Proceedings

11th Annual SEMAIR Conference
University Social Responsibility: Pathways to Excellence
November 2 – 4, 2011

Research Administration Center
Office of the University, Chiang Mai University,
Chiang Mai 50200, Thailand
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11th Annual SEAAIR Conference
University Social Responsibility: Pathways to Excellence
November 2 – 4, 2011
The Empress Hotel & Convention Centre

Oral Presentation
Wednesday November 2, 2011
13:00 – 15:00 hr.

WPM1-1
Institutional Capacities and Capabilities

| Chair(s): Shawyun Teay |
| Location: Chiang Mai Room 3-4-5 |

- **13:00 – 13:20 WPM1-1-1**
  - The Use of Strategic Management Approach in University Social Responsibility Planning and Implementation
  - Duangduen Chamcharoen, Narat Wattanapanit, Nathee Kerdaaron, Parichat Noentong and Pornpen Oggungwal

- **13:20 – 13:40 WPM1-1-2**
  - Strategic USR Management Framework
  - Teay Shawyun

- **13:40 – 14:00 WPM1-1-3**
  - Learning Experience: Does it Matter for Institutions to Provide Conducive Teaching Environment?
  - Norhanim Dewa, and Sabarudin Zakaria

- **14:00 – 14:20 WPM1-1-4**
  - Strategic Analysis of Students’ Interests Mapping to Forecast and Develop Higher Education Institution’s International Competitiveness
  - Lindiawati

- **14:20 – 14:40 WPM1-1-5**
  - Effects of Unconscious Reframing in Diminishing Sexual Orientation of Young Male Homosexuals in an Exclusive School in Metro Manila
  - Maria Loida Faye C. Borbon

- **14:40 – 15:00 WPM1-1-6**
  - Lecturers’ and Employees’ Perception on GCG Implementation in Widyatama University
  - Rafael G. Aida W., and Lasmanah

WPM1-2
Educational and Technological Advances and Applications

| Chair(s): Tatik Suryani |
| Location: Chiang Mai Room 1 |

- **13:00 – 13:20 WPM1-2-1**
  - Effect of Women and Men Students’ Attitudes On Corporate Responsibility in Society Effect
  - Triana Mayasari, and Erida Herlina

- **13:20 – 13:40 WPM1-2-2**
  - How the Internet is Related to Metacognitive Strategies Used in Academic Writing: The Smooth Combination of Technology and Education
  - Urarat Parnrod

- **13:40 – 14:00 WPM1-2-3**
  - Student’s Intencity and Practice’s Skill on Integrating Technology into Bank Accounting Course
  - Diyah Pujiati, and Nanang Shonhadji

- **14:00 – 14:20 WPM1-2-4**
  - A Community-Driven Research Initiative: Acoustic Technology for Non-Destructive Evaluation to Increase Export Value of Mangosteens
  - Hathaiyakan Thavichai, Nattapon Swangnuang, Kasemsak Uthaichana, Nipon Theera-Umpoon, Hideyuki Sawada, and Tanachai Pankasemsuk

- **14:20 – 14:40 WPM1-2-5**
  - Analysis of Multiple Choice Tests for the University Entrance Test
  - Moedjadi Hardjosuwito, and Alfiah Hasanah

- **14:40 – 15:00 WPM1-2-6**
  - The Application of Innovative Progressive Learning Model on Entrepreneurship Course Delivered in University of Ciputra
  - Tina Melinda
## WPM1-3

**IR Responses and Responsibilities**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Code</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:00 – 13:20</td>
<td>WPM1-3-1</td>
<td>Students’ Perceptions and Participations towards Social Contribution Activities</td>
<td>Krisda Tanchaisak</td>
</tr>
<tr>
<td>13:40 – 14:00</td>
<td>WPM1-3-3</td>
<td>University Social Responsibility: Pathways of Lampang Rajabhat University</td>
<td>Duangchan Diowvilai, Chutima Khamboonchoo, Duangjai Pille, and Pongprad Soonthornpasuch</td>
</tr>
<tr>
<td>14:00 – 14:20</td>
<td>WPM1-3-4</td>
<td>Student Transition Rates in an Australian Higher Education Institution</td>
<td>Andrias Paramita, Krisda Tanchaisak</td>
</tr>
<tr>
<td>14:20 – 14:40</td>
<td>WPM1-3-5</td>
<td>Aligning of Knowledge Management and People Management (Case of Private University in Indonesia)</td>
<td>Dyah Kusumastuti, and Haryanto Prabowo</td>
</tr>
</tbody>
</table>

### Wednesday November 2, 2011

15:40 – 17:20 hr.

