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**“EDUCATIONAL & SOCIAL ISSUES
IN THE CHANGING ASIA”**

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PREFACE

¹² The 2016 International Conference on Education and Social Science (UK-ICESS) is the first international conference hosted by Universitas Kanjuruhan Malang as a part of its XLI Dies Natalis commemoration. This international conference invites all educators and researchers in the field of education and social sciences to share latest issues, research, and information in these areas. Thus, as an important part of this academic forum, the organizing committee is pleased to present the Proceeding of 2016 International Conference on Education and Social Sciences which brings up the main theme of *Educational and Social Issues in the Changing Asia*.

There are 65 papers in this compilation, covering various topics around the theme of educational and social issues in the changing Asia which were studied from vast research areas; such as economics, health, education, language, arts, technology, geography, civics, and entrepreneurship. It is expected that all papers in this proceeding will enrich our knowledge and broaden our insights of current issues, trends, research, and information in the areas of education and social sciences.

Lastly, the organizing committee would like to deliver great appreciation to writers, presenters, and all parties who have been contributing to the publication of this proceeding.

Malang, November 2016

The Committee

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Implementation of Entrepreneurial Learning Model Based on Local Wisdom through Mind Mapping Method to Achieve the Effectiveness of Learning

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Abstract: This research uses descriptive analysis to find out the implementation model of entrepreneurial learning through mind mapping for effective learning. The research targets were students of first and second class in Vocational High School of Kosgoro Lawang which amounted to 77 people. Teachers must first be trained in teaching methods mind mapping to first get expert validation, before being implemented in the classroom. The results of analysis show that: 63.6% of students interested in learning model; 61% more understanding the material; 46.8% of students understand the material more completely; 49.4% more focused; 51.9% easier to understand; 58.4% explanation becomes more coherent / systematic; 49.4% learning become more fun; 46.8% communication becomes active; 44.2% active class; 59.7% faster learning understood; 46.8% able to remember the material long enough; 59.7% of students easily read the intent of the model; 46.8% a holistic view of the vastness of the material; and 51.9% of students to understand the interrelationships of matter. The study concluded that with this design of vocational students become more serious and knowing the direction of learning better.

Keywords: *Entrepreneurial Learning Model, Local Wisdom, Mind Mapping, Learning Effectiveness*

PRELIMINARY

Quality human resources is one of the important capital in the development of the Indonesian nation to be able to survive in the midst of the complexity of the times and the ability to compete, one way to improve quality is through education. Meanwhile learning, as a process of interaction to all situations that exist around individual, can be viewed as activity directed toward the goal and do through various experiences. Learning activities carried out by two actors, there are teachers and students. Behavior of teachers is to teach and the student's behavior is learned. Teaching behavior and learning behavior was related to instructional materials, teaching methods, teaching media, evaluational of learning and teaching styles. The relationship between teachers, students and teaching materials are dynamic and complex that needs to be planned with the best.

To achieve success in learning activities, there are components that can support learning success as a system consisting of various components that are connected each other, then one of them is through the application of appropriate learning models. This learning model helps teachers to condition the atmosphere of the classroom, so that students can more quickly to accept the material provided by the teacher with a happy heart because the learning interesting. There are several non-social factors such as the inability of teacher in delivering the subject matter may be a cause of the problem of learning difficulties as well as an obstacle of realization of effective learning. Organizing the good study material, being the main thing teachers can do to avoid the ineffectiveness of the study, one of them is through the implementation of learning model mind mapping.

Meanwhile Vocational High School of Kosgoro Lawang in Malang City which focuses on school management with priority to prepare graduates who are ready to enter the world of work, has developed a set curriculum that is directed in the development of entrepreneurial learning based on local wisdom, which is adapted to the conditions of society with various potential areas that can be developed as an idea entrepreneurship. One of the effort that is prepared is doing mind mapping learning model application is expected to provide a positive contribution to the learning outcomes. Buzan (2009) states Mind map is a storage system, the data withdrawal, and exceptional access to a giant library, which is actually in your amazing brain. Thus the mind map will consolidate and develop the potential of the brain that is contained within a person, which with the involvement of both hemispheres it will be easier for someone to manage and remember all forms of information, both written and verbal.

