EFFECTIVENESS OF LEARNING METHOD CONTEXTUAL TEACHING LEARNING (CTL) FOR INCREASING LEARNING OUTCOMES OF ENTREPRENEURSHIP EDUCATION

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ABSTRACT
Entrepreneur is a process or a way to conduct a business that aims to obtain the expected results or profits by producing, selling or renting a product of goods or services. In college, entrepreneurship courses are given to equip the students so that after they graduate they can entrepreneurship. Entrepreneurship courses are still not effective because the learning process that took place is not optimal. This is because the method of learning used by lecturers is just a lecture. One of the learning models that can be used to achieve these three competencies is the Contextual Teaching Learning model. If someone has done the act of learning it will be seen a change in one or several aspects of the behavior. What is meant is the result of entrepreneurship learning is a manifestation of the ability achieved, controlled or owned by the individual in this case the student after receiving an entrepreneurial learning experience and the results can be knowledge, understanding and application of concepts, calculation of problem solving based on the subject.

INTRODUCTION

Entrepreneur is a process or a way to conduct a business that aims to obtain the expected results or profits by producing, selling or renting a product of goods or services. While entrepreneurship is the creative and innovative ability that is used as the basis, tips, and resources to find opportunities for success. Something new and different is the added value of goods and services that become a source of excellence to be an opportunity. In Indonesia, entrepreneurship is only limited to certain schools or colleges. In line with developments and challenges such as economic crises, entrepreneurial understanding through both formal education and training in all walks of entrepreneurial society is evolving.

In college, entrepreneurship courses are given to equip the students so that after they graduate they can entrepreneurship. Entrepreneurship courses are still not effective because the learning process that took place is not optimal. This is because the method of learning used by lecturers is just a lecture. Learning is defined as the process of student interaction with lecturers, and learning resources, in a learning environment. Learning is a process of behavioral change from the results of an activity that is done repeatedly. In learning, students learn the material provided. Education is closely related to learning. If learning is modeled as a process, then education is an effort to achieve the process. Learning is not limited to the intellectual or cognitive aspect alone, but is the process of attitude formation or affective and behavioral or psychomotor, thus impacting the development of self, which is useful for self, society, nation and State. One of the learning models that can be used to achieve these three competencies is the Contextual Teaching Learning model. CTL is a holistic learning process that aims to educate learners in comprehending learning materials meaningfully related to real life context, whether related to personal, religious, social, economic, and cultural environment. So that learners acquire knowledge and skills that can be applied and transferred from one context to one problem to another.

A. Enterpreneurship in College

The notion of the entrepreneur is often equated with entrepreneurship, as is the use of the term self-employment with entrepreneurs. Entrepreneurship is a key driver of our economy. Wealth and a majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create large enterprises (Celuch, 2017). The terms Entrepreneurs and entrepreneurs are basically the same, although the formulation is different but the content and characteristics are the same. Entrepreneurs focus more on the object, there is an independent business while the entrepreneur is more emphasis on the soul, the spirit is then applied in all aspects of life. Entrepreneurship is a dynamic process of creating added value for goods and services and prosperity. The entrepreneur is an innovator who implements changes in the market through new combinations. The new combinations can be in the form of: (1) introducing new products, (2) introducing new production methods, (3) opening new markets, (4) obtaining new supply sources of new materials or components; and (5) running a new organization in an industry. Still according to Schumpeter, entrepreneurship does not necessarily mean a view or a manager but a unique person who has the courage to take risks and introduce innovative products and new technologies into the economy and few entrepreneurs can feel the potential for new discoveries and then make use of them.

