

The Role of Collaborative Learning in Higher Education to Improve.pdf

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The Role of Collaborative Learning in Higher Education to Improve Students' Entrepreneurial Commitment

Margunani¹, Siti Nurjanah², Inaya Sari Melati³

^{1,3}Universitas Negeri Semarang

²Universitas Negeri Jakarta

margunani@mail.unnes.ac.id, snurjanah@unj.ac.id, inaya.sari@mail.unnes.ac.id

Abstract

This study aimed to analyze the direct and indirect effects of collaborative learning on entrepreneurial commitment through entrepreneurship and entrepreneurial culture. This research was carried out by using a causal design. Population was 903 Entrepreneurship students studying in the academic year 2016-2017 (even semester). The sample was determined by referring to the Isaac and Michael Table with an error of 1%. The unit of analysis of this study was 385 students participating in entrepreneurship lectures. Research data were analyzed by path analysis techniques. The path model was tested by the goodness of fit model. The results of this study indicated that collaborative learning had a strategic role in strengthening students' entrepreneurial commitment, strengthening mastery of students' knowledge and skills in the field of entrepreneurship and strengthening the development of entrepreneurial culture among students.

Keywords: Collaborative Learning, Entrepreneurship, Culture, Commitment

1. Introduction

As stated in Article 5 of Law Number 12 Year 2012 that higher education aims to produce graduates who master the branches of science and / or technology to meet national interests and increase the nation's competitiveness. However, the contribution of scholars in development is still relatively low because most of them prepare themselves as workers and not as job creators or entrepreneurs. The number of open unemployment of Higher Education graduates in 2018 was 789,113 people [1].

The Ministry of Research, Technology and Higher Education through the Directorate of Research and Community Service (DRPM) implements the Student Entrepreneurship Program (PMW) which aims to foster a strong entrepreneurial awareness and orientation to students [2]. Higher education not only produces graduates who have competence in certain fields, but is able to produce graduates who have an entrepreneurial spirit. Efforts to encourage scholars to become entrepreneurs have been made by the government through Presidential Instruction Number 4 of 1995 concerning the National Movement to Promote and Cultivate Entrepreneurship [3]. This Instruction instructs 17 ministers and 2 governors (Governor of Bank Indonesia and Governor of Level I Region) to carry out a movement to promote and cultivate entrepreneurship in various sectors in accordance with their duties, authorities and responsibilities. Furthermore, every ministry and state institution develops the National Entrepreneurship Movement (GKN).

In connection with the explanation and expectations above, collaborative learning is seen as a strategy of effective entrepreneurship lectures, especially when associated with the breadth and diversity of entrepreneurial objects. The Student Entrepreneurship Program (PMW) is intended for students who have an interest in entrepreneurship and do not have working capital in developing business practices. The beneficiaries of UNNES student entrepreneurial practice loans through PMW from 2009-2015 were quite fluctuating, who submitted proposals and conducted business. Based on interest, PMW program enthusiasts can be seen in the following table.

Table 1. Beneficiaries of PMW in Unnes in 2009-2015

| Information | Year of Implementation | | | | | | |
|-------------------------|------------------------|------|------|------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Proposer Student | 138 | 189 | 150 | 84 | 88 | 75 | 105 |
| Business getting a loan | 40 | 84 | 50 | 33 | 42 | 70 | 64 |
| Ratio | 3:1 | 2:1 | 3:1 | 2:1 | 2:1 | 1:1 | 2:1 |

Source: PMN Unnes Report in 2009-2016

Table 1 provides information that students' interests in entrepreneurship have not been consistent, especially with regard to the courage to borrow working capital. This is due to the low commitment of students to entrepreneurship and also by the concern of students being unable to return the borrowed capital so as to cause the development of student interest in entrepreneurship to be low.

Student commitment to entrepreneurship can be influenced by various factors, both internal and external such as interests, talents, abilities, satisfaction, motivation, opportunities, ideals and values, culture, leadership, education, training, and challenges [4]. The development of entrepreneurial commitments should be a priority so that the hopes for the birth of young entrepreneurs, especially those from higher education graduates, can be realized optimally.