In general effectiveness refers to the ability to have a proper purpose or achieve a goal that has been set, so that all the elements and components that are subject learning system functioning in accordance with the goals and objectives set. Learning effectiveness can be achieved if the design in the preparation, implementation, and evaluation can be carried out according to the procedure and in accordance with their respective functions.

Readiness of teachers in the mastery of scientific fields and implementation of pedagogical capabilities under its authority, is the basis for the implementation of effective learning. Professional teachers are required to prepare for, and mastery adequate, both in the field of scientific and designing learning programs that are presented. In addition, the implementation of the study describes the dynamics of student learning activities are guided and made dynamic by the teacher. Therefore, teachers should have the knowledge, abilities, and skills in applying methodology and appropriate learning approaches. Professional competence of teachers need to be combined with the ability to understand the dynamics of the behavior and development undertaken by the students, so that all students should be actively involved. Thus, learning can be said to be effective if it is able to provide a new experience to the students formed a student competence, and can achieve optimal learning objectives.

According to Kenneth D. More (in Rusman, 2012) there are seven (7) steps in implementing effective learning, namely: (1) planning, (2) formulation of objectives / competence, (3) exposure to student learning plan, (4) the process learning by using a variety of strategies (multi-strategy), (5) evaluation, (6) closes the learning process, and (7) follow up / follow-up. These steps of determining the strategy becomes an important element for creating a fun learning (joyfull instruction). To realize a fun learning process, teachers must be able to design learning well, choosing the right materials, and define strategies and learning model that can involve students optimally.

The learning model is usually prepared on a variety principle or theory of knowledge. According to (Joyce & Weil: 1980) in (Rusman, 2012: 132) says that the expert develop learning model based on the principles of learning, theories of psychology, sociology, systems

analysis, or other theories that support. The model is a general pattern of behavior learning to achieve the learning objectives are expected to be used as a guide in learning in the classroom. Entrepreneurship subjects is education providing supplies to the students to create work and survival, as well as a science or an art or skill to manage all of the limitations of resources, information, and funds to sustain life, looking sustenance, or topped in career in any field. Hendro (2011) states that entrepreneurship is the ability to manage something in themselves to be harnessed and enhanced to be more optimal (well) so as to improve the standard of living in the future.

Based on understanding that has been described by experts can be concluded that the definition of Entrepreneurship or Entrepreneurship is a process whereby a running efforts relating to the business world on the willingness and ability of its own to increase the wealth. Based on these opinions, it can be concluded that the model of entrepreneurial learning is a pattern used as a guideline drawn from the beginning to the end which is presented typically in planning learning to establish a person's self-employment in the running efforts relating to the business world on the willingness and ability of its own to add preserve cultural wealth remains in the environment / the respective regions.

Local wisdom is a collection of knowledge and ways of thinking that are rooted in the culture of a group of people, which is the result of observations over a long period of time (Babcock, 1999, as cited Arafat, 2002). Meanwhile, according to Zakaria (1994) as cited by Arafat (2002), basically local wisdom or traditional knowledge can be defined as cultural knowledge possessed by a particular community that includes a number of cultural knowledge with regard to models of management and utilization of natural resources in a sustainable manner.

Mind mapping is a technique using mind mapping on something so that the work can be completed more easily. MacGregor (2001: 48) states that a mind map or Mind or Mind Mapping Chatting, mindscapes, Mind Clustering is a skill in a note to find the predominant thought that used to solve problems, to remember and do something when the mind enters the brain. Buzan (1993) in Djohan (2008) suggests, that *a mind map is powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills – word, image, number, logic, rhythm, colour and spatial awareness – in a single, uniquely powerful manner. In so doing, it give you a freedom to roam the infinite expanses of your brain.* From that sense, Djohan (2008) concluded that a mind map is a graphical techniques are very powerful and was a key universal to unlock the potential of the entire brain, because it used all the skills contained in the neo-cortex of the brain, or better known as the brain left and right brain (Astutiamin, 2009). From the description, mind mapping is a technique noted that develop visual learning style. Mind mapping integrate and develop the potential of the brain that may be in person. With the involvement of both hemispheres it will be easier for someone to manage and remember all forms of information, both written and verbal.

Based on the description above, formulation of the problem of this research is 1). How is the implementation of entrepreneurial learning model based on local wisdom through mind mapping method; and 2) whether implementation of entrepreneurial learning model based on local wisdom through mind mapping method has the effectiveness of learning ?. The purpose of this study was to analyze how the effects of the implementation of entrepreneurial learning model based on local wisdom through mind mapping method in achieving learning effectiveness.