Entrepreneurship and enterprise skills are crucial to the future of world economies, especially as an agency to innovate and support the wealth creation process (Zheng & Callghan, 2016). So entrepreneurship is a process of creating something different by devoting all of its time and energy to be accompanied by financial, psychological, social, and receiving financial rewards in the form of money and personal satisfaction. In entrepreneurship the ability to create something new and different through creative thinking and innovative action to create opportunities in facing life's challenges. In essence entrepreneurship is the nature, characteristics, and character of someone who has the will to realize innovative ideas into the real world creatively. The application of creativity and innovation to solve problems and efforts to take advantage of the opportunities faced every day and is a combination of creativity, innovation and risk-taking courage, is done with hard work to form and nurture new ventures (Zimmerer, 1996). On the other hand, Identifying the factors influencing entrepreneurship is a key issue for policy makers in order to design effective self-employment policies and entrepreneurship initiatives. However, fear of failure and unwillingness to take risks were seen as the major obstacles facing university students in embarking on an entrepreneurial path (Ibrahim, et all. 2017).

From some of these statements it can be concluded that entrepreneurship is a process of creation by adding the value of something achieved through hard effort and timing with estimates of supporting, physical, social risk, and will receive rewards in the form of financial and personal satisfaction and independence. Entrepreneurship is not always synonymous with the behavior and character of the entrepreneur, because this nature is also owned by those who are not entrepreneurial entrepreneurs cover all aspects of the work. Entrepreneurs are those who make creative and innovative efforts by developing ideas and gathering resources to find opportunities. Entrepreneur is someone who organizes, operates and calculates risk for a profit-making business. There are seven essential elements of entrepreneurship, namely:

1. Entrepreneurship is the value embodied in a behavior that is used as a resource, driving force, goals, tactics, tips, processes and business results
2. Entrepreneurship is the ability to create something new and different.
3. Entrepreneurship is the process of applying creativity and innovation in solving problems and finding opportunities to improve life or business
4. Entrepreneurship is the value needed to start and grow a business
5. Entrepreneurship is the process of doing something new and useful and worth more
6. Entrepreneurship is an effort to create added value by combining resources through new and different ways to win the competition. The added value can be created by developing technology and science, producing goods and services more efficiently, improving existing products and services, and finding ways to provide satisfaction to consumers.

Enterpreneurs need leadership skills, while training and development of them and their employees around effective participation in decision making, communication of vision and goals and support for personal initiative is critical. The connection between experience, learning and enterpreneurial effectiveness has implications for the development of individuals and possibly teams of enterpreneurs (Barrett and Mayson, 2008).

Entrepreneurship is the dynamic process of creating additional wealth. Wealth is created by individuals who dare to take risks on terms of fairness, time or career commitment or the provision of value for various goods and services. The products and services may not be new or unique, but they must be highlighted by utilizing skills and resources. Entrepreneurship is a key competency to be developed from an early age. As attitudes and cultural references take shape at an early age, education can play an important part in successfully addressing entrepreneurial challenges. Therefore education should develop awareness of intrepreneurship from an early age. Introduce young people to develop entrepreneurial spirit and help them to be more creative and confident in whatever they do and act in socially responsible ways. Adaptive learning permits an organization to maintain its currently policies and act consistently with them; generative learning involves examination of an organization's assumption and modification of the underlying norms, policies and objectives (Li, 2016). A wide provision of entrepreneurial courses requires a full consideration of the intrinsic learners' needs, the perceived' targets' and goals of educational agencies, the promoted theoretical background of the relevant courses, appropriate teaching models and other aspects in order to attain impact on trainees (Kakouris & Georgiadis, 2016).

The school curriculum should be revised to explicitly include entrepreneurship as an educational objective. Schools should also be provided with practical support and incentives to enter entrepreneurship in their curriculum through different instruments. Entrepreneurship educators must practice what they preach in the effort to drive change and improve educational outcomes (McGuigan, 2016). A corporate entrepreneurship perspective is used to construct a framework for understanding academic entrepreneurship at different ontological levels within a university context (Brennan & McGowan, 2006). While in college, entrepreneurship should be included in a variety of subjects, especially in scientific and technical studies, in order to provide

students with specialized training on how to start and run a business. Support for teachers is also important, that teachers will be given initial training as well as practical experience. Awareness must also be enhanced between the principal to run, and evaluate the activities. Educational institutions and local communities, especially businesses must work together on the subject of entrepreneurship, and companies should regard this as a long-term investment and as an aspect of their social responsibility.

