THE INFLUENCE OF STUDENT-CENTERED LEARNING IN TEACHING BUDGETING TO STUDENT ENTREPRENEURIAL PROFILE IN CIPUTRA UNIVERSITY

Liliana Dewi¹, Lucky Cahyana Subadi²

Ciputra University
INDONESIA
Emails: ¹ ldewi@ciputra.ac.id, ² lucky@ciputra.ac.id

ABSTRACT

Students, the future generation, are the backbone of each nation. Consequently, these students are also the ones controlling their countries economics and business in the coming days. One of determining factors for success in controlling economics is entrepreneurial profile. Therefore, it is important for educators of economics to find learning method which can improve students’ entrepreneurial profile. Traditional learning model which is centered more on the teacher or lecturer makes students become passive and does not reflect the student desired entrepreneurial profile. A qualitative research on student centered learning has been done on students taking budget courses at Ciputra University Surabaya, Indonesia to investigate how this learning model can improve the students entrepreneurial profile. In similar case of student-centered learning, previous researches on the effect of case-based cooperative and learning method centered on the effectiveness of student learning showed cooperative learning method better results compared to the traditional method both for faculty and students. This method has also proven to optimize the potential of the intellectual, social and emotional students. The result shows a significant improvement on the student entrepreneurial profile such as innovation; ability to implement strategy with programs, budget procedures, evaluation; initiative; desire for responsibility; personal value orientation.

Keywords: APA, Qualitative, Research, Academia (Budgeting, Student-Centered Learning, Student Entrepreneurial Profile)

INTRODUCTION

Increasing focus on student center learning have been trending in recent years, shifting from traditional teaching and learning activity to student-centered learning. This paradigm shift moves the “power” of learning from the instructor to the learner, treating the learner as a co-creator in the teaching and learning process (Barr and Tagg, 1995). In addition, learners make meaning in the learning process more easily if points of learning are relevant to their lives, needs, and interests, and when they are involved in creating, understanding, and connecting to