Project Based Learning and Innovation in Entrepreneurship Education*

by Oscarius Wijaya

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Project Based Learning and Innovation in Entrepreneurship Education*

Wirawan ED Radianto[1] and Oscarius Yudhi Ari Wijaya[2]

[1] Ciputra University Surabaya
[2] Indonesian Academy of Secretary and Management(ASMI) Surabaya, Indonesia
E-mail: [1] wirawan@ciputra.ac.id (Corespondent Author)

Abstract: One of the teaching methods in entrepreneurship education is Project Based Learning. Through this method, students are trained to become entrepreneurs in a way that they have got real experience in running business. The purpose of this research is to explore how project based learning in entrepreneurship education is carried out. This research used qualitative method with multiple case study strategies using three student business projects. Data were collected through interviews, observation, and documentation. This study found PBL method was able to bring innovation in students' business group and sharpen and develop their entrepreneurial characters. However, this method also brought about other consequences that need to be overcome.

Keywords: Project Based Learning, Innovation, Entrepreneurship, Entrepreneurship Education.

INTRODUCTION

One of the requirements to achieve the prosperity level is countries must have 2% entrepreneurship of their total population. This is what David McClelland has said as cited by Ciputra (2009). Currently the entrepreneurial population in Indonesia only reached 1.65% (Essra, 2017). In response, the Indonesian government in accordance with the National Medium-Term Development Plan of 2014-2019 has targeted the growth of industrial population by adding about 9,000 units of medium and large scale industrial enterprises and small industry growth of 20,000 business units. This policy supports the development of entrepreneurial progress in Indonesia.

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Responding to this, colleges should not remain silent but have to respond by organizing entrepreneurship education. This response is based on the belief that entrepreneurship can be learned, entrepreneurship can be created through systematic and structured training. Ciputra has stressed entrepreneurs can be formed with 3L, namely, Born, Environment, and Training (Tanan, 2008). The word born means the person was born from the parents who are entrepreneurs. Environment means that person is not born of parents who are entrepreneurs but are exposed with favorable enterpreneruship environment. As a result, they become familiar with the spirit of entrepreneurship. However, for those who are not born and are in an entrepreneurial environment, exercise is the key to the creation of enterpreneurs, done by creating an integrated entrepreneurship education system. Through practice and experience, students are trained to become entrepreneurs.

Radianto (2012) states there are three important things in entrepreneurship education: systems supporting entrepreneurship education, appropriate methods of educating entrepreneurial candidates, and people/facilitators who have a passion for entrepreneurship. These three things are very important for the success of entrepreneurship education. This study focuses on entrepreneurship teaching methods. Some methods have been developed to create and foster entrepreneurial spirit such as problem based learning, case study based learning, experimental based learning, project based learning, and others. This method is called active learning, streeing on student centered rather than lecturers or facilitators.

This study aims to explore how entrepreneurship education integrated with Marketing courses can create learners' entrepreneurial characters. This study argues that entrepreneurship education does not have to be exclusively or exclusively merely entrepreneurship. By contrast, entrepreneurship education can be integrated into a particular field of knowledge. This can be done through different teaching methods with commonly used conventional methods (Radianto, 2012a, 2012b).

This research found PBL was not only able to create and develop entrepreneurial character but also was able to bring innovation in student business project. In the study of literature, this study examines the concept of teaching methods and how teaching methods are integrated with entrepreneurship courses, research methods, followed with data analysis and discussion. The analysis of data and discussion follows the flow of Project based learning methods and combined with narrative approaches. This includes how entrepreneurship education processes has been carried out while highlighting the emergence of innovations and the reflection of learning methods. This paper concludes recommendation and future research.

REVIEW OF RELATED LITERATURE

Project Based Learning (PBL) is an approach in classroom activities that focuses on long-term, interdisciplinary, student-centered learning activities. This method differs from traditional methods in which teachers or lecturers play a central role in the learning process. In PBL, students must organize their projects and manage time they need.

The definition of PBL, according to The George Lucas Educational Foundation (2005), is as follows:

A. Project-based learning is curriculum fueled and standards based.

B. Project-based learning asks a question or poses a problem that each student can answer.

C. Project-based learning asks students to investigate issues and topics addressing real-world problems while integrating subjects across the curriculum.