It is necessary to bring vocational education in line with the state's requirements in terms of its content and quality, which is connected with the development of mechanisms for forecasting the needs of the economy and the social sphere in specialists and workers, identification of trends in the development of the system with respect to the list of professions and specialties, as well as modernization of the content of education (Markova, et all. 2017). The most essential is to enhance the educational level of individuals with disabilities in order to actively involve them into work and enhance their competitiveness in the labour market (Movkebayeva. Et all. 2017). One of the most effective ways of promoting entrepreneurial thinking and skills is through learning by doing (students make and run mini companies). This can trigger students to create their own company after their study. Community programs, economic development initiatives, universities, community colleges and private industry are offering a variety of entrepreneurship educational training courses to address employment issues and build local economies. Entrepreneurship training and education is delivered in many shapes and sizes as well as delivered by many entities both private and public (Kerrick, et all. 2016).

Exposing college students to entrepreneurship, if only through an awareness of entrepreneurship around them, are an important building block to their careers and society as a whole. As such, college is arguably a viable place to plant the seed of entrepreneurial intentions and to see if any have taken root (Claire, 2016). In other words, since students learn about entrepreneurship and themselves, entrepreneurship education leads to more variance in entrepreneurial intentions (higher and lower scores) (Ewijk & Al Aomar, 2016). While designing the education program for entrepreneurs, the following points should be kept in mind- Student specific requirements should be understood; the teaching should be more specific to student requirements; didactic methods such as lectures, readings, text books and seminar should be used for providing new information; active case studies, group discussions, brainstorming etc. should be used for skills building; problem solving in real-world situation, consultancy with small firms should be taken to provide hands-on experience (Mani, 2015).

The predominant indicators of the entrepreneurial university over the last three decades have been based on more easily avalilable quantitative indicators which capture the way in which universities push or sell what they already do; the incentives they create, the ways in which they organize themselves, and the outputs they produce in the form of patents, licenses, and spin-outs (Walshok & Shapiro, 2014). Key elements of the university ecosystem facilitating entrepreneurship include: (1) the rise of property-based institutions, such as incubators/accelerators and science/technology/research parks, to support technology transfer and entrepreneurship (2) substantial growth in the number of entrepreneurship courses and programs on campus (in multiple colleges/schools), (3) the establishment and growth of entrepreneurship centres, (4) a rise in the number of “surrogate” entrepreneurs on campus to stimulate commercialization and start-up creation, and (5) a rapid increase in alumni support of various aspects of this entrepreneurial ecosystem, including alumni commercialization funds and student business plan competitions (Siegel & Wright, 2015).

In line with this global discourse, university teachers are encouraged to be ‘entrepreneurial’, told that research can and should be commercialized, that patenting is important, that it is a good thing to start businesses, but also to develop entrepreneurial approaches to teaching and to cooperation with society and organizations outside of academia (Faltholm, et all. 2010). Regarding acedemy, entrepreneurship as an important educational innovation and discipline toward growing demand from seasoned business people interested in attaining skills to help them further expand their business. Considering public policy, education is one the most important factors influencing the entrepreneurial sector (Szopa, et.all. 2015). However, in addition to entrepreneurship, students also need to be equipped with marketing skills. The first step to do in equipping students about entrepreneurship include:

1. Students are taught to know their own weaknesses and strengths. Previously they were invited to get to know each other and tell each business interest.
2. Students are invited to further explore the ins and outs of business planning. Students should be divided into groups and asked to explain their business ideas. Then the business idea is analyzed by using SWOT analysis.
3. Students are trained to calculate the budget of the business idea submitted in the previous day. At the end of the future is expected to emerge creative entrepreneurs and independent
4. Students are trained to plan and conduct a simple market assessment to find out customer needs and wants. Also to know the advantages and weaknesses of competitors. It is important to know if later plunge in

marketing efforts to perform marketing strategies in improving the quality of service to customers. One goal is to let students know the 4P marketing plan, ie product, price, place and promotion.

