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PROJECT APPROACH IN TEACHING BUDGETING SUBJECT TO STUDENT ENTREPRENEURIAL PROFILE IN CIPUTRA UNIVERSITY, SURABAYA, INDONESIA

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ABSTRACT

Project-based learning (PBL) is seen as transfer of learning by individuals and groups within project settings. In contrary to the conventional learning using case studies, PBL does not use a simulated case or situation. PBL directly put the learners into an authentic learning environment. Previous researches have shown how project-based learning approach can get student motivation to really understand the material, not just pass the tests. A qualitative research on project based approach has been done on students taking budget courses at Ciputra University Surabaya, Indonesia to investigate how this learning model can improve the students' entrepreneurial profile. In the current research, the study is focused more to how project based learning is able to transform student attitude towards learning which eventually also affects their entrepreneurial profile. The result shows a significant improvement on the student entrepreneurial profile such as innovation; ability to implement strategy with programs, procedures, budgets, evaluation; initiative; desire for responsibility; personal value orientation.

KEYWORDS

budgeting, project-based learning, student entrepreneurial profile.

INTRODUCTION

Learners make meaning in the learning process more easily if points of learning are relevant to their lives, needs, and interests, and when they are involved in creating, understanding, and connecting to knowledge (McCombs & Whistler, 1997); Project Based Learning (PBL) is relevant to this purpose of learning. In PBL students are involved in creating a project, understanding its mechanism, and connecting it to the knowledge being taught. The paper describes the interconnection between project based learning, and student's entrepreneurial profile improvement. Currently, research on project-based learning in business classes is still limited; therefore, actually there is much bigger chance for more extensive research in this area (Thompson and Beak, 2007:278). Project-based learning is an approach to classroom teaching and learning, designed to involve students more in investigating authentic problems (Blumenfeld, Soloway, Marx, Krajcik, Guzdial and Palincsar 1991:369). In this research, project based learning is used to teach budgeting subject for university students. In budgeting students learn to plan budget such as make selling budget, profit budget, balance budget, and comprehensive budget. One significant factor to succeed in this subject is the learner's entrepreneurial profile. The better the entrepreneurial profile, the better the learner achievement in this subject.

Entrepreneur profile has a high correlation with personality traits or personal attitudes since entrepreneurial profile (such as innovation; ability to implement strategy with programs, procedures, budgets, evaluation; initiative; desire for responsibility; personal value orientation) is an expression of one's attitudes. The six attitudes are need for achievement, locus of control, risk taking propensity, tolerance for ambiguity, innovativeness and self-confidence, are used to define the entrepreneurial profile of students (Yonca Gurol & Nuray Atsan: 2006).

Personal attitudes, organizational factors, and environmental factors have been studied by entrepreneurship researchers as factors of new business success; on the contrary, from 1961 to 1990, study about *entrepreneurs' traits (attitudes) found only weak effects* (Aldrich & Wiedenmayer, 1993). The weak results for attitudes were storming because new business, financiers and entrepreneurs themselves referred to entrepreneurs' personal characteristics or attitudes as significant factors for success (Sexton, 2001; Smith & Smith, 2000).

This research was aimed to find relationship between project-based learning and student's entrepreneurial profile improvement. Why and how the student entrepreneurial profile can be improved through the application of project based learning in the learning process will be discussed further in this paper.

REVIEW OF LITERATURE

PROJECT-BASED LEARNING (PBL) AS A TEACHING METHOD

Scarborough, Bresnen, Edelman, Laurent, Newell and Swan (2004: 492) add that project-based learning (PBL) is seen as encompassing the generation, capture and transfer of learning by individuals and groups within project settings. Blumenfeld et al. (1991: 369) used a project-based learning approach in a study conducted on how students can get motivated to really understand the material, not just pass the tests.

The first stage of PBL is to communicate the result of learning outcome to the student. The student know how to not only understand a subject but also add value such as to find a new concept during the learning process and become innovative because of any information obtained before (Thom, 2012)

The focus of PBL is the quality of end result. Therefore, a standard of achievement is needed to measure the learner achievement. A measurement tool needs to be prepared to measure how a project is successful. As soon as the measurement tool is available, the students can work independently. The measurement tool is usually a rubric or a checklist (Thom, 2012)

PBL developed the learner competence holistically. The learners are able to build a concept actively using reasoning ability and collaboration with peers and lectures to produce an innovative work. PBL can also facilitate learners to develop traits needed such as *resilience, flexibility, persistence, empathy, and self-awareness*. PBL brings learners closer to authentic context (Thom, 2012)

The role of a lecturer in PBL is as an on line and offline facilitator. Using the help of technology, a lecturer can continue to communicate, discuss and consult the student regarding the learning process and result. In this way, a positive interaction between the student and the lecturer is created (Thom, 2012)

BUDGETING

Budgeting is an organization of budget planner which is realized into quantitative, formal, and systematic form. Budgeting can be categorized into: selling budget, profit budget, balance budget, and comprehensive budget. The functions of budgeting are planning, organizing, actuating, and controlling (Rudianto: 2009: 3). Budgeting is a subject related to counting and using mathematical formula.