D. Project-based learning is a method that fosters abstract, intellectual tasks to explore complex issues.

According to the research by the AutoDesk Foundation (2000), the PBL approach has several characteristics: students make decisions about a framework, challenges or problems; students design processes to solve problems or challenges; students collaborate to solve problems or challenges. Reflecting as an ending part of learning activity is qualitatively evaluated. Moreover, learning situations are very tolerant to errors and changes. In PBL, students learn and work together to solve problems or face challenges and presents the results of their work in the form of presentations.

Some factors influencing the success of PBL include: Relevant, Challenging, Motivating, Interdisciplinary, Authentic, and Fun (Endahgf, 2007). They are intended to creating a fun classroom atmosphere so that learners and instructors enjoy the learning processit. A facilitator factor, educators (lecturers), has an important role to design the PBL learning process. Through PBL, some goals can be achieved such as problem solving skills, ability to find and use resources appropriately, leadership, proactiveness and critical thinking, motivation, and synergy skills.

There are three approaches to entrepreneurship education: normative approach, experience-based approach, and contingency (Gek, 2014). Education that concerns entrepreneurship usually comes from how entrepreneurs run their business. This is often called tacit knowledge. In order to keep tacit knowledge, education based on experience (experiental education) is needed. Through this education, students gain knowledge, skills, attitudes, and insights based on daily experience. This experience-based model is aptly designed to help students learn to take risks, learn from failures, and build necessary managerial skills.

Beard (2013) states experiential learning is an educational process that involves experiences in real contexts and various levels. They serve sources of learning that engage individual as a whole. Silberman (2007) states experiential learning refers to the involvement of students in actual activity so as to enable them to experience about what they learn and the opportunity to reflect what they learn into the activity. Experiential learning is done to bridge between theory and practice.

PROJECT BASED LEARNING AND ENTERPRENEURSHIP EDUCATION

Research on PBL for entrepreneurship education has been carried out. The findings show that the integration of PBL into several courses can support the formation of entrepreneurial characters. Radianto (2011a) found PBL methods in accounting and management science can support students to build and pioneer their business. Action based research approach are applied to support entrepreneurship learning process. This study proves accounting science plays an important role in business pioneering. PBLs also contribute to students' success in calculating and determining the cost of products in the business projects they initiate. This learning process is a combination of management accounting courses and student business projects (Radianto, 2011b).

Marlina (2016) that PBL integration and cost accounting courses could develop an "Accounting Game" called PIGO. This study aims to describe in depth about PBL integrated with entrepreneurship education in Cost Accounting such as Production Cost using PIGO game. Radianto (2012c) develops the integration

of PBL applications in the accounting courses. This study found students can better understand about accounting lessons through the integration of PBL. By experiencing real business and supported with active methods, students can directly apply accounting science in their business. Likewise with the course of business ethics, students can understand the concept of ethics more quickly and easily when using PBL teaching methods (Radianto, 2013). Several studies on the application of PBL found PBL improves students' entrepreneurial character of the students.

RESEARCH METHOD

This research explores how PBL has been applied in entrepreneurship education. This research uses qualitative research method with interpretive paradigm through descriptive approach. With a descriptive approach, this study focuses on phenomenon or certain events that become the object of investigation. The findings are in the form of description. As a result, inexperience people can understand events or phenomenon (Leksono, 2013). The research strategy is a multiple case study using several cases of students' business projects. This study uses purposive a sampling technique where samples are selected on the following basis: student business group that has been running four semesters and showing good performance. The business group is recommended by the coordinator of entrepreneurship project course. Data were collected using interviews, observation, and documentation (Bungin, 2007; Ghony and Almanshur, 2012). For data validity, this study uses a triangulation method that examines sources and prolonged engagement (Sugiyono, 2012). In this study, the researcher takes a role as facilitator. In sodoing, it is easier to explore student business projects as research objects more deeply.

This research site is a management study program at Ciputra University. Ciputra University is a university with entrepreneurial character that has a vision to give birth to entrepreneurs in Indonesia. In realizing this vision, Ciputra University has implemented PBL in entrepreneurship education. Management study program becomes the focus of this study. It is die to the fact that this study program has the highest number of credits compared with other courses at Ciputra University.