B. Contextual Teaching Learning Method

According to Sanjaya Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes the full process of student involvement in order to find the material learned and relate it to real life situations that encourage students to apply it in their lives. CTL is a grassroots initiative that has emerged from teachers' efforts to build upon situated-cognition research and integrate into one approach a number of validated strategies that are too often employed independently of one another (Glynn, 2004). Contextual learning is a learning concept whereby teachers present real-world situations into the classroom and encourage students to make connections between their knowledge and application in their lives as family and community members. The meaning and knowledge carried by an individual are therefore, outcome of one's own experiences. Without experiences the individual is empty (Sylker & Kiyoshi, 2014).

Learning outcomes are expected to be more meaningful for children to solve problems, critical thinking and conducting observations and drawing conclusions in their long-term lives. In that context, students need to understand what learning means, what are the benefits, in what status they are and how to achieve them. CTL motivates learners to take charge of their own learning and to make connection between knowledge and its applications to the various contexts of their lives : as family members, as citizen, and as workers (Sears, 2003). Contextual is just a learning strategy. As with other learning strategies, the contextual is developed with the aim that learning goes more productive and meaningful. The contextual approach can be run without having to change the curriculum and the existing order by involving the seven main components of effective learning: Constructivism, Questioning, Inquiri, Learning Community, Modeling, and Authentic Assessment.

CTL learning strategy is an educational process that aims to help students see meaning in the academic material they learn by connecting academic subjects with the contents of daily life, that is with the context of personal, social and cultural life. Contextual learning as a model of learning that provides facilities for student learning activities to find, process and find learning experiences that are more concrete (related to real life) through the involvement of student activities in trying, doing and experiencing themselves. Incorporating the principals of contextual teaching helps to promote authentic learning and increases students' success by allowing them to make connections as they construct knowledge (Hudson & Whisler, 2001). Contextual teaching and learning represents a concept that involves connecting the content, the student's learning, with the context in which the content will be used (Putnam & Leach, 2005).

Learning is not only seen from the product side, but the most important is the process. This concept of learning can help teachers in relating between the material taught to the students' real-world situations and encouraging students to make connections between the knowledge they possess and their daily lives in which they live. To reinforce an applicative learning experience for students, learning needs to provide opportunities for students to do, try and experience themselves and not just as passive listeners who only receive all the information conveyed by the teacher. Students who acquire CTL learning will find it easier to understand events or activities after receiving information from teachers. In addition, students will be able to solve the problems that exist in his life. Five elements that must be considered in contextual learning is learning must pay attention to knowledge, learning starts from the whole, learning must be emphasized on understanding, learning is emphasized on effort practice, reflection on learning strategy and development.

CTL is a learning concept that helps teachers connect between the material taught to the real-world situations of learners and encourages learners to make connections between their knowledge and application in their daily lives, involving the seven main components of learning the main effective learning, that is Construktivism, Questioning, Inquiry, Learning Community, Modeling and Authentic Assessment. CTL strategy is an educational process that aims to help students see meaning in the academic material they learn by connecting academic subjects in the context of their daily lives, with the context of their personal, social and cultural circumstances. To achieve this goal, the system includes the following eight components: making meaningful connections, doing meaningful work, doing self-regulated learning, collaborating, critical and creative thinking, helping individuals to grow and develop, attaining high standards, and using authentic scoring. There are seven strategies in carrying out in implementing CTL learning, that is:

a. Problem-based Teaching. The educator raises the problem of the learner challenged to think critically in solving the problem. This problem will bring personal and social meaning to the students.
b. Using diverse contexts. Educators make various contexts (school, family, community and so on) so that meaning (knowledge) is more qualified.

