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Grow Up Entrepreneurial Interest for Cadets in Politeknik Penerbangan Surabaya Using CTL with Demonstration Methods

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Abstract. In the current COVID-19 pandemic outbreak, the Indonesian nation is faced with various problems from health problems to economic problems. In this economic problem, a lot of companies have to lay off their employees. Also, in 2020 or during the COVID-19 pandemic era, many college graduates must be faced with reduced job vacancies, as well as competition from employees who have been dismissed. Therefore, it needs a serious handler from the government to employ or create decent and productive jobs through entrepreneurship education. The entrepreneurial field has deep freedom working to create economic independence to create jobs for others. Based on the results and discussion of the research described above, it can be taken the conclusion is that applying the CTL approach with demonstration methods can help generate interest in entrepreneurship cadet at a significance level of 0.05.

Keywords. Entrepreneurial Interest, Entrepreneurship, CTL

Introduction

In the current COVID-19 pandemic outbreak, the Indonesian nation is faced with various problems from health problems to economic problems. In this economic problem, a lot of companies have to lay off their employees. This has further reduced the income of the Indonesian people. In the process of maintaining their lives, many Indonesians have turned into entrepreneurs.

Also, in 2020 or during the COVID-19 pandemic era, many college graduates must be faced with reduced job vacancies, as well as competition from employees who have been dismissed. Therefore, it needs a serious handler from the government to employ or create decent and productive jobs through entrepreneurship education. The entrepreneurial field has deep freedom working to create economic independence to create jobs for others. Unemployment is not only caused by limited opportunities to find work, but also by the inability of college graduates to meet requirements/qualifications demanded by the company so that a job seeker is necessarily armed with the knowledge and skills needed by the company to be accepted to work in that place. However, if the college graduate is equipped with sufficient knowledge of entrepreneurship, then when an opportunity arises he will be able to take advantage of this to create a business so that he no longer needs to look for work in other companies.

Today's university graduates say they enjoy entrepreneurial activities. To anticipate employment in the field of entrepreneurship, they need to "prepare capital in the form of a mental attitude and have a variety of important skills such as how to do marketing, operate computers, automotive skills, accounting, electronics, and others. With these skills, the higher the business interest that can be built so that the possibility of opportunities for entrepreneurship will be more open. Psychologically, entrepreneurship is a person who has a strong internal drive to achieve certain goals so that he tends to conduct experiments in showing his character free from the control of others. Even though the views related to entrepreneurship are different, entrepreneurship is always equated with a person's ability in the business world, in general, it contains almost the same elements, namely courage, creativity, innovation, and can always identify existing opportunities (Sunarya et al, 2019). Entrepreneurship is a mental mindset, in which someone actively participates in society so that they can identify what to do to be able to find solutions afterward (Lindner, 2019). Entrepreneurs are individuals who dare to take risks, make plans, supervise and monitor, regulate, control business, maximize existing business opportunities, take initiatives, regulate socio-economic mechanisms, and accept the risk of failure, and can become a leader and innovator (Boldureanu et al., 2020). An entrepreneur is a person who can create a new business, and people who are usually directly dealing with risk can identify success (Hasibuan et al., 2019).

Interest and drive to become entrepreneurs sometimes arise after someone has more capital to be able to manage a business and is mentally able to take risks. In line with Suryana's opinion, entrepreneurial activity begins through an entrepreneurial process that begins with a principle, namely that there are obstacles that can lead to ideas, abilities, and support for business empowerment (initiative) (Suryana, 2009). An entrepreneur will not gain success if he lacks knowledge, ability, and interest. Slameto defines interest as a feeling of something that is liked without coercion from others (Slameto, 2010). Entrepreneurial interest is someone's interest in fulfilling their life's needs without fear of taking the risk of experiencing failure and having the willingness to learn from their failures (Yuliyarningsih, 2013). Various efforts have been made to foster interest in entrepreneurship, especially changing the mindset of cadets who have been only interested in job seekers when they finish their studies at the Polytechnic. Seeing the fact that existing employment opportunities do not allow all tertiary education graduates in Indonesia to absorb, university graduates should start choosing entrepreneurship as their career choice (Atmaja & Margunani, 2016).

