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Submitted: 28/05/2018 - Accepted: 28/06/2018 - Published: 28/09/2018

# **The Influence of Entrepreneurship Attitudes and Interests on Learning Motivation and Its Implication on Student Professional Competency at Teacher Training and Education Faculty of Pasundan University**

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DOI: 10.26417/ejser.v10i1.p121-132

## **Abstract**

The teachers' roles which are needed in encountering the ASEAN Economic Community (MEA) are tough teachers, able to develop the knowledge, attitudes, and skills of learners. This study is aimed to find and examine the influence of entrepreneurship attitudes and interests on learning motivation and its implication to the students' professional competence at Teacher Training and Education Faculty of Pasundan University, with 43 students as sample. The research method is analysis descriptive method by using path analysis. The results of this study are as follows: 1) The state of students' entrepreneurship attitude is included in good category, with average score of 4.06; 2). The state of entrepreneurship interest is in good category, with average score of 4.17; 3) The state of learning motivation is in good category, with average score of 4.14; 4) The state of students' professional competence is in good category, with average score of 3.94; 5) There is influence of entrepreneurship attitude ( $X_1$ ) to learning motivation (Y) with total influence of 32.8%, interest in entrepreneurship ( $X_2$ ) on learning motivation (Y) with total influence of 30.47%. There is influence of entrepreneurship attitude ( $X_1$ ), and entrepreneurship interest ( $X_2$ ), simultaneously to learning motivation (Y)

with total influence of 63.3%; 6) There is influence of learning motivation (Y) to professional competence (Z) of 67.7%. With the hope lecturers are able to include the understanding of entrepreneurship spirit and mental in every learning, so that the students of teacher program have entrepreneurship spirit and mental in process of professional development through learning practice.

**Keywords:** Attitudes, entrepreneurship interests, learning motivation and professional competence.

## Introduction

### Research Background

The implementation of the 2015 ASEAN Economic Community (MEA) agreement has been felt and real. The success of a number of capital markets in the ASEAN Economic Community (MEA) is highly dependent on Indonesia's readiness to join this ambitious integration. MEA is ambitious to be a single market and production base in its region. In addition, the society views which reflect the existing socio-cultural values indicate less conducive direction for improving the quality of education, such as the view that joining education is only to become an employee, this view will lead to a pragmatic approach to viewing education, and this requires mental, skills, social awareness and different cultural awareness in viewing educational outcomes. On the other hand the most fundamental in the mental formation of learners is the cluttered occurrence of teachers profession or lecturers who are oriented to profit, by teaching outside the homebased as it is more priority in tutoring outside school, lecturers are too over teaching in various universities. Indeed a teacher and a lecturer are able to hold the ethics of their professions optimally and able to develop it as to form a personal who is entrepreneurial in doing his task with learners who can survive and color his life.

Recognizing the important role of education for the advancement of the Nation and the State, The Act number 20 of 2003 on the national education system states that: "National education serves the nation intellectual life through the development of capabilities and the formation of the nation character and civilization that is dignified in the world society. The Act stipulates the importance of developing the potential of the Indonesian nation, namely through the development of learners' potential so as to bring Indonesia into a dignified nation in the world society. Learners are the assets that are not just from the education production factor, learners have the potential to be developed by teachers or lecturers who are bound by Act No. 14 of 2005 of which teachers and lecturers are defined as professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners.

Based on the data from the Central Bureau of Statistics (Badan Pusat Statistik/BPS) during August 2012, Indonesia's population of working is 110.8 million people who

are dominated by primary education graduates of 53.88 million people (48.63 per cent) and secondary graduates of 20.22 million people (18.25 percent). Meanwhile, university graduates who have worked are only 6.98 million people (6.30 percent) and diploma education graduates are only 2.97 million people (2.68 percent). According to Syafei in Tilaar (2015:173) The education that we must give to our children is the education that nature does not give us. It is a strong personal attitude education so that the children may live lucky from the fruit of their own ability. It is not the education that pursues a diploma and then depends on it. Entrepreneurs have the talent and require outside influences to spark that talent into an entrepreneur. Herein, the important role of education lies in preparing the hidden traits that may be possessed by the entrepreneur.

