

## Conference Paper

# Experience-Based Learning Models in Entrepreneurship Courses: An Innovation to Promote Entrepreneurship Based on Local Wisdom

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**Abstract**

Innovation in learning is necessary to answer the challenges of education in the 21st century. Students who are prepared for the demands of this era will have a mindset to not only seek work but also to create work. Efforts to promote this mindset in students majoring in Development Economics is done by implementing learning innovations in entrepreneurship courses using the experience-based learning model adapted from David Kolbs (1981). This descriptive qualitative research was conducted to examine the innovation of learning using an experience-based learning model. This learning was expected to promote entrepreneurship values in the students based on local wisdom. The data were collected through in-depth interviews with and participant observation of Development Economics students who took the entrepreneurship course, and through the study of documents.

**Keywords:** Experience-Based Learning, Entrepreneurship Values, Local Wisdom

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## 1. Introduction

Higher education (College) is one of the nation's next generation creators and of course also need to prepare human resources that can answer the demands of the future. The role of Universities is very large in forming the mindset of the students. These students will later be a determinant of the direction of economic development and growth through decision making in the world of business and the world of work. The main challenge facing Higher Education (College) is in preparing the workforce with competencies that match the needs of the times. Students as part of modern society in

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the 21st century, at the time of pursuit should not only be required to seek employment after graduating from college, but also to create employment, in order to contribute to reducing unemployment. Based on data from BPS (2017), unemployment rates from college graduates are still quite high, as presented in table 1 below.

TABLE 1: Unemployment Rate by Education Level 2017

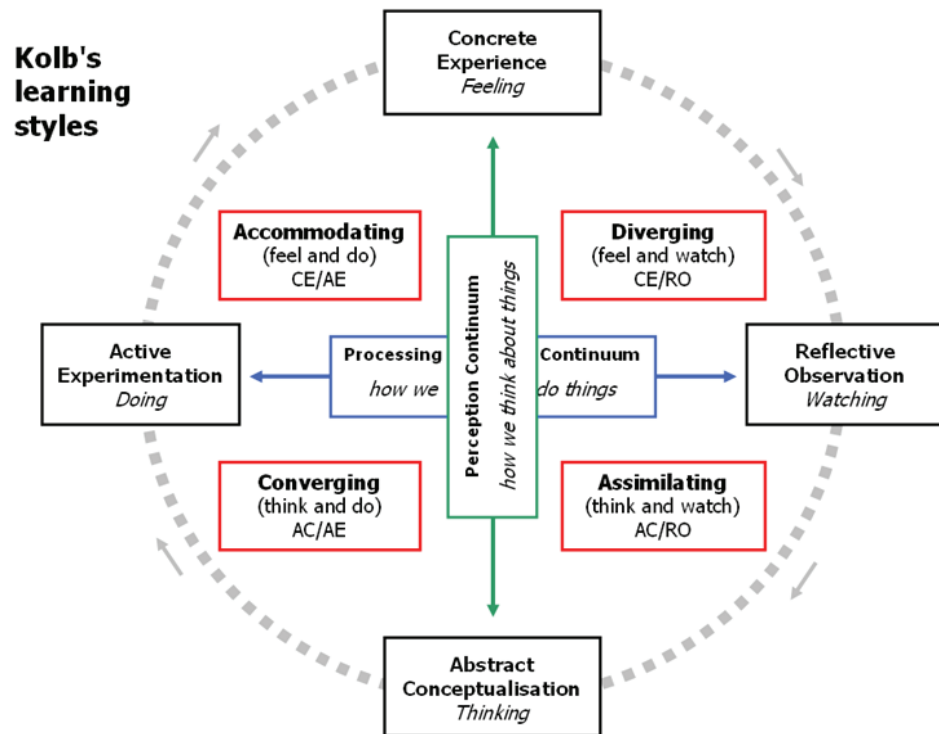
No	Highest Education Arrested	2017	
		Februari	Agustus
1	No / not attending school	92.331	62.984
2	No / have not completed Elementary School	546.897	404.435
3	Elementary School	1.292.234	904.561
4	Junior High School	1.281.240	1.274.417
5	General Senior High School/SMU	1.552.894	1.910.829
6	Vocational High School/SMK	1.383.022	1.621.402
7	Academy / Diploma	249.705	242.937
8	Universities	606.939	618.758
TOTAL		7.005.262	7.040.323