Based on the explanation above, research on entrepreneurial commitments becomes increasingly important when linked to national development goals. The more the number of young entrepreneurs is, the more open the opportunity of the economic growth. For this reason, strengthening the commitment to entrepreneurship, especially among students, is a need of national development. Therefore, a study and analysis of must be carried out comprehensively.

2. Literature Review

Entrepreneurship is a creative and innovative ability that is used as a basis and resources to find opportunities for success [4]. The essence of entrepreneurship is the ability to create something new and different through creative thinking and innovative action to create opportunities (entrepreneurial opportunities). The characteristics of successful entrepreneurs exist in someone who is highly committed to the task, responsible, maintains entrepreneurial interest, seizes opportunities to achieve his obsession, risk tolerance, self-confidence, creative and flexible, wants to get immediate feedback, has high energy, has motivation to be superior, future oriented, wants to learn

from failure, and has the ability to lead [5]. Start-up entrepreneurs' activities have several characteristics such as uncertainty, vulnerability to various problems, resource management systems (financial and labor) that have not been stable, the risks that must be faced are relatively high.

An effective mentoring and positive mentor influences are able to transform students into entrepreneurs [6]. In addition to stimulation in the form of mentoring, student attitudes should be developed in a planned, directed, and continuous manner so that there is a will and sincerity in entrepreneurship.

Elements of learning in higher education that can reflect the nation's competitiveness that can be seen from the quantity and quality of education produced [7]. Higher education has implications and contributes effectively in increasing competitiveness. A study conducted to empirically investigate the contextual behavioral factors that influence students' entrepreneurial abilities at universities and business practices outside campus [8]. The results emphasized that students' business interests were affected by their business behavior, which in turn was affected by several personality traits, especially the courage to take risks and the locus of control. Based on the research above, universities are expected to be able to develop specific entrepreneurship learning programs that affect the entrepreneurial experience, character, and skills possessed by students.

The experimental study conducted about training to improve the entrepreneurial mindset [23]. The results of the pre-test and post-test of the training treatment applied showed that the intervention method had a positive impact on participants' mindset on their ability to identify their opportunities and creativity. Prospective entrepreneurs through education in higher education which need governance of entrepreneurship education can be done with a Entrepreneurship Education system based on collaborative learning with a team of lecturers (team teaching).

Collaborative learning is developed based on a systems approach. Collaborative learning tries to pay attention to all aspects as part of a system as can be seen in the picture below.

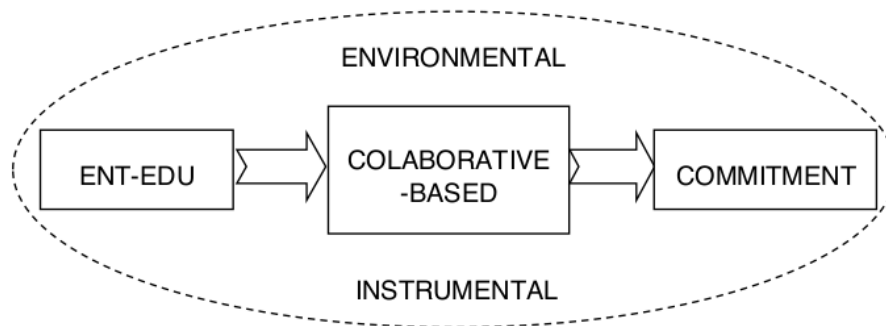


Figure 1. Theory of Education System (Toffler, 1983)

Based on the system theory in Figure 1, there are at least four aspects that must be considered in collaborative learning as follows.

1. Entrepreneurship education as a subject or object of study contains material, both related to the theory and practice of entrepreneurship that is very broad and diverse.
2. The environment can play a role in determining the content of the material because entrepreneurship education should be appropriate to the context.

3. Instruments are factors that directly or indirectly will determine the effectiveness of entrepreneurship education such as objectives, strategies and methods, and learning media, as well as sources and systems for evaluating learning outcomes.
4. Commitment as part of the mental attitude of the subject of entrepreneurship education is a determinant of the success of entrepreneurial students.