This reflects that in particular students of teacher training program have not been optimal in applying their learning skills and learning and they have not reflected much of the progress which is associated with the teaching profession, as well as the characters that support the progress. Especially to understand and apply entrepreneurship which will obviously be very helpful in current and future life, the entrepreneurship spirit and mental are required to be owned; and it is able to be applied during the lecturing by the students of teacher training program. In addition, in the attention to the improvement of the professional teachers' world, it is the attention to technological development, where the lecturers as the instructors to the students of teacher training program are required for one step even two steps ahead of the students. Especially in the middle of the rapid flow of information and technology when it has become part of inherent in each activity, namely the learning materials can be obtained not only from the book. This was stated by Didi Turmuzdi as the Chairman of Paguyuban Pasundan, PR (p. 6: 30 March 2016).

Based on the problems which are faced by students of teacher training program as it is mentioned above, it needs a solution that can help the students of teacher training in carrying out their teaching practice well in improving professional competence, that is by inculcating entrepreneurship through learning practice. In addition, it needs a solution that can assist the government in fostering and improving the professionalism of teachers in schools. The solution that is offered is entrepreneurship model for prospective teachers based on learning practices in improving professional competence, in the hope that later LPTK lecturers and teacher training program graduates have the entrepreneurship mental and spirit in carrying their profession.

### **Problem Formulation**

- How the depiction of the Student's entrepreneurship attitude.
- How the depiction of the Student's entrepreneurship interest.
- How the depiction of the Student's learning motivation.

- How the depiction of the Student's professional competence.
- How much the influence of entrepreneurship attitude to Student's learning motivation.
- How much the influence of entrepreneurship interest to Student's learning motivation.
- How much the influence of entrepreneurship attitude and enthusiasm simultaneously to Student's learning motivation.
- How much influence of the learning motivation to the Student's professional competence.

### **Purpose**

1. How the depiction of the Student's entrepreneurship attitude.
2. How the depiction of the Student's entrepreneurship interest.
3. How the depiction of the Student's learning motivation.
4. How the depiction of the Student's professional competence.
5. How much the influence of entrepreneurship attitude to Student's learning motivation.
6. How much the influence of entrepreneurship interest to Student's learning motivation.
7. How much the influence of entrepreneurship attitude and enthusiasm simultaneously to Student's learning motivation.
8. How much the influence of learning motivation to the Student's professional competence.

### **Theoretical Study, Paradigm and Hypotheses**

#### **Theoretical Study**

#### **The Understanding of Entrepreneurship Attitude**

According to Casson (2012: 3) Entrepreneurship attitude is the ability to create something new and different (create new and different) through creative thinking and innovative action to create opportunities. Casson reinforces that entrepreneurship is as a basic concept which connects different disciplines fields such as economics, sociology, and history. Casson also explains that entrepreneurship is not only an interdisciplinary field, but is the subjects that link the major conceptual frameworks of different disciplines fields. Entrepreneurship comes from the word entrepreneur which is someone who is confident in doing a job, takes advantage of opportunities, creative, and innovative in developing his business. According to Alma

(2009:22) the definition of entrepreneurship who originally said that it is a translation of entrepreneur. (*This entrepreneurship term comes from French, entrepreneur*) which is translated into English with the meaning *between taker or go-between*. The talented entrepreneurs build their companies in the areas that they understand and feel capable of based on sophisticated judgments and calculations, they may even have to take control of existing companies. Entrepreneurship arises when an individual dares to develop his new businesses and ideas. The entrepreneurship process includes all functions, activities and actions which are related to the acquisition of opportunities and the creation of business organizations (Suryana, 2001). Suryana (2003:1) reveals that entrepreneurship is a creative and innovative ability that is used as the basis, tips and resources to seek opportunities for success. The core of entrepreneurship is the ability to create something new and different through creative thinking and innovative action to create opportunities.

### **The Definition of Entrepreneurship Interest**

Slameto (2010:180) states that Interests is a sense of preference and a sense of interest in a thing or activity, with no one to tell. Meanwhile, according to Djali (2008:121) that interest is basically the acceptance of a relationship between oneself with the outside self. Interest is very big influence in achieving in a job, position, or career. It will not be possible for people who are not interested in a job to get the job done properly. And this is reinforced by Rahman (2009:262) is a tendency to pay attention and act on people, activities or situations that become the object of interest with pleasure. Interest is the tendency or direction of desire to something to meet the impulse, interest is an inner impulse that affects the motion and will to something, is a powerful impetus for a person to do everything in realizing the desire attainment of the goals and ideals.