In the implementation of education in Indonesia, learning about entrepreneurship has not been able to fully develop students' entrepreneurial interests. This is because the cadet are in an environment that requires them to work as employees in government or private companies. Education in Indonesia does not teach students to take advantage of the opportunities that are around them to become businesses that generate coffers of money or in realizing economic independence. So that the main role of entrepreneurship education programs should be to increase cadet awareness of entrepreneurship, enable cadet to develop entrepreneurial skills, teach cadet to practice theory, and highlight entrepreneurial pathways as a career choice (Patricia & Silangen, 2016). For this reason, a learning approach is needed that is considered the most appropriate to solve problems and involve students in the entrepreneurial learning process, namely learning through the approach to the model of The Relationship Between Context of Knowledge and Teaching (CTL) (Muchtart, 2017).

Contextual teaching and learning have been differently defined by many experts. Some experts define contextual teaching and learning as a concept that helps teachers and students relate the meaning and real-world situations with the subject matter in the right way (Johnson, 2002; Sears, 2002). In other words, CTL motivates the learners to take charge of their learning

and to relate knowledge and its application to the various contexts of their lives. Besides the previous definition, Nurhadi (2000) has argued that the constructivism philosophy is the reason why teachers choose CTL as an alternative teaching and learning approach. In this case, the students are expected to learn through “experiencing” not by “memorizing” the subject matter.

CTL approach has some teaching strategies, which include content as a critical component. Those strategies engage students in an active learning process. The strategies can be implemented individually or in a group. There are some teaching strategies associated with the CTL approach as proposed by Berns & Erickson as follows: Problem based learning, cooperative learning, service-learning, work-based learning, project-based learning, and react strategies (Berns & Erickson, 2001).

According to Kunandar, the characteristics of CTL-based learning are: 1) cooperation, 2) mutual support, 3) fun, not boring, 4) passionate learning, 5) integrated learning, 6) using various sources, 7) active cadets, 8) discuss with fellow friends, 9) critical cadets and creative lecturers, 10) emphasize the importance of problem-solving, and 11) lead to the diversity of life contexts for different cadets (Kunandar, 2008). Learning with the CTL approach is very useful in achieving learning objectives. According to Nurhadi, the benefits of CTL learning are that students can solve problems faced in their lives as family and community members (Nurhadi, 2003). Because the material given to students is contextual problems, namely problems in their environment. According to Sanjaya, he stated that learning in CTL is not just sitting, listening, and taking notes, but learning is a process of hands-on experience (Anwar, 2018). Meanwhile, according to Keneth, defining Contextual Teaching and Learning (CTL) is learning that allows the learning process to occur in which students use their understanding and academic abilities in various contexts inside and outside of school to solve simulative or real problems, either individually or collectively (Sari & Yuniarta, 2017). CTL does not mean imposing an integrated learning concept with the environment but is pursued through adjustments to the various concepts and contexts being studied (Winarti, 2015).

Contextual Model Learning (CTL) can be applied by demonstration method. The demonstration method is a method commonly followed by cadet at the Politeknik Penerbangan Surabaya. This component is important to avoid verbalism and abstract-theoretical knowledge. Lecturers demonstrate to cadet to learn and apply whatever is given by the lecturer (Nassarudin et al., 2020). Through learning with the contextual model approach (CTL) with the demonstrations in learning entrepreneurship courses, this material must be taught and linked with real objects so that in addition to being educated, cadet can learn the processing process materials into products that are useful and have economic value, able to see and take advantage of the opportunities that exist around them, as well as in the learning process foster the spirit of cadet for entrepreneurship including creative, innovative, insightful broad, independent and never give up, thus learning will be more meaningful and fun.