Source: Central Bureau of Statistics Data (2017)

In college, students need to be given concrete learning of entrepreneurship, in accordance with the empirical inputs that exist in student life. This concrete learning to equip students with meaningful knowledge in order to encourage entrepreneurial spirit for entrepreneurship (John 2003, Wu & Wu, 2008). The Learning of entrepreneurship in college, presented in an entrepreneurial course. Because of the importance of this course, the Department of Development Economics as part of the University of Malang, need to improve the learning activities continuously, make innovation in learning entrepreneurship courses to produce output in accordance with the expected that can bring new entrepreneurs who are ready to face the global era.

Innovation of learning conducted by lecturers of entrepreneurship course in Development Economics Department is doing the learning using Experience Base Learning model developed by David Kolbs. According to David Kolbs (1981) The theory of experiential learning maintains that learning is the process of experimenting with the resolution of dialectical conflicts between opposing modes of dealing with the world of action and reflection, concreteness and abstraction. This model provides an opportunity for students to actively seek and find their own real experiences in the field, about the real conditions and situations in doing business. Experience based learning encourages students to actually behave entrepreneurally, where they have the opportunity to experience, experiment, and play with various aspects of the entrepreneurial learning process (Johannisson & Madsen, 1997). Below is a picture of Experience Base Learning

Model developed by David Kolbs (1981), which was then adopted and implemented as an innovative learning in the Department of Development Economics.

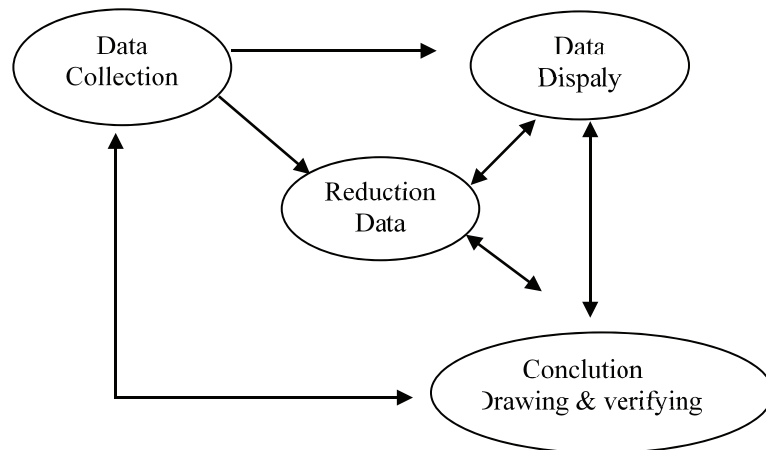


**Figure 1:** Experience-based learning model (Concept David Kolb, adaptation and design of Alan Chapman 2005-06, based on Kolb's learning styles, 1984)

## 2. Method

This research is a qualitative descriptive study. This research will be revealed in depth about Experience Base Learning Model as learning innovation on Entrepreneurship Course at Development Economics Department of FE UM. Through this research is expected to foster the entrepreneurship values of students with local wisdom. These values are then expected to stimulate students to become entrepreneurs who love the local wealth around the students.

Sources of data in this study came from the informants that are students majoring in Development Economics who take entrepreneurship course. Data collection in this study using data collection techniques in the form of: (1) In-depth interviews (2) Participant observation (3) Documentation study (study of documents). Data analysis method used in this research is an interactive model analysis method from Miles & Huberman with the following stages.