Interest in entrepreneurship indicates the joy or interest of someone to entrepreneurship. Alma (2010:12), the factors that influence the entrepreneur interest are the educational environment, the personality of the person and the family environment. According to Slameto (2010:54) explains that the factors that influence interest are:

#### a. Internal Factors

- Physical factors such as health and disability.
- Psychological factors such as attention, interest, activity.

#### b. External Factors

Family factors such as how parents to educate, relationships between family members, home atmosphere, family economic conditions, parents' understanding and cultural background.

School factors such as teaching methods, curriculum, teacher relationships with students, school discipline, learning tool, the state of the building.

According to Alma (2010:12) one's interest in entrepreneurship can be seen from two main indicators are: (1) how strong a person's efforts to dare trying entrepreneurial activity; (2) how much a person's efforts which are planning to engage in entrepreneurial activity (such as activities in managing time and finances for the purpose of entrepreneurship). Based on the above discussion, it is noted that interest in entrepreneurship is not always formed automatically from birth, but can be grown through education and training. Interest in entrepreneurship is also influenced by the existence of high soft skills, because to become an entrepreneur it is required a variety of skills and strong personal character.

### **The Understanding of Learning Motivation**

The term motivation comes from the Latin '*movere*' in English means to move, it is a verb that means to move. According Djamarah (2008), motivation is a change of energy within a person who is characterized by the emergence of affective (feeling) and reaction to achieve goals. Gintings (2012:86) explains the role of motivation in learning is very important, because with the motivation, students will not only learn hard but also enjoy it. Gintings (2012:88-89) explains the motivation that is in line with Gray's point of view, in learning it is known two types of motivation which are seen from the source of the coming motivation, namely extrinsic motivation and intrinsic motivation. Extrinsic motivation is the motivation to learn that arises from the outside factors of the students themselves, in which the factors can be positive and negative. The intrinsic motivation is the motivation to learn that comes from within the students themselves, especially the awareness of the subject matter benefits for the students themselves, the benefits can be 1) the ability of competence in the field that is being studied in the work or future life; 2) the exposure of knowledge that is gained from learning in broadening their insights so as to provide the ability to learn other material; 3) the gain of a satisfaction sense because of the success in knowing about something that has been their obsessions or desires; And 4) the gain of pride because of the recognition by the social environment towards the competence of his achievements in learning.

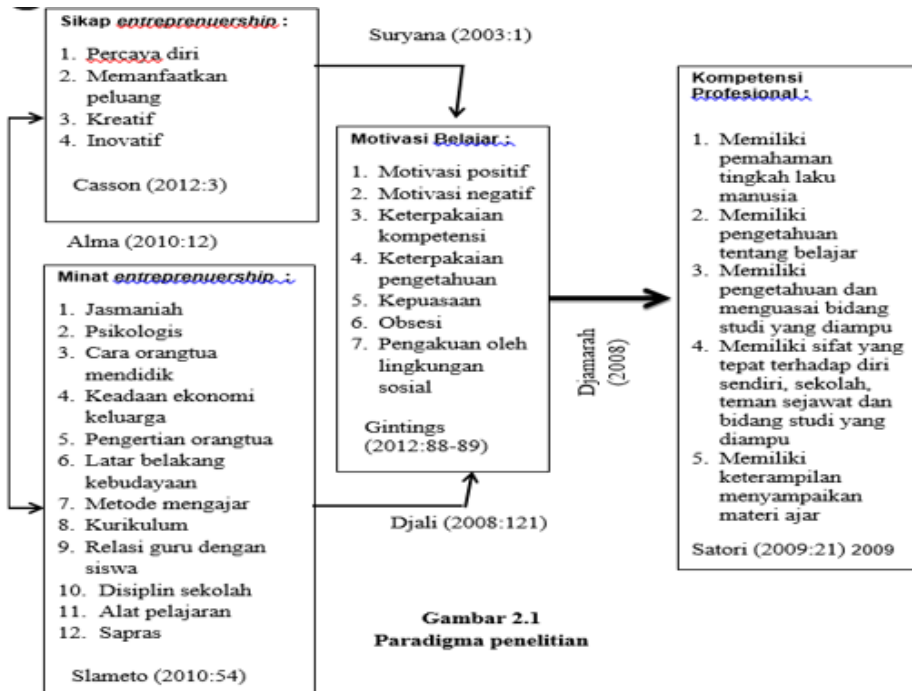
### **The Understanding of Professional Competence**