Overview theory

Contextual Model Learning

One of the approaches that emphasize the process and content of a writing, which was discovered by Dewey (1916), is a contextual approach. The contextual approach is a learning philosophy that emphasizes students' interests and experiences. The contextual teaching and learning (CTL) were developed by the Washington State Consortium, which involved 11 universities, 20 schools, and some education organizations in the United States (Hermana, 2010, p. 56).

Contextual learning is defined as a teaching and learning concept that helps lecturers to connect the learning process with life situations in the real world (Trianto, 2007). By linking

the content of learning with the life context and needs of cadet, the learning process will increase the learning motivation of cadet (Al Hakim et al., 2018). Contextual learning has a function in increasing the role of lecturers as facilitators to guide cadet in constructing their knowledge into smart, creative, and innovative individuals following the expectations of 21st-century education (Suryawati & Osman, 2018). Contextual Teaching and Learning means a technique that involves cadet to actively participate in a process, namely the process of planning, implementing, and evaluating learning (Wahyuni, 2013).

Contextual is an approach to learning that helps lecturers hook up between the material it teaches and the situation real-world cadet and encourage cadet to make connections between knowledge ones it has with its application in their daily life. According to Elaine, CTL is a comprehensive system (Elaine, 2011). CTL consists of mutually exclusive parts connected. If these parts are intertwined one each other, it will have an effect over which its parts are given separately. According to Trianto, the contextual approach has seven main components, namely: constructivism, inquiry, questioning, learning society, modeling, and authentic assessment (Trianto, 2007).

Contextual learning provides opportunities for students to explore material with real-life every day (Wuisang, 2019). This allows cadet to apply subject matter to the workplace, where lessons are associated with daily tasks and experiences. This also makes learning related to everyday life produce meaning so that it is absorbed and mastered by cadet in the form of knowledge and skills.

The demonstration method is a way of presenting lessons by demonstrating or show students a process, situations, or specific objects that are being learned, real, or imitated, often accompanied by oral explanations. With this method, students get an overview directly what is learned, even if it is not all students can try in class. Suparno, defined demonstration learning as a teaching method with an approach visuals so that students can observe the process, information, events, tools in the lesson physics, with the aim of students better understanding the material taught through a reality which can be observed (Suparno, 2006).

Learning by applying the CTL system, includes eight the main components are described as follows (Zulaiha, 2016):

- a. Making meaningful linkages, CTL makes cadet able to connect the content of academic subjects with the context of their daily lives to find meaning.
- b. Doing meaningful work, neuroscience and psychology clearly show how important the influence of meaning is on learning and the ability to remember so that doing meaningful work will make it easier for cadet to instill new concepts and allow them to remain in their long-term memory.
- c. Doing independent learning; when cadet connect the material with the context of their respective personal circumstances, then they are involved in activities that contain the principle of self-regulation and they will find their interests, limitations so that they will know who they are.
- d. Cooperate; In a course that uses the CTL model, it will always carry a system of teamwork to improve social life in the learning process of the course.
- e. Think critically and creatively
- f. Helping individuals to grow and develop.
- g. Reaching high standards; The high standards referred to include not only academic standards but also high standards of their real environment, this task challenges cadet to apply their knowledge and skills in real-world situations for specific purposes.
- h. Use authentic judgment; This assessment provides an opportunity for cadet to get feedback on the content of the lesson with their environment.