**Figure 2:** Interactive Model Data Analysis Technique

### 3. Results and Discussion

Implementation of entrepreneurial course learning activities in the Department of Economic Development FE UM using Experience Base Learning model as adopted by David Kolbs (1981) are as follows. **1) Concrete Experience Stage:** At this stage students are grouped by the lecturers to jump into the field to observe and interview the business actors located around them (around the student residence). Students examine in real terms about entrepreneurship from various direct sources (entrepreneurs). In addition, students are also asked to see and observe the potential of what is in the environment around which later can be used as an inspiration for the practice of entrepreneurship. The various experiences obtained are then summarized in a field observation sheet; **2) Reflection Observation Stage:** Students' Experience Results are grouped in association with entrepreneurship concept and their problems are then presented in class. This activity is a show of experience that has been obtained by students.

They are given the opportunity to correct each other and give input to what is expressed by other friends. Students share information on various matters related to entrepreneurship. With the process of sharing information that all students are allowed to reflect and interpret of what they have learned in the field. In this activity the lecturer gives strength and direction to what has been expressed (reflected) by the students in the class. The collected information becomes material for further learning activities; **3) Conceptualization stage (Abstract Conceptualisation):** At this stage the student already has a conclusion about the various concepts and problems of entrepreneur, whose source comes from the results of reflection in the previous stage. They also have information about local potentials (areas) that can later be used as material in creating a business. The conclusions generated together are certainly not necessarily fully

integrated in practice (in fact). Therefore, it is necessary to implement (implementation) on the real situation for the proof; **4) Implementation phase (Active Experimentation):** Based on the conceptualization result staged earlier, students are then assigned to practice directly what they have got. Lecturers ask students to develop a business plan based on local wisdom (area) where they live. After the business plan is made, the students are asked to carry out the practice directly in the field. Students perform this activity within approximately 2 months, until the final exam of Semester (UAS).

### **3.1. Entrepreneurship Values of Students After Learning Experience Base Learning**

#### **3.1.1. Reading Business Opportunities Sensitively**

An entrepreneur should be certainly have a sensitivity in reading business opportunities (markets), especially for an entrepreneur who wants to start a business. Sensitivity in reading this opportunity should also be owned when we want to expand the business, do market segmentation, or when doing business expansion. From the results of research that has been done, it turns out that learning activities using Experience Based Learning, making students increasingly have the sensitivity to determine what efforts should be created so that they can survive in an era that is growing.

More learning and often observe the environment, students are expected to see and explore the potential that exists in the surrounding environment. It can be natinya made a business that of course can help students earn income. As Wahyu Saidi, & Sofia Hartati (2008) commented, "... entrepreneurs are people who are always pursuing and creating opportunities, both opportunities for themselves and opportunities for others".

#### **3.1.2. Dare to Take Risks**

For an entrepreneur, risk is something to be faced. Courage to take risks is the key to success in entrepreneurship. If we do a business must be brave in taking risks. Taking into account the risks and the courage to take the risk will be very useful to prepare (anticipate) against obstacles or obstacles that may hinder the rate of our efforts.

At the time of learning, students invested in the value of courage in taking risks through a series of learning activities and practices directly into an entrepreneur. They are confronted with the immediate concern of how to become an entrepreneur and they are also required to dare to choose what the appropriate business to their

respective passions, with all the risks that may be faced. That is in line with what Mas'ud Machfoedz (2008) describes that an entrepreneur is an independent person in pursuit of achievement, he dares to take risks to start managing business for profit.

### **3.1.3. Honest & Resilient**

Department of Development Economics Students at the time of learning activities entrepreneurship courses are taught values of honesty and tenacity in entrepreneurship. Students get Values of honesty and tenacity a lot when They make observations and carry out business practices in the field. Various information and experiences obtained by students in the field to be a very meaningful learning for students.

Values of honesty they also apply when conducting entrepreneurial practices such as students do not use candle oil when making a fried business, and students do not use preservatives or harmful sweet syrup for food.