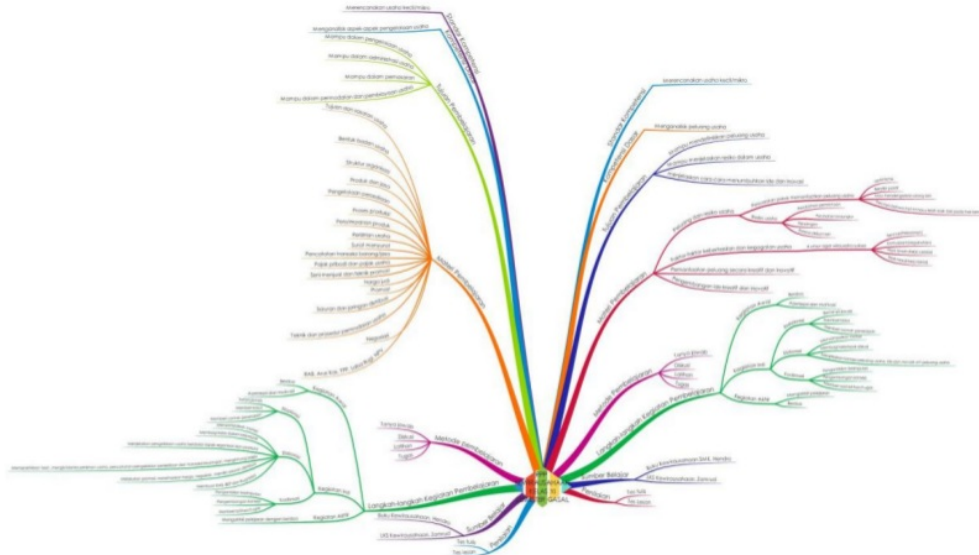
RESEARCH METHODS

This research uses descriptive analysis to know the implementation model of entrepreneurial learning through mind mapping for effective learning. Descriptive analysis is an analysis that is used to analyze the data in ways that describe or depict the data collected as it is without making inferences or generalizations apply to the public. The study population was all students in vocational high school of Kosgoro Lawang. While the study sample were students of class X and XI in SMK Kosgoro Lawang which amounted to 77 people. Data collection techniques using observation techniques (Sheet observation in the study contains records that describe the extent of the improvement of communication capabilities and concentration of students in studying and understanding the materials provided), interviews (interviews conducted in this study addressed to teachers and students are selected on effectiveness of the learning in entrepreneurial learning by using Mind Mapping) and questionnaire (the questionnaire method is done by spreading the 77 students of X and XI in Vocational High School of Kosgoro opponent. The validity test of the instrument of observation, interviews and questionnaires in the study initiated by compiling grating instrument, development of instruments and then ask the expert judgment / validation expert. There are 14 things that was tested in questionnaire, there are: Interested, more understanding, more coherent, focused, easy to understand, sequence coherent explanation, fun, active, teachers are very creative, efficient (learn faster), remember the material longer, easy, comprehensive view, shows relationship).

RESULTS AND DISCUSSION

Implementation of Entrepreneurial Learning through Mind Mapping

Learning through mind Mapping organized requires careful planning teachers in making learning models. Teachers make the various branches of the whole substance of the material in a single exposure that is easily remembered and understood by students. Each of the branches are made is expected to encourage students to create more ideas also help the brain do the imagination through the association between ideas, since the information obtained will be linked logically, regular and longer stored in the memory of students. When teachers assign work to students to make mind mapping or students on their own to make mind mapping, then make mind mapping will encourage students to think synergistic boost memory and imagination through associations do. The result of mind mapping learning is students feel more attractive, looks atmosphere and living conditions more class and students are more aware of the lessons delivered. From here we can note that there is no denial of mind mapping methods of implementing the learning process so that the implementation of this method of mind mapping can be continued by the school in teaching and learning activities. The following is the Mind Mapping model that had been developed by teachers and has been implemented in the classroom.