In connection with this, Sanjaya states that five important characteristics in the learning process use the CTL approach, namely (Simanjuntak et al., 2018):

- a. In CTL, learning is the process of activating existing knowledge (activating knowledge) which means that what is learned is inseparable from the knowledge that has been learned, thus the knowledge that will be gained by students is complete knowledge that has an interrelationship with one another.
- b. Contextual learning is learning to acquire and acquire acquiring knowledge. The new knowledge is acquired by deductive means that learning begins with learning as a whole, then by paying attention to the details.
- c. Knowledge understanding (Understanding Knowledge) means that the knowledge obtained is not to be memorized but to be understood and believed, for example by asking for responses from others about the knowledge gained, and based on those responses, then the knowledge is developed.
- d. Practicing that knowledge and experience (applying knowledge), meaning that the knowledge and experience gained can be applied in the lives of students, so that changes in student behavior appear.
- e. Reflecting knowledge on knowledge development strategies. This is done as feedback for the process of improvement and improvement of the strategy.

Entrepreneurial

The term entrepreneur comes from the word "entreprende" from French which means "to run" (Kuratko & Hodgetts, 1998). Entrepreneurship comes from the words entrepreneur and business and is given an affix anxiousness. Wira can be defined as a hero, warrior, or brave man, while effort is working or doing something. Entrepreneurship is dynamic behavior that is willing to take risks and is creative and growing. Entrepreneurs are the main actors in economic development and their function is to make innovations or combinations new for an innovation (Hendro, 2011). An entrepreneur or entrepreneur is someone who can create something new, both goods and services in an organization and can break the existing economic system. An entrepreneur is someone tough at doing something. Entrepreneurship is one way to build, own, and run a business (business) so that it can benefit oneself and others (Novitasari et al., 2017). An entrepreneur is someone who combines resources, labor, raw materials, and other assets to produce greater value than before, is also someone who introduces change, innovation, and new challenges. Entrepreneurship is defined as a dynamic process in creating additional wealth by individuals who bear the main risk in terms of time capital, and/or career commitments or provide value for some products or services (Hisrich, 2001). Entrepreneurship is a science that studies the development and development of a spirit of creativity and courage to bear the risk of the work done to realize the work (Fahmi, 2013). Entrepreneurship is an effort related to the creation of business activities or business activities based on their own will, and/or establishing a business with their own will and ability (Indriyatni, 2013).

Entrepreneurship is a creative and innovative ability that is used as a basis, tips, and resources for finding opportunities for success. Meanwhile, the essence of entrepreneurship is the ability to create something new and different through creative thinking and acting innovatively to create opportunities (Suryana, 2009). Entrepreneurship is a dynamic process to create added value for goods and services and prosperity. Entrepreneurship is the ability to create something new and different (Drucker, 1994). Entrepreneurship has a fairly broad meaning because it mentions someone or everyone, who can seize business opportunities, then he makes these business opportunities as business land by devoting all his time to creating

business opportunities. After creating business opportunities, an entrepreneur will maintain his business path, develop his business path and even expand his business network following the main goals in entrepreneurship (Alfianto, 2012). This entrepreneur is free to determine, determine to be controlled, and all control his business, and is skilled at taking advantage of opportunities in developing his business to improve his life (Suharyono, 2017). Entrepreneurship is a way of thinking, studying, and acting based on a business opportunity, a holistic approach, and balanced leadership (Timmons & Spinelli, 2008). Entrepreneurship is about anticipating the market right (Corbetta et al., 2004). Entrepreneurs can identify various agreements and devote all the resources they have to turn the opportunity into a profitable one (Rahmadi & Heryanto, 2016).

Becoming an entrepreneur is often seen as a challenging career choice, where a person faces daily life in a work situation filled with work obstacles, failures, uncertainty, and frustration associated with the process of forming a business (Widayati et al., 2019). The entrepreneurial process demands a willingness to take calculated risks to overcome obstacles to achieve the expected success. In general, entrepreneurs use their ingenuity to exploit limited resources (Aprilianty, 2012). Entrepreneurship overcomes uncertainty, uncontrollable situations and cannot access in terms of probability. The advantage that the entrepreneur gets is an imbalance of his risk-taking in an unsecured condition. Entrepreneurship is the power to innovate, cohesive, and be balanced with the impact that the market economy can continue to do. Profits accrue to entrepreneurs but this cannot withstand the value of any resource, but an imbalance of vigilance, due to making correct guesses. Entrepreneurship also has several parts where one of which is entrepreneurial characteristics consisting of general characteristics, characteristics of successful entrepreneurs, and characteristics of failed entrepreneurs. Several studies have shown several reasons how or why an entrepreneur is successful, as follows (Aji et al., 2018):