## WPM2-1

**Institutional Capacities and Capabilities**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Code</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:40 – 16:00</td>
<td>WPM2-1-1</td>
<td>Mapping the Recruitment Method of New Employees for Managing Job Preparation Program in Higher Education</td>
<td>Harry Widyantoro, and Tjahjani Prawitowati</td>
</tr>
<tr>
<td>16:00 – 16:20</td>
<td>WPM2-1-2</td>
<td>The Effect of Alignment between Personal and Organization Ambition on Student Engagement and Satisfaction</td>
<td>Tjahjani Prawitowati, and Harry Widyantoro</td>
</tr>
<tr>
<td>16:20 – 16:40</td>
<td>WPM2-1-3</td>
<td>What Happens to Organization Performance in the Dimension of Bundling Strategic Resource with IT Capabilities?</td>
<td>Warrapojn Panrod, and Kaedsiri Jaroenwisan</td>
</tr>
</tbody>
</table>

## WPM2-2

**Educational and Technological Advances and Applications**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Code</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:40 – 16:00</td>
<td>WPM2-2-1</td>
<td>Developing and Improving the Quality of Learning Process in Higher Education By E-Learning (Moodle – Forum Software)</td>
<td>Romanus Wilopo</td>
</tr>
<tr>
<td>16:00 – 16:20</td>
<td>WPM2-2-2</td>
<td>The Effectiveness of EQ Intervention Program ( EQuiP) in Strengthening the Emotional Competence of Transnational Students with Absentee Parents</td>
<td>Jenneth G. De Guia</td>
</tr>
<tr>
<td>16:20 – 16:40</td>
<td>WPM2-2-3</td>
<td>The Effectiveness of Modified-Systematic Desensitization Program in Reducing Levels of Test Anxiety and Enhancing Accounting Achievement</td>
<td>M.J. Arquion</td>
</tr>
<tr>
<td>16:40 – 17:00</td>
<td>WPM2-2-4</td>
<td>The Effectiveness of the Weblog Used as an Online Computer Assisted Learning Tool on Enhancing Writing Abilities of Low-Intermediate EFL Students</td>
<td>Thanawan Suthiwattnarueput, and Punchalee Wasanasomsithi</td>
</tr>
<tr>
<td>17:00 – 17:20</td>
<td>WPM2-2-5</td>
<td>Perceptions of Teachers in Portfolio Assessment in Teaching Math &amp; Science Concepts</td>
<td>Mary Joan Guzman</td>
</tr>
</tbody>
</table>
WPM2-3
IR Responses and Responsibilities

Chair(s): Raj Sharma
Location: Chiang Mai Room 2

15:40 – 16:00  WPM2-3-1  Exploring the Technology Readiness of Business Students in an E-learning Environment Business College
(P. 163)  Emma Yulianti, and Laila Saleh Marta

16:00 – 16:20  WPM2-3-2  Implementation of Student Centered Learning Model in Teaching Learning Process to Increase the Students’ Performance and Core Competency
(P. 167)  Lia Amaliawati, Asfia Murni, and Wawan Wirahmana

16:20 – 16:40  WPM2-3-3  Students’ Perceptions Regarding Ramkhamhaeng University’s Social Responsibility Practices
(P. 173)  Narat Wattanapanit

16:40 – 17:00  WPM2-3-4  Defining and Redefining the Graduates: The STMTCC Thrust on Institutional Development
(P. 179)  Ma. Rhona J. Pelasol

17:00 – 17:20  WPM2-3-5  University Social Responsibility: Training of Accounting to support Small and medium Enterprise (SMEs)
(P. 185)  Intan Oviantari

Thursday November 3, 2011
9:00 – 10:20 hr.