c. Consider student diversity. Educators nurture individuals and believe that individual and social differences should be used as a driving force for mutual respect and tolerance for the realization of interperonal skills.
d. Empowering students to learn on their own. Every human being is a lifelong active learner. Formal education is a crater candradimuka for learners to master the way of learning in order to learn independently in the future. For that they must be trained to think critically and creatively in searching and analyzing information with a little help or in an independent way.
e. Learning through collaboration. Learners get accustomed to learn from each other and from groups to share knowledge and determine the focus of learning.
f. Use authentic scoring. Authentic assessment shows that learning has taken place in an integrated and contextual manner, and provides an opportunity for learners to move forward in accordance with their potential.
g. Pursuing high standards. Schools determine graduation competencies from time to time are continuously improved.

The purpose of contextual learning is to equip students in the form of knowledge and skills are more relistis because the core of this learning is to bring things theoretical to practical. So that in the implementation of this method is cultivated theory that is learned applied in real situation. For lecturers this method helps lecturers to connect the material taught to the real world and encourage students to make connections between prior knowledge and its application in their life in society. In this context learners understand what learning means, what the benefits are in what status they are in, and how to achieve them. They realize that what they learn is useful for their later life. Thus they position themselves as needing a provision for their future life. They learn what is beneficial to him and strive to achieve it. In that effort, they need teachers as directors and mentors. CTL is much influenced by the constructivism philosophy developed by Jean Piaget. Piaget argues that since childhood the child already has a cognitive structure called a scheme formed by experience. In a contextual classroom, the teacher's job is to guide learners to achieve their goals. Teachers deal more with methods than to inform. Contextual only as a method of learning. As with other learning methods, contextual is developed with the aim that learning goes more productive and meaningful. Contextual approach can be implemented without having to change the curriculum and the existing order. CTL as a learning strategy has 7 principles. These principles underlie the implementation of the learning process by using CTL which should be developed by lecturers, that is :

1. Constructivism. Constructivism is the cornerstone of thought (philosophy) in CTL, namely that knowledge is built by humans little by little that the results are expanded through a limited context. Knowledge is not a set of facts, concepts or rules that are ready to be taken and remembered. Man must build that knowledge through meaningful experience. The above constructivism limits emphasize that the concept is not unimportant as an integral part of the learning experience that students should have, but how each of the concepts or knowledge that students have can provide real guidance for students to be actualized in real conditions. Therefore, in CTL, a strategy to connect students between each concept and reality is the preferred element compared with the emphasis on how much knowledge should be remembered by the students. The results of the study found that the fulfillment of theoretical satisfaction ability had a positive impact on the short term, but do not make a good enough contribution in the long run. The hapless theoretical knowledge is easily separated from one's memories if not supplemented by real experience. The implications for lecturers in developing this constructivism stage are mainly demanded the ability to membingbing students get the meaning of each concept he learned. Learning will be felt to have meaning if directly or indirectly related to the daily experience experienced by the students themselves. Therefore, each lecturer must have a sufficiently broad knowledge, so that with his insights he always easily provide illustrations, using learning resources, and learning media that can stimulate students to actively seek and do as well as find themselves the link between the concepts learned with experience. In this way, the student learning experience will facilitate the student's ability to transform other problem-solving problems, even in different spaces and times.
2. Inquiry. Discovering, is a core activity of CTL, through discovering efforts will provide assertion that the necessary knowledge and skills and other abilities are not the result of remembering a set of facts, but are the result of finding out for themselves. Learning styles that lead to discovery, have long been introduced in the study of inquiry and discovery. Of course the finding element of both learning (CTL and inquiry and discovery) in principle is not much difference, essentially the same, that is the model or learning system that helps students both individually and in groups learn to find themselves according to their respective experience. emotional satisfaction, something results finds itself a higher value of satisfaction than the results of giving. Moving from that simple logic seems to have a close relationship when associated with a learning approach. Where learning outcomes are the outcomes and student credentials themselves, will be more durable remembered by the students when compared with the fullest of the lecturers. To grow the students' habits creatively in order to find their own learning experience, it implies the strategy developed by lecturers.