Picture 3.1 Example of Mind Map

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Based on the above model, entrepreneurial learning based on local wisdom requires a thorough understanding of (integrated) in solving problems related to business management. Students are expected to understand the whole concept in one material and able to explore potential that can be developed to develop a spirit of entrepreneurship. Mind Model Mapping will help students remember and understand the entire learning materials, can sharpen cognitive abilities, gain direct experience, to make learning more effective, and also all the material can be delivered in detail through pictures. This is in accordance with the opinion of Ariana (2012) which says that when students using mind mapping active students are not only learning but they can also see the results of their efforts so that learning becomes fun, meaningful and meaningful.

After the implementation of the model method of mind mapping application, then the deployment of questionnaires to determine feedback and measure the effectiveness of learning by using 14 questions, with the conclusion of the following:

1. Interested

There are only 2 (2.6%) of the students said it was not interested in the mind mapping, 1 (1.3%) of the students stated mediocre, 49 (63.6%) of students expressed interest in mind mapping, and there are 25 (32.5%) students were very interested in the mind mapping. Based on these results it can be concluded that students interested in entrepreneurial learning designed with mind mapping. Students were delighted, especially at the beginning introduced a model or a first impression on the mind mapping method. This interest could give rise to motivate students to learn, especially on entrepreneurial learning. This indicates that at the entrepreneurial teachers should use mind mapping system on entrepreneurial learning in order to increase the interest of students in the learning process so as to achieve the effectiveness of learning.

2. More Understand

Known only 1 (1.3%) students feel more did not understand at the time of the lesson using mind mapping, 9 (11.7%) students were normal at the time of the lesson using mind mapping, 47 (61%) students feel more aware at the time of the lesson using mind mapping, and 20 (26%) students feel very much aware at the time of the lesson using mind mapping. It can be concluded that the students more aware of the subjects of entrepreneurship with the use of mind mapping method. This indicates that if the teacher entrepreneurial use mind mapping in teaching entrepreneurship, then it will make the learning process more effective where students become more familiar in the not too long and the students were able to remember the material with a longer time.

3. More Whole in understanding Material

It is known that there is one (1.3%) of students who declare with mind mapping method, the lesson is very less intact, 7 (9.1%) students stated with mind mapping method, the lesson is not intact, 25 (32.4%) students expressed with mind mapping methods, lesson just the same in the case of intact or not, 36 (46.8%) expressed the mind mapping method, the lesson is more intact, and 8 (10.4%) students stated with mind mapping method, understanding the lesson more intact. Intact here means nothing lacking or incomplete. This means that learning is delivered complete and in accordance with the standards of competence which have been set so that students completed in achieving competence stipulated. Acceptance of material failure or the cause of the whole could be because students are not able to capture the material because the material is difficult or to refrain catch students to understand the material. From the above results it can be concluded that in order for a fuller understanding of the students, teachers should use mind mapping in teaching entrepreneurship.

4. Focused

From the results of the questionnaire are one (1.3%) of students who said it was not the focus when the lesson using mind mapping, 18 (23.4%) students stated mediocre in terms of focus on entrepreneurial learning with mind mapping method, 38 (49, 4%) students stated more focused in subjects with mind mapping method, and 20 (26%) students stated that it is more focused on the subjects of entrepreneurship with mind mapping method. The focus here is to focus on one thing, where students concentrate on the material presented. Therefore, it is important that students become the focus of the lesson. Seeing these results, so that students are more focused when teaching entrepreneurship, teachers should use mind mapping method to do the teaching.

5. Easy to Understand

From the results of the questionnaire there were 5 (6.5%) of students who declare a lesson with mind mapping method is not easily understood, 14 (18.2%) students stated subjects with normal mind mapping method to understanding, 40 (51.9%) of students declare lesson with mind mapping method is easy to understand, and the remaining 18 (23.4%) students stated learning with mind mapping method is very easy to understand. Understood here means knowing a thing. Understood in terms of learning means knowing what was presented during the learning process. Therefore, to understand the material provided is the purpose of the use of methods of learning. Seeing these results, entrepreneurship teachers should be able to take advantage of mind mapping to help students understand the lesson in entrepreneurship.