TAM1-1
Institutional Capacities and Capabilities

Chair(s): Olivia Legaspi
Location: Chiang Mai Room 3-4-5

9:00 – 9:20  TAM1-1-1  Good Governance Management Model for Ratchaburi Subdistrict Administration Organization
(P. 189)  Nakom Teerasuwannajuck

9:20 – 9:40  TAM1-1-2  Mangrove Throughout the Years: Its Narrative Development and Social Relevance
(P. 194)  Araceli C. Doromal

9:40 – 10:00  TAM1-1-3  Promoting Developmental Outcomes for Children-in-Conflict with the Law: A DLSU-D Framework
(P. 200)  Alice T. Valerio

10:00 – 10:20  TAM1-1-4  The Lessons that Students Learned from their Engagement in Community Outreach Activities
(P. 206)  Olivia M. Legaspi

TAM1-2
Educational and Technological Advances and Applications

Chair(s): Jomjai Sampet
Location: Chiang Mai Room 1

9:00 – 9:20  TAM1-2-1  Applying the Rational Unified Process (RUP) Approach to Implement eLearning at Saint Mary’s University of Bayombong, Nueva Vizcaya
(P. 210)  Gertrude G. Danao

(P. 216)  Mateo R. Borbon, Jr.

9:40 – 10:00  TAM1-2-3  USR – A Program Structure Approach
(P. 220)  Nirwan Idrus
10:00 – 10:20 TAM1-2-4 (P. 226) A Comparison of the Achievement of First Year Students in English II (222102) Class via Student Teams-Achievement Division (STAD) Method and Lecture Method
Rinda Warawudhi

TAM1-3
Academic Endeavors and excellence

Chair(s): Krisda Tanchaisak
Location: Chiang Mai Room 2

9:00 – 9:20 TAM1-3-1 (P. 231) What Fundamental Lawyering Skills do Law Students of Chiang Mai University Need to Improve Their Legal Practice Ability?
Chainarong Luengvilai, and Pitipong Yodmongkon

9:20 – 9:40 TAM1-3-2 (P. 237) Interpersonal Skills Learning in Information System Department for Developing Soft Skills and Caring Attitude
Faza Faikar Cordova, and Erma Suryani

9:40 – 10:00 TAM1-3-3 (P. 243) Exploring Undergraduate Students’ Learning Difficulties Through Multiple Intelligence Theory
Tajularipin Sulaiman, Roselan Baki, and Wan Marzuki Wan Jaafar

Thursday November 3, 2011
10:30 – 11:50 hr.

TAM2-1
Institutional Capacities and Capabilities

Chair(s): Olivia Legaspi
Location: Chiang Mai Room 3-4-5

10:30 – 10:50 TAM2-1-1 (P. 249) Developing Hardskill and Softskill for Improving Students Performance in Accounting Department at STIE Perbanas Surabaya
Gunasti Hudjivinarsih, and Supriyati

10:50 – 11:10 TAM2-1-2 (P. 254) Opportunities and Challenges in Solid Waste Management
Arceli C. Doromal

11:10 – 11:30 TAM2-1-3 (P. 260) Analysis of Community Service Implementation in Supporting the Growth of Micro and Small Enterprise
Lasmanah, and Rafael G. Aida Wijaya

11:30 – 11:50 TAM2-1-4 (P. 265) The Development Concept of Service Quality at Student Affairs Departmen of Widyatama University Using Factor Analysis
Tezza Adriansyah Anwar, and Ayuningtyas Yuli Hapsari

TAM2-2
Quality Tenacity and Tenets

Chair(s): Jomjai Sampet
Location: Chiang Mai Room 1

10:30 – 10:50 TAM2-2-1 (P. 271) Students’ Perception On Attraction And Service Satisfaction In STIE Perbanas Surabaya
Soni Harsono