According to the Regulation of the Minister of National Education (Permendiknas) Number 16 of 2007 on the standard of academic qualification and teacher competence, Professional Competence is the ability in mastery of subject matter widely and deeply. According Satori (2009: 21) there are 4 components of professional competence of teachers, namely:

- Having knowledge about learning and human behavior
- Having knowledge and master the field of study that is taken

- Having the right nature of oneself, school, colleagues and field of study that is taken
- Having the skills to deliver teaching materials

### Research Paradigm



Gambar 2.1  
Paradigma penelitian

#### Entrepreneurship attitude:

1. Self-confident
2. Exploiting opportunities
3. Creative
4. Innovative
5. Obsession
6. Recognition by social environment

#### Entrepreneurship Interest:

1. Physical behaviour
2. Psychological

#### Learning motivation:

1. Positive motivation
2. Negative motivation
3. Competence
4. Knowledge

#### Professional Competence:

1. Having the understanding of human
2. Having knowledge about learning

- |   |  |
|---|--|
| 3. Parenting way<br>field of study            | 3. Having knowledge and ability in learning the<br>field of study    |
| 4. Family economic condition                  | which is skilled   |
| 5. Parent understanding<br>peers and field of | 4. Having the right nature of oneself, school,<br>peers and field of |
| 6. Cultural background                        | study which are skilled  |
| 7. Teaching method                            | 5. Having skills of delivering teaching material                     |
| 8. Curriculum                                 |  |
| 9. Teacher relation to students               |  |
| 10. School discipline                         |  |
| 11. Learning tool                             |  |
| 12. Facilities and infrastructures            |  |

### **Hypothesis**

Based on the framework that has been described above, the hypothesis in this study is formulated as follows:

- There is influence of entrepreneurship attitude to Student's learning motivation at Teacher Training and Education Faculty of Pasundan University.
- There is influence of entrepreneurship interest to Student's learning motivation at Teacher Training and Education Faculty of Pasundan University.
- There is influence of entrepreneurship attitude and interest to Student's learning motivation at Teacher Training and Education Faculty of Pasundan University.
- There is influence of learning motivation to Student's professional competence at Teacher Training and Education Faculty of Pasundan University.

### **Research Methods**

#### **Research Methods**

The study which is conducted by the author is using quantitative approach with descriptive analysis method, namely the study on the problems of the current facts of a population. The analysis is path analysis technique (Path Analysis), and its processing is planned using SPSS which describes the hypothesis in a path diagram so it looks the paradigm that represents research hypothesis.



## Results and Discussion

### Description Analysis of Entrepreneurship Attitude Variables ( $X_1$ )

The following is an instrument for measuring entrepreneurship attitude variable ( $X_1$ ) which consists of 14 items of questions. The dimensions to measure entrepreneurship attitude variable in this study are self-confidence, exploiting opportunities, creative, innovative. The following is a description of the respondents' responses:

**Table: Data Processing Results of Entrepreneurship Attitude Variable**

No	Aspects	Scores	Average	Category
1	self-confident	739	4.29	Excellent
2	exploiting opportunities	683	3.97	Good
3	Creative	540	4.18	Good
4	Innovative	485	3.75	Good
	Total	2,447	4.06	Good

Source: reprocessed primary data

### Description Analysis of Entrepreneurship Interest Variable ( $X_2$ )

The following is an instrument to measure entrepreneurship interest variable ( $X_2$ ) which consists of 12 items of question. The dimensions to measure entrepreneurship interest variable in this research are physical, psychological, parenting way, family economic condition, parent understanding, cultural background, teaching method, curriculum, teacher relation with student, school discipline, learning tool, facilities and infrastructures. The following is a description of the responses of respondents as follows:

**Table: Data Processing Results of Entrepreneurship Interest Variable**

No	Aspects	Scores	Average	Category
1	Physical	193	4.48	Excellent
2	Psychological	194	4.51	Excellent
3	Parenting way	171	3.97	Good
4	Family economic condition	166	3.86	Good
5	Parent understanding	186	4.32	Excellent
6	Cultural background	173	4.02	Good
7	Teaching method	189	4.39	Excellent
8	Curriculum	187	4.34	Excellent

9	Teacher relation with students	181	4.20	Good
10	School discipline	183	4.25	Excellent
11	Learning tool	184	4.27	Excellent
12	Facilities and infrastructures	147	3.41	Good
	Total	2.154	4.17	Good