Based on aspects of the system, collaborative learning is able to optimally elaborate all entrepreneurial potentials, both related to the potential of students and their learning material. Meanwhile, universities have three strategic roles in entrepreneurship education [10]. **First**, it acts as a facilitator of entrepreneurial culture, which helps promote entrepreneurship culture; **Second**, as a skills mediator, where students are able to pursue their entrepreneurial career because they are equipped with a set of skills that can identify business ideas and carry out business practices based on an entrepreneurial approach; **Third**, as a locomotive of strong business development because universities have the ability to establish relationships and communication with stakeholders in the field of entrepreneurship.

In connection with the strategic role above, the government places high hopes on each higher education to play an active role in preparing graduates as prospective new entrepreneurs. PMW as part of a higher education system with six main objectives of PMW namely (1) fostering entrepreneurial motivation among students; (2) building an entrepreneurial mental attitude that is self-confidence, being aware of one's true self, motivating to achieve an ideal, never giving up, being able to work hard, being creative, innovative, dare to take risks with calculations, behaving leaders and having a vision for the future, being responsive towards suggestions and criticism, having empathy and social skills; (3) improving the skills of students, especially the sense of business; (4) develop new entrepreneurs with high education; (5) creating new business units based on science, technology and art; (6) building business networks between business people, especially between novice entrepreneurs and established entrepreneurs [11].

Operationally, PMW is implemented in an integrated manner with existing entrepreneurship education, such as the Student Entrepreneurship Creativity Program (PKMK). In general, PKMK is carried out through entrepreneurship courses aimed at instilling mindset, providing knowledge and introducing the world of entrepreneurship, developing entrepreneurial motivation and entrepreneurial spirit among students as part of preparing new prospective entrepreneurs.

In connection with the explanation and expectations above, collaborative learning is seen as an effective entrepreneurship lecture strategy in strengthening student entrepreneurship commitments. Collaborative learning is the process of interaction between students and educators and learning resources in the college environment by optimally utilizing learning resources as measured by indicators of mastery of students' knowledge, skills and attitudes of entrepreneurship.

3. Research Framework

This research thinking framework illustrates the direct effect of collaborative learning (X1), on entrepreneurship (X2), entrepreneurial culture (X3) and entrepreneurial commitment (X4); as well as the indirect effect of collaborative learning (X1) on entrepreneurial commitment (X4) through entrepreneurship (X2), and entrepreneurial culture (X3) as the model in the figure below.

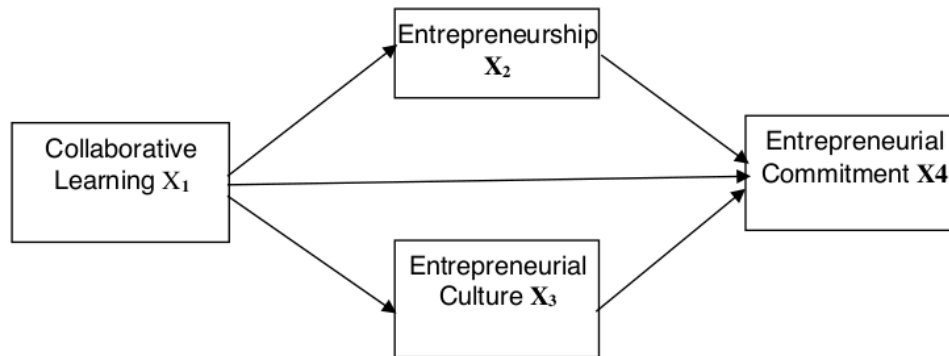


Figure 2: Research Framework

- 1) There is a direct effect of collaborative learning on students' entrepreneurship.
- 2) There is a direct effect of collaborative learning on students' entrepreneurial culture.
- 3) There is a direct effect of collaborative learning on students' entrepreneurial commitment.
- 4) There is a direct effect of entrepreneurship on students' entrepreneurial commitment.
- 5) There is a direct effect of the entrepreneurial culture on students' entrepreneurial commitments.
- 6) There is an indirect effect of collaborative learning on entrepreneurial commitment through student entrepreneurship.
- 7) There is an indirect effect of collaborative learning on entrepreneurial commitment through students' entrepreneurial culture.