10:50 – 11:10 TAM2-2-2 (P. 276) PACUCOA Level IV Accreditation of Marine Engineering Program: Response to Quality Education and Training in the Philippines
Rolando A. Alimen, and Ralph. L. Pador

11:10 – 11:30 TAM2-2-3 (P. 280) The Sertec Legacy: What Were the Quality Assurance Practices Perceived to be Most Effectiveness in Former Technikons?
Jacob Selesho
### TAM2-3

**Academic Endeavors and excellence**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Chair(s)</th>
<th>Location</th>
<th>Abstract/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:50 – 11:10</td>
<td>TAM2-3-2 Entrepreneur Self-Efficacy Influence of Interest to Students For Entrepreneurship The Role of Gender Differences Moderation</td>
<td>Don S. Malabanan</td>
<td>Chiang Mai Room 2</td>
<td>10:50 – 11:10 TAM2-3-2 Entrepreneur Self-Efficacy Influence of Interest to Students For Entrepreneurship The Role of Gender Differences Moderation Aniek Maschudah Ilfitriah, and Emma Yulianti</td>
</tr>
<tr>
<td>11:10 – 11:30</td>
<td>TAM2-3-3 Advancing Genuine Development through University Social Responsibility</td>
<td>Don S. Malabanan</td>
<td>Chiang Mai Room 2</td>
<td>11:10 – 11:30 TAM2-3-3 Advancing Genuine Development through University Social Responsibility Rio R. Mazo</td>
</tr>
<tr>
<td>11:30 – 11:50</td>
<td>TAM2-3-4 The Impact of Promotional Mix to Widyatama University’s Brand Image in the District of Cianjur (Research at High Schools in the District of Cianjur)</td>
<td>Don S. Malabanan</td>
<td>Chiang Mai Room 2</td>
<td>11:30 – 11:50 TAM2-3-4 The Impact of Promotional Mix to Widyatama University’s Brand Image in the District of Cianjur (Research at High Schools in the District of Cianjur) Adam Faritzal, and Sri Wiludjeng Sp</td>
</tr>
</tbody>
</table>

**Thursday November 3, 2011**

**TPM1-1**

**Institutional Capacities and Capabilities**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>13:00 – 13:20</td>
<td>TPM1-1-1 Institutional Research Capabilities of a Maritime University in Asia: Pathway towards Global Excellence in Maritime Education</td>
<td>Don S. Malabanan</td>
<td>Chiang Mai Room 3-4-5</td>
<td>13:00 – 13:20 TPM1-1-1 Institutional Research Capabilities of a Maritime University in Asia: Pathway towards Global Excellence in Maritime Education Rolando A. Alimen, and Cicero D. Ortiz</td>
</tr>
<tr>
<td>13:40 – 14:00</td>
<td>TPM1-1-3 Quality of Physical Service and Environment Provided for Students Learning in Chandrakasem Rajabhat University</td>
<td>Don S. Malabanan</td>
<td>Chiang Mai Room 3-4-5</td>
<td>13:40 – 14:00 TPM1-1-3 Quality of Physical Service and Environment Provided for Students Learning in Chandrakasem Rajabhat University Staporn Tawonatiwas, Phachamon Jaisaard, and Pattaraporn Kitchainukoon</td>
</tr>
</tbody>
</table>