This study uses the course of Entrepreneurship Project as a compulsory course for students of management. The students have to take this course before they take their final assignments. PBLs in Entrepreneurship project courses are used to improve students' business performance and innovation, ability to see while building their potential/opportunities, and risk-taking abilities. PBL jhas been applied in this course so that the learning process is not limited to face-to-face activities or lectures in the classroom. In this case, the student project focuses on the product development that should be marketed by the students. As a consequence, lecturers play roles as facilitator more than as the teacher (Kamdi, 2008). The implementation framework of this study is taken from George Lucas Educational Foundation (2005) with some adjustments:

Target Formulation

The objective formulation is based on the objectives of the IRB course contained in the curriculum of the Ciputra University management course. In addition to the specific objectives, this course also aims to enhance entrepreneurial spirit of innovation and creativity, opportunity creation, and calculated risk taking.

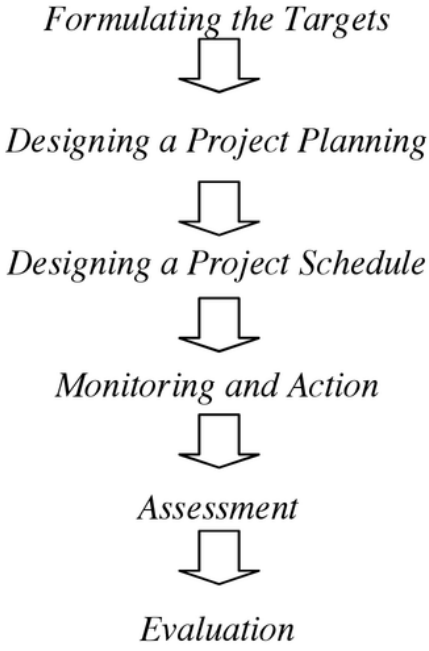


Figure 1: PBL Cycle

Designing Project Planning

At this stage, the facilitator designs the assignment for the students. These activities include group stabilization, project implementation rules, and targets to achieve by each group, and assessment methods and assessment compositions.

Designing Project Schedule

The facilitator in this phase creates a schedule from the beginning to the end of the semester. In this phase, the schedule of activities, project deadline and the schedule for the fulfillment of the targets have been determined. Activities performed at any time are also determined in this stage.

Monitoring and the progress of the project

The facilitator in this phase is intended to monitor students' activities during the project. Some monitoring processes are to ensure that the project is running as planned. Actions in and out of the class are done in this stage, including reflection and evaluation according to a predetermined schedule.

Assessment

Assessment is a very important factor in this project. A good assessment method will support facilitators to provide objective and impartial values. Assessment is used to assess students' achievement. It is a basis for developing a learning methodology for the next semester.

Evaluation

At this stage, evaluation is done by accumulating values obtained by students during one semester. This assessment is not only done by the lecturer (in this case as the facilitator) but also a member of the team.

FINDINGS AND DISCUSSION

This study uses three students' business projects. A business is engaged in the fashion of producing children's clothing. Business B is engaged in denim fashion, and C in fashion bags. The discussion in this section is presented according to the process flow of the PBL. It discusses how the learning process is done from target formulation until evaluation by using narrative approach. It is expected readers can follow the flow of PBL process conducted by researchers.

Target Formulation

Target formulation is done to ensure that every business group runs its business well so as to improve financial and non financial performance. Through the target formulation, it is expected that entrepreneurial characters such as innovation, creativity, persistency and the ability to calculate the loss emerge. Each group of students is given a nonfinancial target of creating new products and new markets. In this case, a product should create opportunities for marketable behavior and new markets. Each student group is required to market the product in a particular area. They are targeted to master the opportunity creation. By creating opportunities in the market, students make different products with the existing market. In this case, the students are taught to be innovative and creative.

For financial targets, each student business group must have a turnover above the regional minimum wage of Surabaya. They should make weekly reports on a regular basis from raw material purchase reports, marketing, to sales reports. Each week students must submit the report to the facilitator. Monthly reports include income statement, cash flow, and financial position (balance sheet). Students experience real business.