3. Questioning. Another element that is the main characteristic of CTL is the ability and habit to ask. Therefore, asking is a key strategy in CTL. The application of unsure elements in CTL should be facilitated by lecturers, students' habits to inquire or the ability of lecturers to use good questions will lead to improved quality and productivity of learning. As in the previous stages, the development of the ability and the desire to ask, is strongly influenced by the learning atmosphere developed by lecturers. In the implementation of CTL, questions raised by lecturers or students should be used as a tool or approach to explore information or learning resources that are related to real life. In other words, the task for the lecturer is to guide the student through the questions asked to look for and find the link between concepts learned in terms of real life. Through the application of questions, learning will be more lively, will encourage the process and results of learning more extensive and deep, and will be found many related elements that previously not thought either by lecturers or by students. Therefore, it is reasonable to ask the development of learning productivity will be higher because by asking, then; 1) Can explore information, both administration and academic; 2) Check students' understanding; 3) Generating student responses; 4) Knowing the extent of student curiosity; 5) Knowing what the students know; 6) Focusing students' attention; 7) Generating more questions from students; and 8) Refreshing the knowledge that students already have.
4. Learning Community. The purpose of the learning community is to familiarize students to work together and utilize learning resources from their friends. As suggested in the learning community, the learning outcomes are derived from cooperation with others through various experiences. Through this sharing children are accustomed to give each other and receive, the nature of positive dependence in learning community developed. Humans are created as individual beings as well as social beings. This implies that there are times when a person works alone to achieve the expected goals, but on the other hand can not escape dependence with other parties. Implementation of learning community in classroom learning will depend much on the model of learning communication developed by lecturers. Where required skills and professionalism of lecturers to develop the communication of many directions (interaction), ie communication model that is not only the relationship between lecturers with students or vice versa, but widely opened the path of communication communication between students and other students. learning in CTL is highly possible and widely open utilizing other learning communities outside the classroom. Each student should be guided and directed to develop his curiosity through the widespread use of learning resources that are not only partitioned by the learning community in the classroom, but other human resources outside the classroom (family and community). When we and students are accustomed to provide a broad experience to others, then at that time we or the students will gain more experience from other communities
5. Modeling. The development of science and technology, the complexity of life problems encountered and the growing demands of students and diverse, has impacted the ability of lecturers who have complete ability, and this is difficult to meet. Therefore, now lecturers are no longer the only source of learning for students, because with all the advantages and limitations possessed by lecturers will experience barriers to provide services in accordance with the wishes and needs of students who are quite heterogeneous. Therefore, the modeling stage can be used as an alternative to develop the learning so that students can meet the students' expectations thoroughly, and help overcome the limitations possessed by the lecturers.
6. Reflection. Reflection is a way of thinking about what has just happened or just been learned. In other words, reflection is the backward thinking about what has been done in the past, the student precipitates what he or she just learned as a new knowledge structure that is an enrichment or revision of previous knowledge. At the time of reflection, students are given the opportunity to digest, weigh, compare, live, and conduct discussion with itself (learning to be). A meaningful knowledge is obtained from a meaningful process also, that is acceptance, processing and precipitation, made a sandar in response to later symptoms. through learning the CTL model, the learning experience is not just happening and belongs when a student is in the classroom, but far more important than that is how to bring the learning experience out of the class, that is when he is required to respond and solve real problems faced day-to- day. The ability to apply knowledge, attitudes, and skills to the real world it faces will be easily actualized when the learning experience has been internalized in each student's soul and this is where the importance of applying elements of reflection to every learning opportunity.
7. Authentic assessment. The last stage of contextual learning is to conduct an assessment. Assessment as an integral part of learning has a very decisive function to obtain information on process quality and learning outcomes through the application of CTL. Assessment is the process of collecting various data and information that can provide an overview or clue to the learning experience of students. With the accumulation of various complete information data as the embodiment of the appraisal, it will be more accurate also the lecturer's understanding of the process and the results of each student's learning experience. The lecturer will carefully know the progress, setbacks and difficulties of students in learning, and with it also the lecturer will has the ease to make efforts to improve and refine the process of tutoring in the next step. Given the picture of the student's learning progress required elaborate learning process, then the

assessment is not only done at the end of the learning program, but integrally done during the process of the learning program occurs. In this way, the lecturer will obviously know the actual level of student ability.