**TPM1-2**

**New, Creative, Innovative and Esteric Initiatives**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Chair(s)</th>
<th>Location</th>
<th>Abstract/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:00 – 13:20</td>
<td>TPM1-2-1 Music Therapy for Physically Disabled Children</td>
<td>Tatik Suryani</td>
<td>Chiang Mai Room 3-4-5</td>
<td>13:00 – 13:20 TPM1-2-1 Music Therapy for Physically Disabled Children Jakkrit Klapahjone, Lakkana Thaikruea, Annette Janine George, and Anurak Tantong</td>
</tr>
<tr>
<td>13:40 – 14:00</td>
<td>TPM1-2-3 Waste Segregation in De La Salle University – Dasmariñas</td>
<td>Tatik Suryani</td>
<td>Chiang Mai Room 3-4-5</td>
<td>13:40 – 14:00 TPM1-2-3 Waste Segregation in De La Salle University – Dasmariñas Je Johari dela Cruz</td>
</tr>
<tr>
<td>14:00 – 14:20</td>
<td>TPM1-2-4 Environmental Hazards in the housing of older people from the academic staff of AMS, CMU</td>
<td>Tatik Suryani</td>
<td>Chiang Mai Room 3-4-5</td>
<td>14:00 – 14:20 TPM1-2-4 Environmental Hazards in the housing of older people from the academic staff of AMS, CMU Supawadee Putthinoi, and Nopasit Chakpitak</td>
</tr>
<tr>
<td>14:20 – 14:40</td>
<td>TPM1-2-5 Using Knowledge Management To Drive Creative Cities in Thailand</td>
<td>Tatik Suryani</td>
<td>Chiang Mai Room 3-4-5</td>
<td>14:20 – 14:40 TPM1-2-5 Using Knowledge Management To Drive Creative Cities in Thailand Korawan Sangkakorn</td>
</tr>
</tbody>
</table>
### TPM1-3

**Academic Endeavors and excellence**

**Chair(s):** Raj Sharma  
**Location:** Chiang Mai Room 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:00 – 13:20</td>
<td>TPM1-3-1</td>
<td>USR – A Pedagogy Dilemma in Asia</td>
<td>Nirwan Idrus</td>
</tr>
<tr>
<td>13:40 – 14:00</td>
<td>TPM1-3-3</td>
<td>Non-Completion of Degrees in the College of Education Graduate Studies: Causes and Recommended Solutions</td>
<td>Olivia M. Legaspi, Maria Luisa S. Abiador, and Dina U. Gagasa</td>
</tr>
<tr>
<td>14:00 – 14:20</td>
<td>TPM1-3-4</td>
<td>Role Play Method of Teaching for Improving the Students Academic Performance in Banking Laboratory Course</td>
<td>Anggraeni</td>
</tr>
<tr>
<td>14:20 – 14:40</td>
<td>TPM1-3-5</td>
<td>The Influence of the Graduate Faculty’s Habits of Mind On the Relationship Between Their Core-Self Evaluations and Adult Learning Practices: Implications to Graduate School Teaching</td>
<td>Ma. Florecilla C. Cinches</td>
</tr>
</tbody>
</table>

**Thursday November 3, 2011**  
**15:40 – 17:20 hr.**

### TPM2-2

**New, Creative, Innovative and Esteric Initiatives**

**Chair(s):** Don S. Malabanan  
**Location:** Chiang Mai Room 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:40 – 16:00</td>
<td>TPM2-2-1</td>
<td>Redefining the Sunset Years: The Lived Experiences of Retired University Educators in Bridge Employment</td>
<td>Noel S. Marañon</td>
</tr>
<tr>
<td>16:00 – 16:20</td>
<td>TPM2-2-2</td>
<td>Emotional Intelligence and the Work Performance of the Fulltime Faculty of a Sectarian Institution: Implications to Personal and Social Competencies</td>
<td>Ana Lee P. Garcia, and Mam</td>
</tr>
<tr>
<td>16:40 – 17:00</td>
<td>TPM2-2-4</td>
<td>Lived Experiences and Lessons Learned: The Case of Seven Effective School Leaders in the Philippines</td>
<td>Nieves M. Medina, and Lester Luis U. Medina</td>
</tr>
</tbody>
</table>
**TPM2-3**