Source: reprocessed primary data

### Description Analysis of Learning Motivation Variable (Y)

The following is an instrument to measure Learning Motivation variable (Y) which consists of 7 items of questions. The dimensions to measure Learning Motivation variables in this study are positive motivation, negative motivation, competence, knowledge, satisfaction, obsession, recognition by social environment. The following is a description of the respondents' responses:

**Table: Data Processing Results of Learning Motivation Variable**

No	Aspects	Score	Average	Category
1	Positive motivation	357	4.15	Good
2	Negative motivation	528	3.68	Good
3	Competence	533	4.13	Good
4	Knowledge	336	3.90	Good
5	Satisfaction	351	4.08	Good
6	Obsession	563	4.36	Good
7	Recognition by social environment	187	4.34	Good
	Total	2,855	4.14	Good

Source: reprocessed primary data

### Description Analysis of Professional Competence Variable (Z)

The following is an instrument to measure the Professional Competence variable (Z) which consists of 5 items of question. The dimensions to measure the Professional Competence variables in this study are Having the sense of human behavior, Having knowledge about learning, Having knowledge and ability in learning the field of study which is skilled, Having the right nature of oneself, school, peers and field of study which are skilled, Having skills to deliver teaching material. Here is a description of the respondents' responses:

**Table: Data Processing Results of Professional Competence Variable**

No	Aspects	Score	Average	Category
1	Having the sense of human behavior	163	3.79	Good
2	Having knowledge about learning	829	3.85	Good
3	Having knowledge and ability in learning the field of study which is skilled	1,037	4.01	Good
4	Having the right nature of oneself, school, peers and field of study are skilled	1,050	4.06	Good
5	Having skills to deliver teaching material	140	3.25	Good
	Total	3,219	3.94	Good

Source: reprocessed primary data

**Descriptive Statistics**

Based on the results of descriptive calculations that is compared with the above criteria, it is obtained the following results:

**Table: Criteria in Achieving Scores of Each Variable**

Variable	Average	Criteria
Entrepreneurship Attitude	4.06	Good
Entrepreneurship Interests	4.17	Good
Learning Motivation	4.14	Good
Professional Competence	3.94	Good

**Path Testing**

From Path Testing of X1, and X2 to Y Path testing results (Path analysis), it is obtained results as follows:

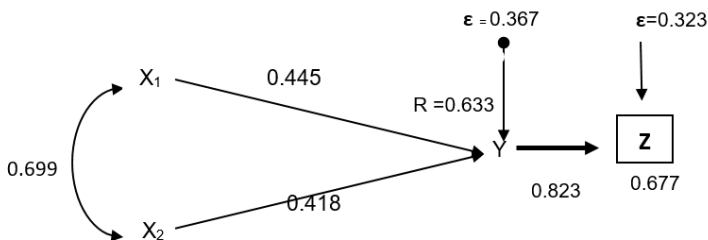


Figure 1|

Simultaneous Path Influence of Entrepreneurship Attitude, and Entrepreneurship Interest on Learning Motivation and Its Implication to Student Professional Competence

Recapitulation of calculation results on direct influence and indirect influence of each independent variable to dependent variable is seen in the table as follows.

**Table: Matrix of Direct and Indirect Influence of Entrepreneurship Attitude (X1), and of Entrepreneurship Interest (X2), on Student Learning Motivation (Y)**

Variable	Path Coefficient (Y)	Correlation	Direct Influence	Indirect Influence	Total	z
(X1)	0.445	0.699	19.80%	13.00%	32.8 %	
(X2)	0.418	0.699	17.47%	13.00%	30.47%	
The simultaneous influence of X1, and X2 on Y:					63.3%	
The Influence of Y on Z						67,7%

Source: Data Processing Results

**Determination Coefficient**

**Table: Table of Determination Coefficients (R<sup>2</sup>)**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795 <sup>a</sup>	.633	.614	4.97324
a. Predictors: (Constant), <i>entrepreneurship</i> attitude, <i>entrepreneurship</i> interest				

Determination Coefficient (Square Multiple Corelation) is a coefficient that is used to determine the amount of independent variable contribution to changes in dependent variable. In accordance with the total calculation results of direct and indirect influence is 63.3%, while the rest of 36.7% is the contribution of other variables that are not examined.

