach the target or goal set Intrinsic motivation comes from our activities involved because of satisfaction we get from doing it [21]. However, they identified one weakness in The Atkinson model is that the model does not integrate extrinsic motivation correctly with intrinsic motivation.

McClelland and Atkinson's work, also identified Weiner's cognitive attribution theory to explain achievement motivation. Weiner describes the motivational model with the SCR code where C stands for cognition, S for stimulus and R for response. SC in the model Weiner represents information and concepts that allow people to build perceptions about their environment while CR relationships represent the relationship

between the output of the SC relationship and the behavior response generated from CR relationship[1].

Maria C. Osteraker in reasoning the motivation of an organization to learn puts forward a dynamic motivational triangle which brings together three main dimensions, namely social, mental, and physical. S emua individuals have these needs in some proportion, but its importance for individuals different from person to person according to which dimension is the most dominant for that certain individuals at certain times[18].

1.2. Team dynamics

According to Zachary and Kuzuhara that team dynamics refer to "characteristics of the process by which team members interact with each other. This is included communication patterns, minimizing conflict, decision-making style, and culture team [27]. Gay Lumseden and Donald Lumsden defines teams as members that revolve around relationships, processes, and aim[13]. They in turn look at the dynamics of the team as a matter that affects team processes, namely competence, trust, shared orientation, and individual dynamism. Johnson et al. define team dynamics using concepts identify attitudes, uniqueness, communication, creativity, and play as the dynamics that make up the team[9]. In addition Johnsons et al also identified important elements of a well-structured team. This is a positive interdependence from the group members, face-to-face interaction, individual accountability / personal responsibility,

team work skills (needed for decision making, building trust, communication, and conflict management), and group processing. They also stated that members were on effective teams engage in experiments to find out new ways of doing things, looking for best practices from other teams, proactive in problem solving, discussed difference in what members must contribute, meet various targets, operate withincrease the effectiveness of overtime, and engage in and be satisfied with their work [9].

The team succeeded when there was a sense of " empowerment " and "individual recognition" in the team, when individuals in the team do what they feel true, when the team is not afraid to take risks, when they look for answers to everything that happens around them and not just one way, when they are related to organizational strategy, when they ask for help when needed and are part of the solution, andwhen they look for their own answers rather than complain. In addition to the study studies from Johnson and other researchers, Leung et al. in their study of how roles in teams affect team performance, the role played by members in a team does have an impact on how the team performs. and determine whether they are effective collectively or not[12]. Castka

et al. in their assessment of the factors that influence the successful implementation of team performance in the organization include : organizational culture, allocation of time, space, resources, rewards, focus of team tasks, alignmentand interaction with the external environment, the level of difficulty of performance, knowledge and skills individual and team members as a whole, individual needs in the team, and group culture. Strength also influences entrepreneurship-based learning in teams. This study adopts a group-level perspective in entrepreneurship-based learning and found that the power to influence how the group and team learning in non-formal education in particular paket C[5].

Other dynamics that have been studied are team competition and honest in constructive competition, trust and communication are also air plays an important role in entrepreneurship for paket C-based learning.

2. Methodology

Sample taken at 10 CLC in Central Java, which organizes Paket C program. Every PKBM was taken by interview participants and questionnaires were 3 managers of each PKBM so that there were 30 managers and 6 paket C tutors per PKBM so there were 60 tutors and 20 paket C students or a total of 120 participants. The total sample that will be analyzed is 210 people. Each PKBM operates independently in several cities in Central Java. To ensure high den t ingkat response, data was collected through entrepreneurship training held on July 4,2018 at the Postgraduate Building of Semarang State University and whatsapp. Questionnaire instruments given are different for managers, tutors and C package students.

Management respondents consisted of 52 percent were men, with an average age of 40 (SD ¼ 5,90) and an average service period of 2,5 years (SD ¼1.19). Paket C Tutor,39 percent were male, with an average age of 31,5 (SD¼6.65) and average m asa office supervisor 2 years (SD ¼ 1:13). Respondents of paket C students were 36 percent of men with an average age of 20 (SD ¼ 5.80). All item sing Likert scale response to action taken at the level of 1 (disagree) to 5 (strongly agree).

In this study used qualitative and quantitative research in the form of interviews and quantitative surveys to get the benefits of triangulation. These methods are used with the aim of identifying prevalencemotivation of students to learn the reasons, team dynamics for the success of entrepreneurship-based learning processes in pursuit of paket C program, statistically analyze every important relationship that existsbetween all variables investigated. In addition, the main purpose is to identify the level of influence

of independent variables on the sustainability of organizational learning, the dependent variable. For this, in-depth interviews are needed as part of the pilot research phase, identifying the motivations of students that are common to teach the reasons, team dynamics, and non-formal education. A review of the available literature provides initial recommendations identify dimensions of team motivation and dynamics..

In addition, in-depth interviews were conducted two goals:

- to validate the findings and construction of other studies found from literature review; and
- to identify other dimensions for each variable used in the research context.

Findings from the literature review are combined with the results of in-depth interviews then entered through the process of qualitative analysis, namely phenomenological analysis. This analysis provides a basis for a systematic and comprehensive process analyze the data collected in preparation for making a research questionnaire, as recommended by Moustakas (1994) and Patton (2002). Qualitative analysisis carried out by the process including initial groupings / summaries of data collected from literature review and in-depth interviews, eliminating irrelevant data, groupings and categorizing data, validating themes, and finally building structural-textures description of data collected.

2.1. Size and hypotesis

All reliability scales (Cronbach's α) are acceptable, exceeding the value (0.70)

1. *Motivation. Respondents indicated that they needed motivation in participating in entrepreneurship-based learning in package C. This action was answered on five points of a Likert scale ranging from 1 ¼ " disagree " to 5 "" strongly agree. " Cronbach's α for this scale is 0.9 1.*

   Hypothesis 1: Motivation influences the success of the entrepreneurial-based learning process.