**Academic Endeavors and excellence**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:40</td>
<td>TPM2-3-1</td>
<td>Sexting as Socio-Cultural Practice and Its Influence Among Filipino Youth: A Journey to Explore</td>
<td>Rolando A. Alimen, and Marietta Agustin-Teaño</td>
</tr>
<tr>
<td>16:00</td>
<td>TPM2-3-2</td>
<td>Cluster analysis in the determination of Widyatama University Students Segments</td>
<td>Taufik Rachim, and Zulganef</td>
</tr>
<tr>
<td>16:20</td>
<td>TPM2-3-3</td>
<td>The role of Ethnocentrism in Higher Students Behavior to Consume (The Study of Made in China Fashion Products in Bandung)</td>
<td>Zulganef, and Taufik Rachim</td>
</tr>
<tr>
<td>16:40</td>
<td>TPM2-3-4</td>
<td>The Comparative Analysis of Academic Advisor Pattern I and Pattern II Considered from Student’s Interest in Business and Management Faculty of Widyatama University</td>
<td>Sri Wiludjeng Sp, and Lasmanah Ina</td>
</tr>
<tr>
<td>17:00</td>
<td>TPM2-3-5</td>
<td>Determinants of Work Performance of Stakeholders: An Evaluation of the Human Resource Short Term Training Program of the University of Mindanao</td>
<td>Reynaldo O. Cuizon, and Michelle Y. Acledan</td>
</tr>
</tbody>
</table>
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...
education are significant factors that influence the number of entrepreneurs in a country.

According to Arends (1997), it is strange that we expect students to learn yet seldom teach them about learning, we expect student to solve the problems yet seldom teach them about problem solving. Bruner in Dahar also stated that working on one’s own to find solution and the accompanying knowledge results in meaningful knowledge gain. It is a logical consequence, because independent problem solving will result in concrete experience that will be useful to solve similar problems since the experience will give students special meaning. This comes in line with the opinions of Shepherd and Douglas (1997) that entrepreneurship education can be taught through four types of approach, which includes: 1)The old success story, 2) The case of Study Approach, 3) The Planning Approach, and 4) The Generic Action Approach.

The Generic Action Approach stresses on learning by doing process. With this approach, students will not only discuss about practical implications of the solution, but also the consequences that arise from applying the concepts and theories used. Thus, the act of learning will not only emphasize on the knowledge gained from running an activity, but also possesses a strong knowledge base before running the activity.

One of the changes in that learning paradigm is how the learning orientation has shifted from teacher-oriented to student-oriented, the methodology from expository-dmoniated to participatory-dominated, and approach that changes from textual to contextual. These changes are meant to improve the quality of education, both from the process and outcome points of view.

An interesting innovation that comes with the paradigm change is the discovery and implementatuon of Innovative-Progressive learning method which is also known as learning practice. This innovation is designed to help students understand theories or knowledge concepts through empirical practical learning experience. The final outcome of this learning model is a comprehensive assessment, both in process and products of all learning aspects.

Arends (1997,7) stated that the term ‘teaching model’ refers to a particular approach to instruction that includes its goals, syntax, environment, and management system. According to Trianto (2009), several implications of the Innovative-Progressive learning model implementation in a learning process include learning components such as teacher existence and students, the need for material and learning facilities, and also evaluation mechanism. This comes in line with the opinion of Subiyanto (1988:30) that a good teaching method is the key and requirement for students to be able to learn well. One of the indicators of a successful learning process is when students understand what they have learned, and therefore, able to meet the expected outcome.

The objectives of the research are: (1) to explain how to implement the Innovative-Progressive model on Entrepreneurship course. (2) To know how the effectiveness of Innovative-Progressive learning model in students’ perception

II. METHODOLOGY

This research was conducted to investigate the success rate of the teaching and learning method used in the entrepreneurship subject in the fifth and sixth semester. It is conducted at the University of Ciputra in Surabaya, Indonesia. The method used is qualitative and descriptive research. The data are obtained from the organization documents.

The Entrepreneurship subjects were designed and organized in the university level while the curriculum was developed and planned as an integrated curriculum in six semesters. There are 5 study programs in the university where each has developed its own curriculum. The Entrepreneurship subject curriculum has been developed and integrated in each study program’s curriculum. As samples of this study are 25 students from batch 2008; taking the Entrepreneurship 5 course with Export Import subject.

III. RESEARCH FINDING

The respondents of this research are 25 students from 5 different programs as described in the table below:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Program</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>International Business</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tourism Hotel Management</td>
<td>1</td>
</tr>
<tr>
<td>Technology</td>
<td>Information Technology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Visual Communication Design</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Interior Design</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

The effectiveness of the Innovative-Progressive learning model can be seen from 5 indicators, which are: 1) Teacher existence, 2) Students’ knowledge, 3)Analysis on the need for teaching materials, 4) Supporting facilities and infrastructure, and 5)Learning evaluation.