ENTREPRENEURIAL PROFILE

The personal trait or attitude of creativity is essential to entrepreneurship and organizational structure (Dexter, 2000). Specific component variables of entrepreneur attitude, skill, and motivation categories are *significant* direct or indirect predictors of venture growth for a period of 6 years following initial measurement (Robert & Locke, 2004).

According to Rauch & Frese (2007), entrepreneurial personality research can be improved through theories which better define the different objects of research and methodological approaches, the phenomenon with evermore attention and the possibility of having different variables. In the same publication (Rauch & Frese, 2007: 47), the authors present a representative model of the entrepreneur's personal attitudes and success; particularly, the highlighted specific personality attitudes are: need for achievement, risk-taking, innovativeness, autonomy, locus of control, and self-efficacy. These specific attitudes are affected by broad personality attitudes (extraversion, emotional stability, openness to experience, agreeableness, and conscientiousness) and have an effect on goals and action strategies. These attitudes are assumed to lead to business success. They are dependent on environmental variables as well.

OBJECTIVES

The process outlined in this paper is designed to find relationship between the student center learning and project based learning to improve student's entrepreneurial profile and is based on boundary object concepts. In the context of this study, boundary objects would appear to offer a conceptual explanation of how learning can be translated into practice when students are in a learning event setting (Dewi, L. & Subadi, L.C., 2015).

TABLE 1: BREAKDOWN OF THE LEARNING PLANNING (Dewi, L. & Subadi, L.C., 2015)

Session	Process	Outcomes
Students can understand the use of budgeting	Individual pre-test and post-test; conducting price survey and going to library in groups. Conducting review both individually and in groups.	Students understand the use of budgeting to plan mini project business
Students can relate budgeting with cost efficiency	Conducting budget calculation and determining selling price in groups learning. Conducting review both individually and in groups.	Students can relate budgeting with mini project business efficiency.
Students can be responsible in using budget	Conducting selling product in mini project business and getting feed-back from customers in groups. Conducting review both individually and in groups.	Students can be responsible in using budget for their mini project business
Students can finish their budgeting assignment on time	In groups, making time line to do budgeting assignment video, paper, and presentation. Conducting review both individually and in groups.	Students can finish their budgeting assignment for budget video, paper, presentation
Students can plan comprehensive budget	In groups, planning budget for mini project business. Conducting review both individually and in groups.	Students can plan comprehensive budget for mini project business

RESEARCH METHODOLOGY

This study has been based on action research using a descriptive qualitative to find relationship between project based learning and student's entrepreneurial profile improvement.

In the study, the main units of analysis is to find relationship between project based learning and student's entrepreneurial profile improvement are students taking budget courses at *Ciputra University* Surabaya.

According to Miles & Huberman (1994) data will be analyzed according to steps such as: data reduction, data presentation or display, data withdrawal or verification. Participants on the research are all of the students taking budgeting subject.

There are 4 items of method which were used to measure the success of my intensive study such as: field note, student log, student work sheet, and record or student chatting of social media (Dewi, L. & Subadi, L.C., 2015).

In this research, project based learning is used to teach budgeting subject for university students. In budgeting students learn to plan budget such as make selling budget, profit budget, balance budget, and comprehensive budget. It was conducted electronically via on line to all the attendees during learning.

Data collecting from finding research can be seen to table 2 as follows:

TABLE 2: BREAKDOWN OF DATA COLLECTING FOR LEARNING OUTCOMES EVIDENCE (Dewi, L. & Subadi, L.C., 2015)

Learning Steps	Learning Media	Outcomes indicator	Learning outcomes evidence
Class setting	Table, chair	Review the beginning knowledge about budget	Pre-test and self-reflection
Market Survey	Off line	Be capable to relate budget with cost efficiency	Budget implementation to arrange sell budget for mini project business
Go to library	Off line, on line	Understand many kinds of budget case from the other book	Argument collecting from expert in the book ongoing ask to the other expert and up load the groups conclusion result by on line
Selling Product	Product, off line	Be competent in responsibility of how to use budget	Budget implementation at least to reach break- even point for mini project business
Class Setting	Table chair, slide power point	Review the ending knowledge about budget	Post-test, discuss to another student, feed-back to facilitator
Paper, Video, Presentation	Rubric, on line, off line	Be capable to communicate idea with comprehensive budget plan to mini project business	Time line in groups mini project business, Peer Assessment, lecturer assessment, self-reflection

RESULTS & DISCUSSION

In Project Based Learning (PBL) approach, the ability to communicate idea is the important results of this approach. PBL is required to improve the student entrepreneurial profile, so that the student entrepreneurial profile (such as innovation; ability to implement strategy with programs, procedures, budgets, evaluation; initiative; desire for responsibility; personal value orientation) is established.