6. Sequence coherent explanation

From the results of the questionnaire number 6, there are 2 (2.6%) of students who declare a lesson with mind mapping method is very not provide a coherent explanation of the sequence, 6 (7.8%) of students who declare a lesson with mind mapping method does not provide the order of explanation coherently, 9 (11.7%) of students who declare a lesson with mediocre mind mapping methods in providing a coherent explanation of the sequence, 45 (58.4%) of students who declare a lesson with mind mapping method provides a more coherent explanation of the sequence, and the remaining 15 (19.5%) of students who declare a lesson with mind mapping method is very coherent or systematic. Learning the sequence of coherent explanation means the provision of the subject matter by the teacher to the student in accordance with the sequences described in the scenario so that students' learning is easier to understand the lesson.

7. Fun

There are three (3.9%) of students who declare a lesson with mind mapping method is not unpleasant, 8 (10.4%) of students who declare a lesson with mediocre mind mapping method, 28 (36.4%) of students who declare lesson with method mind mapping fun, and the remaining 38 (49.4) of students who declare a lesson with mind mapping method is very pleasant. Fun here means something that evokes a sense of pleasure in one's heart, so will arise the motivation to follow and understand the lessons delivered. Teachers should have 3 method to make the lessons fun for the students so that the effectiveness of learning will run. Based on the results of the questionnaire, it can be concluded that the teacher as a motivator can be demonstrated by the use of mind mapping methods in order to create learning fun for students.

8. Active

Based on the results of the questionnaire number 8, there is one (1.3%) students stated that learning with mind mapping methods makes them very active, 5 (6.5%) students stated that learning with mind mapping methods make them inactive, 13 (16.9) of students stating that subjects with normal mind mapping methods in making active or not, 36 (46.8%) of students stating that subjects with mind mapping methods to make them more active, and 22 (28.6 %) of students stating that subjects with mind mapping methods makes them very active in learning. Students are active here interpreted pleased to work or strive in the learning process and accomplishments. Active in student learning also means that they try to achieve good results in learning. Not all students can be active in the lesson itself, therefore it should be the role of the teacher to create an atmosphere of active learning in the students and in the classroom.

9. Teacher is creative

Based on the results of the questionnaire number 9, there were 2 (2.6%) students who stated that the teacher is not creative by using mind mapping current entrepreneurial learning, 5 (6.5%) students stated that teachers mediocre in terms of creative at the time of use mind mapping method entrepreneurial learning time, 34 (44.2%) students stated that creative teachers using mind mapping current entrepreneurial learning, and 36 (46.8) of students who stated that the teacher is very creative with the use of mind mapping method when learning entrepreneurship. Creative is a trait that explains that a person has creative power. While teachers are creative in learning is a teacher who is able to create something memorable for the students so that the motivation for learning in students. With mind mapping method, teachers can become more creative, especially in developing learning through mind mapping system. With more creative explanations, both understanding and motivation so that students will rise

to create entrepreneurial learning effectiveness. This is supported by research that states that students feel the teachers tended creative mind mapping based learning method.

10. Efficient (Learn Faster)

Based on the results of the questionnaire number 10, there were 3 (3.9%) of students who declare using mind mapping method does not make learning faster, 6 (7.8%) of students who declare using mind mapping mediocre, 46 (59.7%) of students who declare using mind mapping methods make learning faster, and 22 (28.6%) of students who declare using mind mapping method makes learning so much faster. Efficient means a trait that explains that the precise workmanship without wasting excessive time and cost. The sooner students understand the material or the faster the learning objectives achieved, the more efficient is also learning to do. Based on the above results, teachers can use mind mapping methods in teaching entrepreneurship to achieve learning objectives.

11. Remember the Material Longer

Based on the results of questionnaires numbers 11, 2 (2.6%) students stated that mind mapping method is not very long to make materials more memorable, 7 (9.1%) students stated that mind mapping method does not make the material longer remembered, 36 (46.8%) of students who declare mediocre, 23 (29.9%) of students stating that subjects could be long remembered by using mind mapping, and the remaining nine (11.7%) students stated that lessons can be remembered very long by using mind mapping, Recall means something that comes back to mind. While considering the subject matter means that the student is able to reawaken learning materials that have been studied previously so it remains to understand the material. In addition to making students understand the material, a teacher also has the obligation to create a sustained understanding in which the students will not easily forget the understanding of newly granted during the class lesson in entrepreneurship. Although the majority of students were indifferent to this, but most other states with mind mapping method is able to make the students remember the material longer, so the mind mapping method can be a method that can be applied by teachers during lessons entrepreneurship.