Students’ perception on the Innovative-Progressive learning model applied in Entrepreneurship 5 class with Export-Import as subjects can be seen from the table below:
This subject is supervised by at least two lecturers; one from an academic background and the other a practitioner. This was an ideal combination, because the academic lecturer will be responsible to explain material with the right pedagogic and students can learn about things related to field practice from the expert since lecturers who have entrepreneurial experience will find it easier to accompany students in their learning process. Likewise, Pinchot (1985) said that a new idea that fails in its implementation can result in psychological blow; therefore, lecturers with entrepreneurial experience can be mentors and facilitators since they will be able to discuss not only theories, but also students’ problems. Hence, the Teacher Existence indicator shows that 60% of respondents agree and 40% strongly agree on the suggested lecturer combination.

Another thing that requires our attention in the Innovative-Progressive learning method is Students’ Knowledge as it provides an opportunity for academic creativity development due to the emphasis on analytical ability development on a concept that combines explorative ability and creativity for students to develop their potentials.

Teaching material plays an important role in the Innovative-Progressive learning as it is important to have learning resources that suit the intended competence while discussing a learning topic. A lecturer’s success depends much on his insight, knowledge, comprehension, and creativity level in administering the materials. The material developed in the Entrepreneurship 5 class with Export-Imports subjects involves theory practice and practical knowledge of export-import. Students are trained to see the needs of export market and find suppliers that could fulfil the needs. In order to meet the demands of export market, students must apply the theoretical concept learned according to the field condition. For instance, an exported product must be certified to ensure its quality. Students are also expected to perform innovation towards their products in order for the products to have added value and competitiveness in global market.

It is essential to have good facilities and infrastructure in the Innovative-Progressive learning process for students to understand the theoretical concept better. This subject is designed to conduct export transactions, therefore, facilities will be needed to prepare students to join international exhibitions that are held both in Indonesia and overseas as exhibitors. Picture 2 shows an example of product display while being exhibitor in an international exhibition. In addition to that, online media such as Alibaba and E-bay are needed for students to introduce their products.

Assessment involves a series of activity to obtain, analyze, and interpret the data on students’ learning process and outcome which is done systematically and continuously in order for it to become a useful information in decision making. Assessment is not only intended to determine whether or not the achievement of specified learning goals is achieved, but also to know whether the learning objectives are important for students and how they can achieve them (Rokhman, 2005,209)

The assessment conducted will look at the process undergone by the students. As an example, a group of students planned to export Indonesian handicrafts. They started by applying their creativity on the handicraft box (as shown in Picture 1). After that, they modified the box (as seen in Picture 2). In their revised version, students applied their innovation and creativity by adding stories about the handicraft theme inside the box.

Therefore, assessment will be done to evaluate the process from both students’ creativity and innovation, and not only their success in performing export transaction eventhough the objective of this subject concerns exporting.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Agree</th>
<th>%</th>
<th>Strongly Agree</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Existence</td>
<td>15</td>
<td>60</td>
<td>10</td>
<td>40</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Students’ Knowledge</td>
<td>19</td>
<td>76</td>
<td>6</td>
<td>24</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Analysis on the Need for Teaching Materials</td>
<td>17</td>
<td>68</td>
<td>8</td>
<td>32</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Supporting Facilities and Infrastructure</td>
<td>22</td>
<td>88</td>
<td>3</td>
<td>12</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Learning Evaluation</td>
<td>20</td>
<td>80</td>
<td>5</td>
<td>20</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

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![Picture 1 Handicraft Box (First Edition)](image)
IV. CONCLUSION

Innovative-Progressive learning method can be implemented in Entrepreneurship subject, because the subject requires field practice to help students understand related concepts and theories. Since Entrepreneurship subject is considered as an art, field practice will help improve students' skills.

Students' opinion is that innovative-progressive learning method is really useful as well as easy to follow with the provided study plan.

REFERENCES