2. *Dynamics Team. Respondents showed that team dynamics were very influential on the success of entrepreneurship-based learning process in package C. This action was also answered using a Likert scale using 5 points starting from 1 ¼ "disagree" to 5 "" strongly agree ". Cronbach's α for this scale is 0.85.*

   Hypothesis 2: Team dynamics influence the success of the entrepreneurial-based learning process.

2.1.1. Control variable

The study also control three demographic variables, namely gender, age, years in paket C program. Data analysis using (SPSS) version 14.0. Inferential statistics' Pearson Correlation is used to identify the relationship between variables and multiple regression analysis is used to determine the influence that exists between variables and to test research hypothesis.

2.2. Analysis

From a statistical analysis Pearson correlation obtained that motivation and learning process positively correlate at 0,91. This shows that the higher the score given by the respondent for individual motivation learning, the higher the score they set for the success of entrepreneurship-based learning. In other words, it can be seen that the reason behind individual motivation learning has an impact on the organization's ability to maintain learning.

The relationship between personal fulfillment, mastery of problems, appreciation and recognition, and sustainability of package C learning is observed that the strongest correlation exists between personal fulfillment and the success of entrepreneurial learning (0,90), followed by correlation 0,92 between mastery of the problem and sustainability of organizational learning, and finally a correlation of 0,93between awards and recognition and sustainability of organizational learning. The data also records personal fulfillment and mastery of the problem positively correlated at 0,89, which is the highest correlation between three sub-variables of individual motivation for learning. Personal fulfillment also positively correlates with appreciation and recognition in 0,91. Finally, mastery of problems and rewards and recognition positively correlate at 0,90. It is clear that the relationship between all sub-variables individual motivation for learning and their relationship between the success ofentrepreneurship-based learning.

Positive correlation also exists between dynamics and team organization continuous learning, with a correlation of 0,84. This positive correlation too observed between sub-variables of team dynamics namely trust, interpersonal communication, team expertize, and empowerment. The correlation exists between empowerment and the success of entrepreneurship-based learning in level 0,86. The lowest correlation between Sub-variables and the sustainability of organizational learning are 0,83 which is between interpersonal communication and the success of entrepreneurship-based learning. Trust

and empowerment also has a positive correlation at 0,86 while trust and team experts positively correlate at 0,85.

3. Discussion

The results of this study illustrate how correlation showed that motivation and team dynamics influential in the success of entrepreneurial learning process based on the packet C. In addition, team dynamics and individual motivation to learn as well found to be an important aspect in promoting and maintaining the learning needed place it in the context of non-formal education. One way to see this is to understand that individual motivation to learn together with team dynamics practices, both acts as a "basic" basis of learning that occurs in non-formal education.

In this study, non-formal education have become more significant because of the learning process often designed to solve specific problems that are not in formal education. Managers, tutors and package C students must be managed with be very careful because non-formal education in this sector tends to depend on other organizations for operational financing. So that the hope is with entrepreneurship-based learning, besides being able to cover operational financing when students learn and also prepare package C graduates who are ready to work and create their own jobs. While greaterformal education tends to have more of these resources are available to them, depending on the level k eterlibatan government, non-formal education are less frequent need struggling to overcome and compete with greater formal education for these resources. This is often means that most students who study and graduate will be directly allocated to the program skills and implementation that return to the community and beneficiaries.

When new students enter chase paket C program, they have a mount of expectations about everything related to the learning environment and the role of PKBM. Such expectations tend to determine themotivation of students who have an effect on their attitudes, and behavior. For example, when these expectations are fulfilled new employees will experience satisfaction and high learning commitment whileif they are not fulfilled their expectations tend to be unwanted reactions [7, 20]. The students' directions can be considered as a work that will affect their emotions, especially boredom in learning, and result in their learning motivation. New hope is important in entrepreneurship-based learning because it will cause positive and negative emotions, respectively, and in turn affect motivation.

Students' expectations paket C programs is described as "the difference between what a person's face in learning with positive and negative experiences and what he expects will be met" [20]. In conditions of fulfilled expectations, students tend to experience favorable results. Conversely, when employees consider that they are not fulfilled his h arapan they may show negative results.Previous studies have shown expectations of employees to deal with the various employee outcomes such as job involvement, job satisfaction, organizational commitment, distress, and t Objective them following study [2, 4, 14, 15, 17, 24, 25]. In this context, expectations also tend to influence learning motivation [25].

Given that motivation is key to key outcomes such as organizational commitment, job performance, intentions change into better individuals, and increased creativity [8, 10, 11, 28]. Motivation is defined as "an inherent tendency to look for new things and challenges, to expand and train one's abilities, to explore, and to learn" [22]. In this case, motivation involves the desire of individuals to do business on the task without being forced by external factors and engaging in it for pleasure and satisfaction derived from doing this task [22]. Bloom and Colbert (2011) have illustrated the importance of students' motivation for the success of the learning process in which this research focused on entrepreneurship. Likewise, Deci and Ryan suggested that recognition and appreciation are key components of motivation[22].

4. Conclusion

Positive relationships and the influence of individual motivation for learning and team dynamics in entrepreneurship-based learning in non-formal education, especially package C shows that learning at each level is not separated from the others but rather contribute to each other. When learning, both managers, tutors and students need understand the problems they face or are surrounded to solve them effectively. They must also be able to continue to find ways and means to support learning that occurs in PKBM. Facilitating learning through entrepreneurship also means taking actions and initiatives which in turn will enable students in PKBM to act on their learning needs. In the end, the process of community empowerment through non-formal education was achieved.

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