Designing Project Planning

In developing the project design, several activities are undertaken to strengthen the business group and to determine group leader and other tasks. During this stage, students are required to the followings: to formulate the rules students do during the project, to plan the activities, to monitor and formulate the assessment. All these processes are given in a transparent manner so that students know the "rules of the game" in the course of entrepreneurship projects. The goal is that they must have strategies about how to grow their business while achieving the target value they expect.

Division of groups. The division of the group is done since they have formed the business. Business A has five members. Business B has three members. Business C has four members. Furthermore, each group determines their group leader and such roles as as secretary, production and marketing and others.

Formulating Regulation. The formulation of regulations is discussed with the facilitators in the course of entrepreneurship projects. Rules include students' rights and obligations: what should be done and should not be done during the project. The rules are made according to the scoring system. Regulations are also provided to facilitators. For example, facilitators are prohibited from doing the followings: investing in

students' business projects, threatening students, exercising their right to exploit students for any purpose, having special relationships with students, and to be indiscipline in judgment.

Planning Activities. In this activity, facilitators create activities to showcase the student's work both in campus and outside campus. These activities can be combined with activities undertaken by the university: a single exhibition that takes place in or outside campus. Students are required to sell products during the activity. Each students' business group must be involved in exhibition or exhibition of products, covered by mass media, have outlets or become suppliers in stores or retail. These activities are included in the PBL assessment process in the course of entrepreneurship projects.

Monitoring. Monitoring process is carried out during the project. Some monitoring activities are to check the progress of students' projects every time through face to face in class or outside the class schedule. Face-to-face can be done in campus or outside campus, including outside class hours. Weekly reports from the students are used to find out the progress of each group. Call each group to have a discussion about the materials and projects undertaken. In this case, facilitators provide time each day to discuss with the students about the projects. Facilitators should discuss once a week with each business group at least.

Formulating Assessment. Assessment is done through several components such as midterm exam, final semester exam, peer-assessment among students, and target achievement by student business group, student reflection, and quizzes. Discipline and ethics issues become one of the key assessments in entrepreneurship project courses.

Designing Project Schedule

Facilitators from the beginning of the lecture have had to design the schedule students have to fulfill. These schedules include midterm exam and final exam. Students' product exhibition and their schedule have to be covered by mass media. In the final exam, students must present their business performance. The lecturers will assess those who have the best products. Those with the best three products then will be given financial reward to increase their motivation in doing business.

Monitoring and the progress of the project

Monitoring is done in accordance with the prescribed schedule and activities. During the monitoring process, facilitators take notes, evaluate and give recommendations to students every week. Monitoring is also done through Focus Group Disccusion. In addition, facilitators discuss with the group leaders regarding the progress of the project via social media. The progress of the projects is always checked weekly. Facilitators identify their concerns and how students can address them. Facilitator conduct discussions more than once a week for each of students' business project. The monitoring process is also done by social media such as whatsapp and Line. Students can benefits from this communication strategies because they can discuss with their lecturers any time.

The required monitoring is a weekly performance report through a business project weekly report book. The report includes plans to do every week and the realization of the plan. Through the report, facilitators know whether the planned target is achievable or not, who becomes the active members of the business, what decisions arise and what innovations the business group have made. The weekly report also

shows how turnover the student business group gets, besides nonfinancial targets such as the number of production and the number of outlets or stores.

Business A. This business runs a business of producing and selling children's shirts. Because they have choosen to sell their products to the middle class, they have to find the right market information and price. They have to design products and prices that fit their target market. In so doing, they do a survey before making the production. It is initially difficult to penetrate the market but over time they can manage their business: selling their products not only in Surabaya but also in other areas outside Surabaya such as Tulungagung and Kota Batu Malang. They also expand their business by accepting orders for various organizational activities.

Business B. This business produces denim pants and pajama model clothes for women made from denim. This business is a hobby of every member who loves to use denim. Sales are done through social media like Instagram and facebook. They are diligent in attending various exhibitions. In the end, they are able to manage their business to get into one of the largest distros in the mall in the city of Surabaya.

