Abstract – Learning process is defined as a process of obtaining new information and knowledge. As an educator, one should be able to determine the right teaching strategy hence students’ can achieve their learning objective effectively and efficiently. One model of learning is called Innovative Progressive Model or Practice Learning. Practice Learning is an innovation of learning designed to help student understand the theory or concept of knowledge through empirical practice of the learning experience.

The objectives of the research are: (1) to explain how to implement the Innovative Progressive Model on Entrepreneurship course. (2) To know how the effectively Innovative Progressive learning model base on student perception

The approach of the paper is qualitative research, which is based on descriptive method. The unit analysis is the individual. Data was collected through observation, interview and questioner. This study is conducted in University of Ciputra that aims to create world class entrepreneurs and thus is focusing on Entrepreneurship course since this course supports the university’s goal and gives a chance for students from various disciplines to learn and work together. As the samples of this study are 25 students from batch 2008; taking the Entrepreneurship 5 course with Export Import subject. The result shows that the application of Innovative Progressive Learning Model supports the achievement of class objective though the students are coming from different backgrounds. Hence it can be concluded that the application of Innovative Progressive Learning Model can help students from different disciplines equally absorb the entrepreneurial knowledge as well as being motivated to achieve their learning objective.

Keywords: Innovative Progressive Learning Model, student centered learning, Entrepreneurship education, entrepreneurship educators

I. INTRODUCTION

Education is one of the forms of dynamic and progressive embodiment of human culture, therefore, any change or development in this field must be in line with life culture change. One type of education that has the ability to support future development is an education that can develop students’ potential and enable them to face and solve life problems. This concept becomes increasingly essential as they enter working and community world, since they must be able to implement what they learn at school in facing their current or future daily problems.

Learning is usually defined as a change in an individual caused by experience. Changes caused by development (such as growing taller) are not instances of learning. Neither are characteristics of individuals that are present at birth (such as reflexes and responses to hunger or pain). However, humans do so much learning from the day of their birth (and some say earlier) that learning and development are inseparably linked.

Learning is basically a process marked by a change in a person. This change comes as a result of the learning process and can be seen from various aspects such as knowledge, comprehension, attitude and behavior, proficiency, skill and ability, and also other aspects of a change as George J. Mouly has expressed in his Psychology for Effective Teaching book. Hence, the core of learning should be behavior change because there’s a real-life experience from the individual’s interaction with his society.

In the meantime, the Commission on Education for the 21st century recommended four strategies on how to make education successful namely: 1) Learning to learn, 2) Learning to be, 3) Learning to do, and 4) Learning to be together. In reference to the concept, it can be concluded that in an ever-changing society condition, it is ideal for education not to focus only on the past and present, but it should also represent a process that discusses and anticipates the future. According to Buchori in Khabibah (2006), a good education doesn’t only prepare students for certain occupation or title but also to equip them in dealing with daily issues.

Entrepreneurship education has become an interesting issue due to the general assumption that an entrepreneur is born and not made. It can be concluded that entrepreneurship education has started to gain a place in high education, as stated in the findings of the Global Entrepreneurship Monitor (GEM Report, 2007). The GEM research that has been conducted for over 6 years in over 40 countries shows that practice and entrepreneurship