**Data Processing Results through SPSS for the Influence of Learning Motivation on Student Professional Competency at FKIP of Pasundan University**

**Table**

Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.823 <sup>a</sup>	.677	.669		5,66718

a. Predictors: (Constant), Learning Motivation

processing results in the table above shows that the learning motivation variable is worthy to be included in the regression calculation because the variable is not issued by SPSS (check sub-table: variables entered/removed). The influence of learning motivation on professional competence is 0.677 or 67.7% as it is shown in R Square column on summary model sub-table. Thus it can be stated that the learning motivation gives the influence of 0.677 or 67.7% on professional competence, while the size of epsilon is = 0.323 or 32.3%.

**Conclusions and Recommendations**

**Conclusions**

- The condition of student’s entrepreneurship attitude of FKIP at Pasundan University Bandung is in good criteria. However, for innovative dimensions is not optimal yet.
- The condition of Student’s entrepreneurship interest of FKIP at Pasundan University Bandung is in good criteria. However, specifically for facilities and infrastructure are still low.
- The condition of student’s learning motivation at FKIP of Pasundan University Bandung is in good criteria. However, for the dimensions of negative motivation, the availability of knowledge, satisfaction and competence are still low.
- Student’s professional competence at FKIP of Pasundan University Bandung is in excellent criteria as well. However, for the dimensions of having the skills to deliver teaching materials and having an understanding of human behavior are still low.
- There is significant influence of entrepreneurship attitude to student’s learning motivation at FKIP of Pasundan University Bandung of 32.8%. Thus, if the entrepreneurship attitude is more effective, it will increase the learning motivation.
- There is a significant influence of entrepreneurship interest on the student’s learning motivation at FKIP of Pasundan University Bandung of 30.47%. Thus, if the entrepreneurship interest is more effective then it will increase learning motivation.
- There is a significant influence simultaneously from entrepreneurship attitude, and entrepreneurship interest, to student’s learning motivation at FKIP of Pasundan

University Bandung of 63.3%. Thus, if entrepreneurship attitude and entrepreneurship interest are more effective, it will increase learning motivation.

- There is a significant influence of learning motivation on the student's professional competence at FKIP of Pasundan University Bandung of 67.7%. Thus, if the learning motivation is more effective, it will increase professional competence.

### **Suggestions**

Student's entrepreneurship attitude at FKIP of Pasundan University Bandung is in good category, but for innovative dimension is not optimal yet, it needs to be improved. Thus, this condition must be improved through the students for getting training, and mentoring about effective learning and workshop to create media and teaching materials that have high economic value.

Student's entrepreneurship interest at FKIP of Pasundan University Bandung is in good category, however, especially for facilities and infrastructure are still low and needs to be improved. The improvement of facilities and infrastructure can be done through the grants submission of facilities and infrastructure to the government and exchange students with other universities.

Student's motivation at FKIP of Pasundan University Bandung is in good category. However, specifically for the dimensions of negative motivation, availability of knowledge, satisfaction and competence are still low. It is worth noting, especially the lecturers provide assistance and strengthening in teaching and learning process, and promote student-centred learning.

Student's professional competence at FKIP of Pasundan University Bandung in the good category too, but the dimensions of having skills to deliver teaching materials and having the understanding of human behavior need to be improved. This can be done through counseling efforts and counseling guidance workshops and lecturers teach the students by teaching them how to learn and students are given deep understanding of learning materials that are in school.

Entrepreneurship attitude has the greatest influence on learning motivation of 32.8%. For that FKIP of Pasundan University should be more active to role in efforts to improve entrepreneurship attitude. Due to the more increasing entrepreneurs attitude, it will also increase learning motivation, the quality of teachers increases then the quality of education will increase.

Entrepreneurship interest gives a significant influence on learning motivation of 30.47%. For it needs an optimal effort in improving learning motivation in facilities and infrastructure.

Entrepreneurship attitude and entrepreneurship interest simultaneously influence learning motivation at FKIP of Pasundan University Bandung. But there are other variables that influence learning motivation that need attention and need efforts to

develop and improve learning motivation from other aspects such as organizational culture, leadership, discipline and the most important is to improve teacher competence.

Learning motivation gives a significant influence on professional competence of 67.7%. For that the Dean and the Leader of Study Program at FKIP of Pasundan University need to do supervision to improve student's learning motivation thus student's learning result is optimal.

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