4. Research Method

This type of research used in this study was quantitative. The population of this study was 903 students of Universitas Negeri Semarang participating in Entrepreneurship Education courses (Integrated Academic Information System of even semester 2016-2017). Sampling was carried out precisely in accordance with the characteristics of the population using the proportional random sampling technique. This study determined the number of samples using the "Isaac and Michael Table" with an error level of 1%, then the research sample was 385 students who took the Even Semester lectures for the academic year 2016-2017 Entrepreneurship Course at Universitas Negeri Semarang.

Data collection technique was in the form of questionnaires or research questionnaires. This research was carried out based on the principle of causal design with survey methods and path analysis techniques as well as using a model of Goodness of Fit Model to identify the accuracy of the hypothesis model.

The research variables measured consisted of Collaborative Learning (exogenous variables), Entrepreneurship and Entrepreneurial Culture (intervening variables) and Entrepreneurial Commitment (endogenous variables).

5. Results and Discussion

Research respondents were 385 students of Universitas Negeri Semarang as participants in Entrepreneurship Education courses. The results of the calculation of simple statistical prices are summarized and presented in Table 2 below.

Table 2. Result Summary of Simple Statistical Calculations

| VARIABLE | N | RESULTS OF DESCRIPTIVE STATISTIC ANALYSIS | | | | | | |
|----------|-----|---|-------|---------|---------|-------|----------|----------|
| | | Min | Max | Mean | Median | Modus | Std Dev. | Variance |
| X1 | 385 | 25,00 | 52,00 | 39,3221 | 39,8514 | 40,00 | 6,12841 | 37,557 |
| X2 | 385 | 26,00 | 51,00 | 38,5870 | 38,6316 | 40,00 | 5,49274 | 30,170 |
| X3 | 385 | 23,00 | 44,00 | 32,5195 | 32,6349 | 36,00 | 4,84610 | 23,465 |
| X4 | 385 | 42,00 | 82,00 | 66,4701 | 66,2525 | 69,00 | 8,17865 | 66,890 |

Source: Data processed

Collaborative learning based on the highest data frequency distribution was in the class interval 33,500 - 36,130 which was 25.2% with an absolute score of 97. Meanwhile, the smallest data frequency distribution was in the class interval 41,380 - 44,000, which was 4.1% with an absolute score of 19. When linked to a mean score, the distribution of data showed that collaborative learning was included in the effective category.

Entrepreneurship based on the highest data frequency distribution was in the class interval > 41.875 - 45.250 which was 23.6% with an absolute score of 91 while the smallest data frequency distribution of entrepreneurship was in the class interval 25,000 - 28,375 which was 4.7% with an absolute score of 16. When linked to a mean score of 38.5870; then the data group showed that the entrepreneurial mastery of the students was included in the strong category.

Entrepreneurial culture based on the highest data frequency distribution was in the class interval 35.375 - 38.500 which was 23.6% with an absolute score of 91 meanwhile; the smallest data frequency distribution was in the class interval 47.875 - 51,000 which was 2.9 with an absolute score of 11. When linked to mean score of 32.5195; then the frequency distribution of the data showed that students' entrepreneurial culture was included in the medium category.

Entrepreneurial commitment based on the highest data frequency distribution was in the class interval 67 - 72 which was 39.2% with an absolute score of 151 while the distribution of the smallest entrepreneurial commitment data was at the class interval 47-52 which was 3.9% with an absolute score of 15. When linked to a mean score of 66.4701, the distribution of data showed that students' entrepreneurial commitment was included in the high category.

The size of the R-Square contained in the Model Summary was 0.507 thus the contribution of the effect of collaborative learning (X1), entrepreneurship (X2) and entrepreneurial culture (X3) to entrepreneurial commitment (X4) was 50.70% and the remaining 49.30% was contributed by other variables. The e1 value was 0.702 ($\sqrt{1-0.507}$).