There are two important advantages of PBL. The first, students that take budget subject can improve budget knowledge by themselves. The second, students can improve their entrepreneurial profile such as innovation; ability to implement strategy with programs, procedures, budgets, evaluation; initiative; desire for responsibility; personal value orientation.

As table 2 has shown, learning outcomes evidence show how the students make better budget knowledge and student entrepreneurial profile. By using learning media such as: class setting, rubric, media on line, off line, assessment, artifact, time line, group discussion and interaction, students can improve their entrepreneurial profile (Dewi, L. & Subadi, L.C., 2015).

There are four items of method which are used to measure the success of this intensive study such as: field note, student log, student work sheet, and record or student chatting of social media (Dewi, L. & Subadi, L.C., 2015). The summary of four items of method which used to improve the student entrepreneurial profile as follows:

Innovation from the students are improved by learning process using PBL such as: selling the product of mini project business agreeing to criteria until get feedback market.

The ability to implement strategy with programs, procedures, budgets, evaluation from the bookmen has to be better with ascertaining process such as innovation and initiative improvement. Pre-test and Post-test are added in the study. Beside pre-test and post-test, there are additional assignment in which the content is about ten keys for selling budget; making time line to achieve learning until final test in the last budgeting class; interviewing them about applying PBL: executing video, paper, presentation concerning budgeting to mini project business according to criteria.

Initiative from the students are improved by learning process such as: going to library to get some information about the problem solution of budgeting; discussing budgeting problem in on line and off line between the students each other and the lecturer to the students; going to market for price survey to arrange selling budget according to rubric; selling the product of mini project business agreeing to criteria, practicing budgeting problem in group and share to each other group, etc.

Regarding desire for responsibility, learners have to get better on acquiring process such as: folder to keep personal budgeting duty; discuss with peer by on line and off line on budgeting subject; etc.

Personal value orientation of bookmen has to be improved on ascertaining process if innovation, initiative, ability to implement strategy with programs, procedures, budgets, evaluation; and desire for responsibility are improved.

Record review the students of the ending subject learning have shown improvement entrepreneurial profile such as: learning experience likes go to library, price survey, making time line on PBL improve confidence their selves and encourage personal value so that they can plan their mini project business budget better than before; understanding subject learning because every step given is reviewed both individually and in groups.

Summary of student log, student work sheet, and record or student chatting of social media as qualitative method which is used to improve the student entrepreneurial profile have been shown positive improvement. Meanwhile lecturer's field notes showed the same result too.

So, improvement of the student entrepreneurial profile (such as innovation; ability to implement to strategy with programs, procedures, budgets, evaluation; initiative; desire for responsibility; personal value orientation) have already brought positive outcome when communicating ideas (as the result is important from PBL) have been acted to subject learning process.

FINDINGS

PROPOSITION

According to Rauch & Frese (2007), entrepreneurial personality research can be improved through theories which define the different objects of research and methodological approaches that study, the phenomenon with evermore attention and the possibility of having different variables. In the same publication (Rauch & Frese, 2007: 47), the authors present an interesting model of the entrepreneur's personal attitudes and success; in particular, we choose to highlight specific personality traits: need for achievement, risk-taking, innovativeness, autonomy, locus of control, and self-efficacy.

The connection between Project-Based Learning (PBL) and entrepreneurial profile is supported by empirical studies. The results of my research which explain before can be used as bases to propose the following proposition:

P1: Five important steps to facilitators of PBL (Make a learning design; Determine the list of competencies required in the learning process; Ensure the students actively search the important information which is relevant to the learning topics; Ensure the students extract point of learning from the information obtained; and Ensure the student become independent in solving problem found in the subject) are needed to establish student entrepreneurial profile (Dewi, L. & Subadi, L.C., 2015).

P2: PBL develops the learner competence holistically. The learners are able to construct a concept actively using reasoning ability and collaboration with peers and lectures to produce an innovative work. PBL can also facilitate learners to develop traits needed such as *resilience, flexibility, persistence, empathy, and self-awareness*. PBL brings learners closer to authentic context (Thom, 2012). The connection between PBL and entrepreneurial profile is supported by empirical studies. The results of the research which has been explained before can be used as bases to propose the following proposition:

P3: The success to increase the student entrepreneurial profile is influenced by PBL applied in the subject learning. The focus of PBL is the quality of end result. Therefore, a standard of achievement is needed to measure the learner achievement. A measurement tool needs to be prepared to measure how a project is successful. As soon as the measurement tool is available, the students can work independently. The measurement tool is usually a rubric or a checklist (Thom, 2012).

CONCLUSION

1. Five important steps to facilitators of PBL are needed to form student entrepreneurial profile
2. PBL improves the learner competence holistically.
3. The success to increase the student entrepreneurial profile is influenced by PBL applied in the subject learning.

SUGGESTIONS

The Efforts to improve the pupil entrepreneurial profile highlight more on the Project-Based Learning applied in the subject learning.

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