1. Hard work
2. Market demand
3. Entrepreneurial skills
4. Luck
5. Courage in taking risks
6. The high need autonomy
7. Independent
8. Confidence
9. Not giving up easily
10. Ambitious

The readiness to become an entrepreneur is also a determinant of business success. Readiness to become an entrepreneur refers to self-confidence to start a business with all its obligations and consequences. This belief is the belief that the determined goals and targets will be achieved (Indarto & Santoso, 2020). Thomas W. Zimmerer et al (2005) formulated the benefits of entrepreneurship as follows:

1. Opportunity and freedom to control fate alone.
2. Provide opportunities for change: The businessperson finds a way to combine their expressions of concern for various economic and social problems with the hope of living a better life.
3. Allows you to reach your full potential: Having one's own business gives power, spiritual awakening and enables entrepreneurs to follow their interests or hobbies alone.

4. Have the opportunity to achieve the maximum possible profit.
5. Have the opportunity to play an active role in society and get recognition for his efforts.
6. Have the opportunity to do something you like and feel good about doing it.

Entrepreneurs in running their business cannot be separated from the capital. Capital is not always synonymous with money or goods (real). Ideas include extraordinary capital because ideas are the main capital that will form and support other capital. Some of the capitals included in intangible capital include (Saragih, 2017):

1. Intellectual Capital, intellectual capital is defined as a combination of intangible resources and activities which allows the organization to transform a bundling material, financial and human resources in a system skill to create stakeholder value.
2. Social and Moral Capital, social and moral capital that can be called integrity is an important thing that makes up an image of your personality as an entrepreneur. On when running a business, there are entrepreneurial ethics that you should not violate.
3. Mental Capital, entrepreneurial mentality must be cultivated from an early age. Mental capital is readiness from an early age then manifested in form of courage to face risks and challenges.

As an entrepreneur, you must be brave enough to face risks. The risk here means the risk that has been previously calculated so the results to be achieved will be proportional to the risk that will be taken. You must be able to learn to manage risk in a way that transfers various risks to other parties such as banks, investors, consumers, suppliers, and so on.

Entrepreneurial Interests

Creating cadet who are ready to work with adequate abilities and skills is a requirement so that cadet can be independent and not depend on the government. Self-reliance on entrepreneurship is needed so that industry can develop and unemployment will be eroded. Therefore it is necessary to create quality human resources, it is necessary to have an education that combines theory and practice so that cadet understands the meaning of education in polytechnics for the future of the cadet themselves. Indicators of interest in entrepreneurship are interest in entrepreneurship, curiosity about entrepreneurship, positioning themselves or number one, enjoying the activities carried out. Data analysis tool using multiple regression (Kuntowicaksono, 2012). Entrepreneurial interest is not carried from birth but grows and develops according to the factors that influence it. Factors that influence the growth of entrepreneurial decisions are the result of the interaction of several factors, namely the character of a person's personality and their environment (Bygrave, 2003).