Table 3. Summary of Model Testing Results

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | | |
|-----------------------------------|-----------------------------|------------|-------------------|----------------------------|------------|------|
| | .712 ^a | .507 | | .504 | 7.26219453 | |
| a. Predictors: (Constant), X2, X3 | | | | | | |
| Coefficients^a | | | | | | |
| Model | Unstandardized Coefficients | | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | | |
| 2 | (Constant) | 19.237 | 1.961 | | 9.808 | .000 |
| | X1 | .331 | .066 | .410 | 2.976 | .000 |
| | X2 | .221 | .069 | .159 | 3.224 | .001 |
| | X3 | .901 | .075 | .593 | 12.033 | .000 |
| a. Dependent Variable: X4 | | | | | | |

The path diagram description for this research according to the value of Standardized Coefficients is as follows.

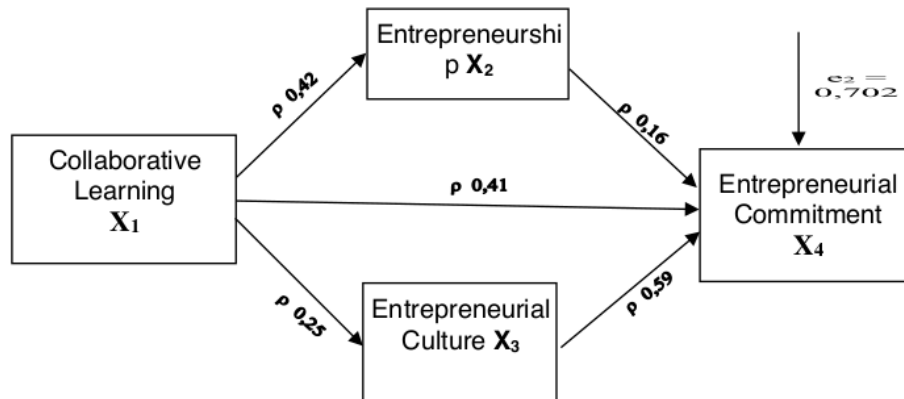


Figure 3: Path Structure

The direct effect of collaborative learning (X1) on students' entrepreneurial commitment (X5), the magnitude of path coefficient value of direct effect (p51). The results of the path analysis of collaborative learning (X1) towards entrepreneurial commitment (X4) obtained path coefficient (p51) = 0.41. Result² for coefficients sig. obtained value (X2) = 0,000 <0.05 (significant). The results of the data analysis of this study indicated that collaborative learning (X1) had a direct positive effect on entrepreneurship (X2).

The direct effect of entrepreneurship (X2) on students' entrepreneurial commitment (X4), the magnitude of path coefficient value of direct effect (p52). The results of the path analysis of entrepreneurship (X2) on entrepreneurial commitment (X4) obtained path coefficient (p52) = 0.16. Results for coefficients sig. obtained values (X2) = 0.001 <0.05 (significant). The

results of the data analysis of this study indicated that entrepreneurship (X2) had a direct positive effect on entrepreneurial commitment (X4).

The direct effect of entrepreneurial culture (X3) on students' entrepreneurial commitment (X4), the magnitude of path coefficient value of direct effect (ρ_{53}). The results of the path analysis of entrepreneurial culture (X3) to entrepreneurial commitment (X4) obtained the path coefficient (ρ_{53}) = 0.59. Results for coefficients sig. obtained value (X2) = 0,000 <0.05 (significant). The results of the data analysis of this study indicated that entrepreneurial culture (X3) had a direct positive effect on entrepreneurial commitment (X4).

The direct effect of collaborative learning (X1) on entrepreneurship (X2), the magnitude of path coefficient value of direct effect (ρ_{21}). The results of the path analysis of collaborative learning (X1) on entrepreneurship (X2) obtained path coefficients = 0.42. Results for coefficients sig. obtained value (X2) = 0,000 <0.05 (significant). The results of data analysis showed that collaborative learning (X1) had a direct positive effect on entrepreneurship (X2).