C. Learning Outcomes

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning (Kennedy, et all. 2005). Learning is one of the factors that influence and play an important role in the formation of personal and individual behavior. Most of the individual development takes place through learning activities. The importance and value of general education courses, including the requirements in the development of students learning according to essential learning outcomes, have been the reasons for implementation in several researches and development in general education courses for many years until the present time (Kleebbua & Siriparp, 2016). Rusman says that learning is an activity that can be done psychologically and physiologically. Activities that are psychological activities that are mental processes, such as activity thinking, expressing, understanding, concluding, listening, reviewing, comparing, differentiating, analyzing and so forth. While activities that are physiological activities that are the process of application or practice, such as conducting experiments or experiments, exercises, practice activities, create works, appreciation and more.

Learning according to Hamalik is a modification or reinforcing behavior through experience. According to this understanding, learning is a process, an activity and not a result or a goal. Learning is not just remembering, but more broadly than that, that is experiencing. Learning outcomes are not a mastery of training outcomes but behavior change. Learning according to Munir is a process of behavior change, due to individual interaction with the environment. So behavior change is the result of learning. That is, someone is said to have learned if he can do something that can not be done before. The behavior is doing aspects of knowledge cognitive), attitude (affective) and skills (psychomotor). Therefore, a good of learning outcomes requires onsiderable understanding of how to best relate the course content to our types of students and how to make the course meaningful to our student needs and life experiences (Aziz, et all. 2012).

A learning outcome is a description of what a student should know after fulfilling a given course. That is what the student should know, understand and be able to demonstrate on completing the course (Klefstad, 2010). Learning outcomes are important for recognition. Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning (Kennedy, 2012). Learning outcomes are some of the results achieved by students after experiencing the learning process. Learning process activities in schools aimed to obtain good learning outcomes. The result of learning according to Rusmono is the change of individual behavior which includes three domains that differ from each other, but has a close relationship that is: 1). Learning outcomes are included in the cognitive domain, ie learning outcomes related to intellectual development and intellectual thinking skills; 2). Learning outcomes included in the affective domain, ie learning outcomes that reflect changes in interests, attitudes and values found in students; 3) learning outcomes that are included in the psychomotor domain, namely learning outcomes related to the skills of students in carrying out activities. The academic performances have been measured using the number of credits, got every year, using the tests given at a course, and the results of a progress test. The analyses of multiple regression showed that the analysed learning activities, performance obtained during the first and second year, the courses attended during high school time , conscientiousness and verbal inteligence have been strongly and steadily connected with the academic performance (Lile & Bran, 2014).

Learning outcomes can be used as a benchmark or reference to know the high level of a person's learning ability, which is intended in the form of behavior change in a person as a result of his experience. From some opinions above can be concluded that the results of learning is the ability of skills, attitudes and skills obtained by students after receiving treatment provided by the teacher so that it can construct knowledge in everyday life. While specific applications are selected from across the range of facilities that learning platforms provide by some students, there are also students who move across and between different affordances and applications to support and enhance their learning experiences and learning outcomes (Passey & Higgins, 2014). A positive consequence of focus on learning outcomes may also be that it naturally calls for an increased focus on the underlying pedagogical approach and the philosophy of learning (Nygaard, et all. 2009). Achieving learning outcomes need specific experiences to be provided to the students and evaluation of their attainment. Student assessment provides an indication of the areas where learning has happened and where it has to be improved upon (Aithal & Kumar, 2016).