Business C. It is a unique business that combines batik materials and other materials to be made into a woman's bag. This business arises from the interest of the members to market Indonesian batik. At first, they have difficulties in getting a qualified tailor and fulfilling their order in a timely and expected quality. In line with their business activities, they finally find a right tailor. In addition, they also have sales problems. Finally the government through the trade office learns the quality of their products and provides them opportunities for exhibitions both in Surabaya and Jakarta. They are able to increase their sales, especially in areas outside the city of Surabaya. The price for the products out of the city of Surabaya is higher than in those in Surabaya.

Assessment

Assessment is done through several stages: midterm exam, final semester exam, turnover performance and business group profit, marketing performance including mass media publication and numbers of exhibition, discipline and ethics as well as peer review among members. Both at the beginning and end of the semester, students are given written examinations to improve their knowledge about the business processes. One week prior to the exams, the students make a presentation in front of two lecturers.

Evaluation

Of the three groups being evaluated, almost all students have received satisfactory scores. This can be seen from the increasing turnover and profit as well as the increasing number/area of sales. Their discipline in consultation and activities in each group also are also beyond the average. Group A only has an unsatisfactory value because one of the students has a family problem whose parents do not give supports to his business. This student finds difficult to follow the activities. After numerous coaching and mentoring activities, he still cannot improve his performance. In group C, there is one person who also has family problems. As a result, he can not show satisfactory performance. Even in the next semester, he does not pass the course of entrepreneurial projects. He has to leave the campus because of family problems. Despite these obstacles, however, these three business projects continues running thei business well.

PBL Producing Innovation

To achieve the expected performance through agreed targets, students can create innovation both in terms of product innovation and marketing process. Through the entrepreneurial project, students are required to create, develop products and even market the product to sell. The process has raisen the entrepreneurial spirit in students. In addition, the project is able to improve their teamwork and personal development and character (Soft skills). Through this project, they have to interacte inter and intra group discussions. The concept of innovation from this research is unique and impactful (Anthony, 2016).

Innovation and creativity have arisen when students design products. They come up with ideas to create new products that has never existed in the market. Even if any, students create certain aspects that are different from existing products. Innovation and creativity enable them to obtain "product differentiation". Innovation and creativity reappear as they make promotional efforts for their products. They use the marketing concepts from lectures. Some groups are forced to change their product packaging because the product is not sold. By thinking about added value through packaging, their creativity appear.

Innovation Business B has done is to receive orders to pack denim pants. Their customers would like to have denim pants with increasingly faded color. This group not only sells denim but also gives information about how to keep denim pants properly. Besides their innovative business process, they also innovate products from different designs from others. This is what makes them able to get into a distro for the upper middle class in the largest mall in Surabaya. With a premium price, they can compete with other denim.

Business A has made innovation through product development (diversification). They seize the opportunity on woman's unique fashion pants trend. This group have positive results since they are able to increase their sales turnover. Anthony (2016) states innovation is a process that consists of combining an opportunity and pouring ideas to capture the opportunity and apply the idea to get results. A business group has captured the opportunity and gets the results. They have made innovations. They compete not only through price but also through the design of children's shirts. They have designed themes of each t-shirt. The designs they initially created are animal pictures. Later, they have innovated by adding educational words that could be understood very quickly by elementary school children as their group targets.

Business C have innovated the design of the bag, the combination of which is batik with cloth bags. This design is to create a batik bag with a typical Indonesian culture design. Over time, they have changed not only Javanese batik but also songket and cloth from other areas. In addition, they also diversify products not only for women's bags but also for special laptop bags to certain premium brands. They do not sell through stores or retail but deliberately sell through social media and exhibitions.

Innovation Process

Researchers observe and interview the process about how students have made innovations. Their process of finding innovation is by the way they see what the benefits of a brand product. Students surfed the information on the internet to see other product designs. They combined the designs from the internet with their own products. They also do benchmarking on other companies. Another process is that they have intense discussions with their facilitators. Facilitators and business groups often have discussions abhout how to find something new for their business: products and aspects of promotions to sell their

products. Interestingly, students never want to imitate other products directly. Instead, they want to maintain the uniqueness of their products. They want to look different from others. For example, C businesses has refused to put their goods into stores or retail. They deliberately sell products through word of mouth and exhibition. They believe it is for positioning their products. Researchers see this is a sales process innovation breakthrough for a business pioneer. Unyielding characters also appear in this process. Students are very very attentive to follow exhibitions in Surabaya and outside Surabaya.