12. Easy

Based on the results of the questionnaire number 12, there are three (3.9%) students stated that learning with mind mapping method is very difficult to understand, 4 (5.2%) students stated that learning with mind mapping method is difficult to understand, 21 (27.3%) students stated mediocre, 46 (59.7%) students stated learning with mind mapping method is easy to understand, and 3 (3.9%) students stated learning with mind mapping method is very easy to understand in entrepreneurship subjects. Easy means properties explained that do not need to expend effort or thought that a lot of things. While difficult is the opposite of easy. If the learning is easy to understand, it would be easier for the teacher as a teacher to achieve efficiency The learning where the student. Based on the above results, the majority of students reported learning with mind mapping method is easy to understand. This could be a consideration for teachers of SMK Kosgoro to apply mind mapping methods in the implementation of teaching and learning activities in the subjects of entrepreneurship.

13. Comprehensive view

Based on the results of the questionnaire number 13, there were 3 (3.9%) students stated that mind mapping method does not give a view as a whole, 29 (37.7%) students stated that the ordinary mind mapping method, 36 (46.8%) of students states that the mind mapping

method gives a thorough, 9 (11.7%) students stated that mind mapping methods give a thorough view of the subjects of entrepreneurship. The view can also be referred to as knowledge. While overall it covers the whole thing. A comprehensive view of learning means learning routine can provide knowledge encompasses all things in the material so that the knowledge imparted by the teacher to the students to be more perfect. Based on the research results, the majority of students feel with this mind mapping methods, they have learned about entrepreneurship with a comprehensive view so that this method can be considered for teachers at SMK Kosgoro Lawang Malang.

14. Shows Relationship

Based on the results of the questionnaire number 14, there is one (1.3%) students stated that the method of mind mapping is very not show a relationship, 16 (20.8%) stated mediocre, 40 (51.9%) students stated that the method of mind mapping this strongly suggests a relationship, and the remaining 20 (26%) students stated that mind mapping method strongly suggests a relationship. The relationship means the relationship between one thing with another. Every material, there are parts which interconnect with each other. Here the task of a teacher to explain the parts and put them together so that students understand the material as a whole. Based on the above results, the majority of students reported mind mapping method is able to show the relationships between the parts of the material so as to form an integral material that can be understood by students. So the mind mapping method could be a method that can be applied by teachers in implementing the teaching and learning activities.

From the discussion above on entrepreneurial learning based on local wisdom with the method of mind mapping, it can be seen that the method of teaching entrepreneurship based on local wisdom to the method of mind mapping brings a positive influence on students where learning method is able to improve the effectiveness of learning in terms of interest (motivation), understand the lesson, the integrity of the material presented, the students' focus on learning, ease in understanding, the order of explanation coherent, learning a fun, active students in learning, creativity of teachers, efficient time to learn, easy in application, a more holistic view and shows the relationship. To remember in a long time, the majority of states the same, but most of the other states more able to remember a long time.

CONCLUSION

Based on descriptive analysis conducted, vocational high school students of Kosgoro Lawang in Malang City is likely to provide positive feedback on the implementation of entrepreneurial learning with Mind Mapping method based on local wisdom. Positive feedback among other students more interested in the method of Mind Mapping as compared with the usual methods (e.g., lectures in the classroom), students better understand the material by using Mind Mapping compared with the previous method, students find information on subjects of entrepreneurship are found to be more whole compared with the previous method, students are more able to focus on the entrepreneurial lessons with Mind Mapping methods instead of the previous one, the students find it easier to understand the lessons of entrepreneurship with the method of Mind Mapping as compared with the previous method, the students felt explanation entrepreneurship subjects more coherent with the method of Mind mapping compared with the previous method, students are learning entrepreneurial methods Mind mapping more fun than with previous methods, students feel more active in entrepreneurship subjects with methods Mind mapping compared with the previous method, students feel the teachers are very creative by using Mind mapping compared to the method previously, students feel entrepreneurial learning more efficient or faster by using Mind Mapping in comparison to methods previously,

students were subjects of entrepreneurship easier by using Mind Mapping in comparison with the previous method, students are learning entrepreneurial method. Mind Mapping provides a more holistic view than the previous methods, and students are learning with Mind Mapping method is more indicative of a relationship between the material with other material. However most students feel normal in a given material in a long time with the Mind Mapping method although most of the other students feel able to remember the material for a long time by the method of Mind Mapping.

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