The direct effect of collaborative learning (X1) on entrepreneurial culture (X3), the magnitude of path coefficient value of direct effect (ρ_{31}). The results of the path analysis of collaborative learning (X1) to entrepreneurial culture (X3). The results of the path analysis and the test results of the significance of the path coefficient, it can be concluded that the path coefficient = 0.25 proved significant because the coefficient of X3 = 0,000 <0.05. The results of data analysis showed collaborative learning (X1) had a direct positive effect on entrepreneurial culture (X3).

The indirect effect of collaborative learning on entrepreneurial commitment of through student entrepreneurship, the amount of indirect effect was $\rho_{41} \cdot \rho_{42}$. The results of the path analysis of the indirect effect of collaborative learning (X1) on entrepreneurial commitment (X4) through entrepreneurship (X2) were ($\rho_{41} \cdot \rho_{42}$) = (0.41) (0.16) = 0.066. That is, the indirect effect of collaborative learning (X3) on entrepreneurial commitment (X4) through entrepreneurship culture (X3) was 0.066 x 100% = 6.6%.

The indirect effect of collaborative learning on entrepreneurial commitment through entrepreneurial culture, the amount of indirect effect was $\rho_{51} \cdot \rho_{53}$. The results of the path analysis of the indirect effect of collaborative learning (X1) on entrepreneurial commitment (X4) through entrepreneurial culture (X3) were ($\rho_{51} \cdot \rho_{53}$) = (0.41) (0.59) = 0.2829. That is, the indirect effect of collaborative learning (X3) on entrepreneurial commitment (X4) through entrepreneurial culture (X3) was 0.2829 x 100% = 28.29%.

The results of the calculation of the path coefficient and the test of the significance of the path coefficient as mentioned above cannot yet be a parameter to determine that the proposed theoretical model must be empirically tested through a model fitness test (goodness of fit model). The calculation results, obtained Chi-Square price = 0 and the price of P-value = 1,000. As such, H_0 was rejected. In addition to calculating Chi-Square and P-value prices, the model suitability test can be done through calculating the prices of goodness fit index (GFI), norm fit index (NFI), comparative fit index (CFI), and incremental fit index (IFI).

**Table 4. Calculation Results of Model Accuracy Index
 Evaluation of Goodness-of-Fit Criteria**

| Criteria | Critical Value | Research Model | Model Evaluation |
|-----------------------|----------------------|----------------|------------------|
| χ^2 (Chi-Square) | Expected to be small | | |
| Probability | $\geq 0,05$ | 0,995 | Good |

| | | | |
|---------|-------------|-------|------|
| RMSEA | $\leq 0,08$ | 0,000 | Good |
| GFI | $\geq 0,90$ | 0,999 | Good |
| AGFI | $\geq 0,90$ | 0,993 | Good |
| CMIN/DF | $\leq 2,00$ | 0,458 | Good |
| TLI | $\geq 0,95$ | 1,005 | Good |

Source: Data processed

Based on the calculation results of each index as presented in table 4 above, it can be concluded that the proposed theoretical model is fit or in accordance with empirical data.

5.1. Direct Effect of Collaborative Learning (X1) on Entrepreneurial Commitment (X4)

The results of the study above indicated that collaborative learning can strengthen student entrepreneurial commitment. Collaborative learning allows the transfer of knowledge and transfer of skills to take place optimally because collaborative learning allows students to interact with various aspects of learning massively and intensively. The effectiveness of entrepreneurship education is very dependent on the approach and learning strategies [12]. The effectiveness of collaborative learning that emphasizes cooperation between universities and the business world and the industry in increasing the competitiveness of graduates can be justified theoretically and practically.