Entrepreneurial interest can be interpreted as a first step in the process of establishing a business that is generally long-term (Lee & Wong, 2004). Entrepreneurial interest reflects a person's commitment to starting a new business and is a central issue that needs to be considered in understanding the entrepreneurial process of establishing a new business (Krueger, 1993). Entrepreneurial interest is a sense of interest in becoming a person entrepreneurs who are willing to work hard and diligently to achieve business progress. Entrepreneurial interest is not carried from birth but grows and develops according to the factors that influence it. Factors that influence the growth of decisions to become entrepreneurs are the result of the interaction of several factors, namely the character of a person's personality and the environment (Bygrave in Wahyono, 2013). Interest is all human action that arises because of internal impulses and external stimuli, but it will not happen if you are not interested. Entrepreneurial interest is an

interest in becoming an entrepreneur who is willing to carry out activities in managing time, skills, and finances for business progress. Entrepreneurial interest is not carried from birth but grows and develops according to the factors that influence it (Widnyana et al., 2018). Entrepreneurial intention or interest in becoming an entrepreneur can be interpreted as a process of searching for information that can be used to achieve the goal of forming a business (Katz & Gatner, 1988). Entrepreneurial interest is the desire, interest, and willingness to work hard or have a strong will to try optimally to meet their needs without feeling afraid of the risks that will occur, and strong-willed to learn from failure (Herdiani, & Hidayat, 2017). Entrepreneurial interests our desires, interests, as well willingness to work hard or willing to try optimally to meet their needs without feeling afraid of the risks that will occur, and strong will to learn from failure (Fuadi, 2009).

Interest is a desire that tends to stay in a person to lead to a particular choice as needs, which will then be manifested in real action with attention to the object he wants to seek information as an insight for himself (Djaali, 2008). The indicators of entrepreneurial interest are as follows interest in entrepreneurship, willingness to be involved in entrepreneurial activities, seeing opportunities for entrepreneurship, exploiting the potential that is owned for entrepreneurship, courage in facing risks, courage in facing challenges, a feeling of pleasure towards entrepreneurial activities, the desire to realize ideals in entrepreneurship (Christianingrum & Rosalina, 2017). Interest in entrepreneurship is the focus of attention on entrepreneurship because there is a sense of liking and accompanied by a desire to learn, know and prove further against the entrepreneur (Ardiyanti et al., 2019). Entrepreneurial interest can be seen as an intention to create a new organization or business or as a risk-taking behavior to start a new business (Kurnianti, 2015).

Some understanding of entrepreneurial interest according to experts can be the author describes as follows:

1. Entrepreneurial interest is the ability to dare to meet the needs of life and solve life's problems, promote business or create new businesses with the strength that is in oneself. The most important thing is the nature of the courage to create new businesses (Yanto, 1996).
2. Entrepreneurial interest is a psychic symptom to focus attention and do something about the entrepreneur with a sense of pleasure because it brings benefits to him (Santoso, 2013).
3. Entrepreneurial interest is the inclination of the heart to the subject interested in creating business files which then organize, organize, take risks and grow the business that creation is. Entrepreneurship comes from within a person to create business fields (Subandono, 2007).

Interest is an impulse that exists in the individual to do what he wants and see that something will be profitable and bring satisfaction, then the aspects of this interest are (Hurlock, 2008):

1. Cognitive aspects, the concept developed regarding the preferred field. Based on personal experience and what has been learned both at home, at school, and in society as well as various types of mass media.
2. Affective aspect, emotional concepts expressed in attitudes toward being found. In this concept, the attitude towards an invention is one aspect of getting something that can be profitable.

Meanwhile, according to Pintrick and Schunk, they express the following aspects of interest (Pintrick & Schunk, 1996):

1. The general attitude toward the activity, namely feeling like it or not, agreeing to disagree with the activity, generally towards a positive attitude or liking the activity.
2. Specific awareness for liking the activity, which is deciding to like an activity or object.
3. Feeling happy with activities, namely individuals who feel happy with all things related to the activity that they are interested in.
4. These activities have meaning or are important to individuals.
5. There is an intricate interest in the content of the activity, that is, a pleasant emotion that is centered on the activity itself.
6. Participating in activities, namely individuals sorting out or participating in activities.