While Business B has refused to combine their denim with other raw materials. In fact, they dare to "spoil" the color of denim into a "dashing but polite denim". They create a positioning: the denim with the "belel" lavel would make users feel proud of wearing them. Those who love denim are those who use "denim belel" (belel is a denim term whose color is "blurred", so not the original color anymore).

Interactive discussion process is very effective to bring innovation and creativity of business group. This is in line with what Radianto (2014, 2015) who has observed that interactive controls can trigger innovation. Interactive control can be done through mentoring and coaching. Facilitators do mentoring once a week to the student business group. The process has raisen ideas to make their business different. Furthermore, coaching is done to empower students' ideas and strengths. For example, facilitators challenge students to keep their product unique while they are also challenged to do innovation by combining other products. For example, a facilitator has challenged Business A to sell at night market area in Surabaya. Previously, they had never done it. They get used to being suppliers in some stores. The concept of selling in the night market with the lower middle segment is certainly different from when they usually sell in the store. Mentoring and coaching have successfully created students' business groups since they are able to create new ideas for innovation. Mentoring and coaching is are part of management control to create innovation, besides ensuring business projects can run as expected (Oscar and Radianto, 2016).

PBL Reflection

Implementation of PBL not only creates innovation but also provides other positive benefits. Here are some reflections from the students. Students feel they have better understanding about how to design products to for the markets and how to develop products relevant with markets' tastes. This project also enhances their creativity and innovation.

Students think they can have better understanding about how to design products to be marketable, how to develop products that suit the market tastes. They feel that this project enhances their creativity and innovation.

Students have admitted to spend a lot of money. However, they are satisfied with the learning process through the projects. They see positive impacts that the target can be achieved. They claim that an entrepreneur must have the spirit of taking risks.

Students feel that their soft skill abilities are improved especially when making presentations, negotiating with others in search of raw materials, learning to sell directly to end consumers, and having competing spirit (sportsmanship). They also feel PBL can build a more solid team work. Soft skills arise because of entrepreneurial atmosphere support during the course of entrepreneurial projects.

The process of mentoring and coaching helps students pioneer their business. These procedures are helpful especially when internal issues arise in business groups or related to external parties. They feel that

interactive communication with facilitators through coaching and mentoring can generate new ideas in addition to enhancing their entrepreneurial character.

One of the weaknesses in PBL is that students and facilitators are very tired. It is because they have to spend time and great effort. Besides, they often have difficulties in managing college time with doing business. In the assessment aspect, the PBL method is very much in need of the assessment rubrics. The rubrics should be made properly that cover good administration, all aspects of the projects. The concept of intense interaction between the facilitator and the student is also a constraint because the facilitator must provide time whenever required by the student outside the office hours once a week.

CONCLUSIONS

PBL is done to bring positive impact, especially in creating innovation and developing entrepreneurial character. PBL is able to make students' business grow and able to reach the targets. PBL is able to create students' innovation and creativity in pioneering business. Through this method, students gain hands-on experience about how to create, develop, and market products. They experience challenges, obstacles, and opportunities to follow the process. Some entrepreneurial spirit appear such as innovation, creativity, finding opportunities, calculating and considering risk, never give up, and courage to try.

In ensuring the project to run well, the interactive control procedures through effective mentoring and coaching need to be applied. This PBL activity is not only beneficial for students but also for lecturers. As a facilitator, they are challenged to enhance their students' capabilities through mentoring and coaching skills, knowledge, and ability to design entrepreneurship-based lectures. Lecturers have to be more familiar with the students. Interactions often occur both inside and outside the classrooms. Nevertheless this PBL consumes much time, effort, and cost.

For future research proposals, the followings are worth noting. Research should expand the samples. For example, the next researchers can study less successful businesses and compare them with successful business processes. This topic will inspire the readers about which parts of teaching methods or PBL in entrepreneurship education should be developed. Measurement of success can be used in the form of quantitative whose results can be more visible for the development of business students through project based learning

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