The values of student resilience are shown when they begin to carry out the task of marketing entrepreneurial outcomes. They are unyielding in marketing their business results even in a short time to practice on the ground. They are serious in doing business marketing results. The Student make innovations in their products that want to offer. When they do entrepreneurial practice, they also learn about the right attitude in serving consumers, like being honest in providing information about their products, so that consumers are comfortable and constantly interested in buying their products. This is as revealed by Kasmir (2006) that the ethics or norms that must exist in the soul of an entrepreneur are related to honesty, responsible, true promise, discipline, law-abiding, helpful, committed, respectful, and chasing achievements.

### **3.1.4. Creative and Innovative oriented to local wisdom**

It is undeniable that students learn can be obtained from anywhere, even from the student environment. An experience comes from the surrounding environment can be the best teacher and will be a source of innovative inspiration oriented to the future & local wisdom. It can also be used a source of information to start a business in the future. There are a lots of natural potential can be extracted from environment around the students as their learning materials.

learning activities based on the environment conducted in the Department of Development Economics can foster creativity & Innovation of students based on local wisdom owned by their respective dwelling areas. Many creative ideas and future innovations

that arise from the results of student thoughts are realized in the learning activities undertaken, such as creations to make craft bags, creations create a culinary and others. Here's a picture of student creations created by students in a business activity on entrepreneurial learning.



**Figure 3:** Handicraft by Entrepreneurship of Student

### 3.1.5. Skillful Decision Making

A decision is the choice of various alternative options, each of which will have both benefits and risks (Campbel, et al., 1997). Therefore, every student as a generation who is expected to become future entrepreneurial candidates need to be equipped with the ability to be skilled in making the right decisions, through various learning. The learning is certainly what can lead them to practice directly, how the decision-making process really is in front of them as a provision for future life experiences.

Decision-making is one form of thinking and the result of an act is a decision (Desmita, 2008). Students in groups are invited to think in the learning process Experience based learning. At the conceptualization stage (Abstract Conceptualization) of Experience based learning students are invited to think to take the right decision to practice student entrepreneurial activities with insight on their local wealth.

At the stage of field practice, decision-making activities are also applied to the students. They are invited to manage the business that has been chosen by the students, where should the product be marketed? And what are the strategies when business bottlenecks occur?

The students' skill in making decisions gained from experience when entrepreneurial learning is an invaluable treasure for their lives later. Learning experience in making this decision will be used as a guide in solving problems in the future.

### 3.1.6. Love to local products

The learning of entrepreneurship subject by using Experience based learning model is conducted to develop the creativity, skill and talents of individual students majoring in Development Economics by exploiting local potentials of economic value and influencing the welfare of the local community. Through this learning, students are invited to love the local potentials owned by the students, such as Turen (student's home area) as a bamboo producer, the students try to make pudding from bamboo leaves as their entrepreneurial work. Through this entrepreneurial learning, students are expected to care more and love to the wealth of their owned areas. This is in accordance with Soetomo's opinion (2012) that through the process of learning and adaptation of knowledge and local wisdom can serve to adjust and maintain harmony with the physical environment and natural environment. Affirmed by Tilaar (2015) Local wisdom has a pedagogical value because it aims to regulate behavior that is beneficial to the common interests of the community. Here are some examples of student work from their own local wisdom.



**Figure 4:** Bamboo Leaf Jelly (jelly from bamboo leaves) - from the Turen area (Malang)



**Figure 5:** Rainbow

## 4. Conclusion

Learning activities using Experience Base Learning Model can help students majoring in Development Economics actively seek and find their own experience in the field for skilled entrepreneurship based on the values of local wisdom. Entrepreneurship Values





**Figure 6:** Purple sweet potato Pudding (local wisdom of students from Pakis -Malang)

obtained by students after implementing Experience Base Learning Model, among others: 1) Sensitive Reading Business Opportunity; 2) Dare to Take Risks; 3) Honest & Resilient; 4) Creative and Innovative oriented to local wisdom; 5) Skillful Decision Making; and 6) Love to Local Product.

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