5.2. Direct Effect of Collaborative Learning (X1) on Entrepreneurship (X2)

The results of the study above indicated that collaborative learning can strengthen students' entrepreneurial knowledge. Knowledge about entrepreneurship is valuable capital in determining entrepreneurial behavior. Collaborative learning has a strategic role in shaping students' mentality that entrepreneurship not only offers opportunities and potential, but also challenges and risks. In line with [13] research, it is stated that graduates who have received entrepreneurship education (formal and informal) have great potential to become entrepreneurs.

5.3. Direct Effect of Collaborative Learning (X1) on Entrepreneurial Culture (X3)

The results of the study above indicated that collaborative learning is able to develop students' entrepreneurial culture. Effective and efficient collaborative learning is a valuable provision for the development of students' entrepreneurial culture. This is understood because culture motivates individuals in a society to engage in a society to engage in behavior that might not be proven in other societies [14].

5.4. Direct Effect of Entrepreneurship (X2) on Entrepreneurial Commitment (X4)

The results of the study above indicated that students' entrepreneurial commitment cannot develop or be formed instantly, but must go through a process of cognition. The thought is in accordance with [15] research that one's willingness and willingness to do entrepreneurship is influenced by values, knowledge, skills, goals, desired goals, and relationships with each other. Thus, it is very clear that students' entrepreneurial commitments can develop well if students have values, knowledge, skills, goals, goals related to entrepreneurship, and the ability to connect with each other. In line with the results of research from [13] which stated that graduates who have received entrepreneurial education

(formal and informal) have great potential to become entrepreneurs so that entrepreneurship education in terms of formal and informal education is implemented in the curriculum to foster entrepreneurial intentions.

5.5. Direct effect of entrepreneurial culture (X3) on entrepreneurial commitment (X4)

The results of research that mentions culture has a direct effect on entrepreneurial commitment are realistic findings (symptoms or phenomena). **First**, not all entrepreneurs are born from families or communities that have a strong entrepreneurial culture. **Second**, entrepreneurship is a unique field of work or line of business because it can be done by everyone and does not have to be related to the background (culture) of life. **Third**, entrepreneurial commitment is a determinant of the success of students in developing an entrepreneurial spirit. The culture as a moderate between economic and institutional conditions on the one hand, and entrepreneurship on the other, so that entrepreneurial culture is able to motivate to engage in behaviors that might not be proven in other societies [14].

5.6. Indirect effect of collaborative learning (X1) on entrepreneurial commitment (X4) through entrepreneurship (X2)

The results of the study showed collaborative learning can affect entrepreneurial commitment through entrepreneurship. Collaborative learning that is suitable for students and students can understand the material presented when used in entrepreneurship courses is able to strengthen students' entrepreneurial commitments. In line with [16], they stated that entrepreneurship education in higher education is the most appropriate and effective way in developing thinking related to the concept of start-up business and the process of creating new businesses.

5.7. Indirect effect of collaborative learning (X1) on entrepreneurial commitment (X4) through entrepreneurial culture (X3)

The results of the study showed collaborative learning can affect entrepreneurial commitment through entrepreneurial culture. In accordance with the statement by [14], they see culture as moderate between economic / institutional conditions and entrepreneurship because culture is able to motivate individuals in a community to engage in a community to engage in behavior that might not be proven in other societies. Cultural influences on students' entrepreneurial commitments are empirical phenomena that can be trusted and accepted as true. That is, students who have entrepreneurial culture in the family or community will have strong commitment to do entrepreneurship.

6. Conclusion

The results of this study can be concluded that (1) Collaborative learning, entrepreneurship, and entrepreneurial culture had a positive and significant effect on entrepreneurial commitment; (2) Collaborative learning had a direct positive effect on entrepreneurship; (3) Collaborative learning had a direct positive effect on entrepreneurial culture; (4) The indirect effect of collaborative learning on entrepreneurial commitment through entrepreneurial culture (6.6%) and (5) The indirect effect of collaborative learning on entrepreneurial commitment through entrepreneurial culture (28.29%). Suggestions from this research expect that each higher education should establish entrepreneurship education as a compulsory subject in each study program. Entrepreneurship lecturers should understand

collaborative learning, both conceptually and practically as a provision given to prepare students to have a strong commitment in entrepreneurship.

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