These behavioral changes are obtained after students complete their learning program through interaction with various learning sources and learning environment. The learning outcomes measured in this study are emphasized in the cognitive domain especially about intellectual ability or cognitive ability. Learning outcomes

require certain competencies that a teacher must possess. One of these competencies is the ability to evaluate every learning process. Competence is run straight with the tasks and responsibilities in learning, including learning process and learning outcomes. Effective program and course design relies on the establishment of learning outcomes that guide curriculum development and assessment and facilitate student success (Norris, 2016). Learning outcomes reinforce the belief that there is a real point to what is being taught and assessed, that there is a reason for what they experience in their courses. Students are less likely to become cynical and dismissive of courses that seem to have a point, and more motivated to take them seriously (Potter & Kustra, 2012). Learning activities are a process, while learning outcomes are some of the results achieved by students after experiencing the learning process. Learning outcomes are obtained by firstly evaluating the learning process that has been done. The results of entrepreneurial learning is strongly influenced by the teaching and learning process undertaken.

Learning outcomes are some of the results achieved by students after experiencing the learning process. Student learning process activities aimed at obtaining good learning outcomes. Student learning outcomes can be observed through changes in behavior, attitudes and knowledge. A person can be said to have succeeded in learning if he is able to show a change in him. Such changes include in terms of ability to think, skill, or attitude toward an object. Although there may be a direct relationship between meaningfulness and learning, the uniqueness of reality and peoples' idiosyncratic tendencies makes this relationship complex and challenging to predict. This difficulty is especially evident when trying to capture or predict what students learn (Marsh, 2007).

Learning outcomes require certain competencies that a teacher must possess. One such competence is the ability to evaluate every learning process. The competence goes straight with the duties and responsibilities of teachers in learning including learning process and learning outcomes. Learning activities are a process, while learning outcomes are some of the results achieved by students after experiencing the learning process. Learning outcomes are obtained by firstly evaluating the learning process that has been done.

The result of learning according to Rusman is a number of experiences obtained by students that includes the realm of cognitive, affective and psychomotor domains. Learning is not only the mastery of the subject theory concepts, but also the mastery of habits, pleasures, interests-talents, social adjustments, skills, ideals, desires and expectations. This is in line with Hamalik's opinion that the results of learning can be seen from the change of perception and behavior, including the improvement of the behavior of the learners, for example from not knowing to know, from not understanding to understand. If someone has done the act of learning it will be seen a change in one or several aspects of the behavior. What is meant is the result of entrepreneurship learning is a manifestation of the ability achieved, controlled or owned by the individual in this case the student after receiving an entrepreneurial learning experience and the results can be knowledge, understanding and application of concepts, calculation of problem solving based on the subject.

D. Enhancement of Learning Quality Entrepreneurship Course using Contextual Teaching Learning Method

The CTL learning strategy invites students to think critically, so that students really feel that the entrepreneurial learning experience has a positive and useful impact on their lives, therefore learning outcomes will differ between the application of CTL and conventional learning strategies. The CTL learning strategy enables the creation of a conducive learning environment for students to learn to work actively in groups, giving more opportunities for students to be actively involved in the construction process of knowledge, skills, attitudes in groups, achievement awards for individuals and groups, and level of student ability more controlled. Learning by CTL method is based on cognitive theory because according to this theory interaction can support learning. Learning using conventional strategy emphasizes more on the development of learning ability to receive (reception learning).

The CTL learning strategy provides students with the motivation to understand the meaning of the subject matter with the context of their daily life in the context of their personal, social and cultural life. This social learning strategy allows students to have the knowledge / skills flexibly applicable from one problem to another. In contrast to conventional learning strategies that only receive direct lessons taught lecturers. CTL learning strategies have the characteristics of learning to cooperate with fellow students during the learning process. In contrast to conventional learning strategy, students only accept, record and memorize lessons given by lecturers so that no cooperation can foster a sense of togetherness among students. Based on the conceptual and entrepreneurial learning objectives as described above, students using CTL learning strategies can be expected to achieve higher entrepreneurship learning outcomes than students taught using conventional learning strategies.

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