Interest in entrepreneurship is also influenced by the presence of high soft skills because to become an entrepreneur requires a variety of skills and strong personal character. Entrepreneurial interest is not carried from birth but grows and develops according to the factors that influence it. Factors that influence the growth of the decision to become entrepreneurial are the result of the interaction of several factors, namely the character of a person and their environment (Putri, 2017). Four things that influence entrepreneurial decisions, namely personal self, cultural environment, social conditions, and a combination of the three (Lambing & Kuehl, 2007). The factors that influence entrepreneurial interest are the educational environment, a person's personality, and the family environment (Putri, 2017). A person's entrepreneurial interest can be seen from two main indicators, namely:

1. how strong is one's efforts to dare to try entrepreneurial activities?
2. how much effort is planned by someone to carry out entrepreneurial activities (such as activities in managing time and finances for entrepreneurship)?

Based on the explanation above, it can be concluded that the aspects that affect the interest in entrepreneurship are a way to find out how much someone's ability to fulfill their desires following interest to generate profit and satisfaction.

Entrepreneurial Development

Entrepreneurship education covers fundamental elements, curriculum development, and publication of manuscripts (Katz, 2003). The basic element is the renewal of the infrastructure of a university or business school. Curriculum development requires a special design and shape. whereas publication development refers to increasing the availability of textbooks and general audience books on the topic as well as for the development of academic achievement in the field of entrepreneurial research. These three components are the main features of the development of entrepreneurship education.

Factors Affecting Entrepreneurial Success

The success of an entrepreneur is not only seen from the many benefits obtained but also the company's ability to commit to the business it runs. Following are the characteristics of attitudes and behaviors needed for entrepreneurship to be successful following (Suryana, 2003):

1. Has a high commitment and determination to devote all of his attention to the effort. Success in doing business is supported by a strong sense of determination and high commitment. The ability to maintain commitment is the initial capital to start a business.



2. Have a sense of responsibility both in controlling the resources used and responsibility for entrepreneurial success. Every work that is done must be based on responsibility, the ability to fulfill every responsibility will have an impact on the ability to control oneself so that interest in entrepreneurship becomes high as well.
3. With an ambition to always look for opportunities, entrepreneurial success is always measured by the success to achieve goals. An entrepreneur must have a sense of ambition, this affects the achievement of the desired and achievable goals.
4. Resists risk and uncertainty; a businessman is always friendly with uncertainty because a business has its ups and downs. However, this is the main asset for entrepreneurs to be able to face all the risks that will be faced.
5. Strong self-confidence, he tends to be optimistic and has a strong belief in his ability to succeed. Strong self-confidence will provide self-motivation for the achievement of business goals, people who have self-confidence are sure to be able to face each existing problem.
6. Have high creativity and flexibility. Creativity is the main key in business, the higher the creativity that is created will certainly be able to increase sales, besides that the entrepreneurial ability is continuously explored to create high-quality work. In addition to creativity, entrepreneurial flexibility is complementary to providing the best service in providing satisfaction.
7. Always requires immediate feedback. The success or failure of a business can be seen from the ability of entrepreneurs to carry out feedback from consumers and is immediate. This is necessary to evaluate the results of the work that has been done in business and become a benchmark to be better than before.
8. Have a high energy level, usually successful, entrepreneurs have a higher fighting power than the average other people, so he prefers to work hard even for a relatively long time.
9. Have high morale and do not give up easily.
10. Oriented to the future, to grow and develop, he always has farsightedness to a better future.
11. Learn from failure, successful entrepreneurs are never afraid to fail. He always focuses his abilities on success.
12. Have the skills to lead others.

In practice, success in entrepreneurship is not only seen from the ability of an entrepreneur to make a profit but also tries to focus on customers to create satisfaction. Failure in entrepreneurship usually occurs due to the inability of entrepreneurs to deal with factors that affect success. Some factors which cause failure in entrepreneurship, among others (Zimmerer & Scarborough, 2008):

1. Not competent or do not have the ability and knowledge to manage a business. Business success must be based on the ability and knowledge of the business to be run because this is the basis for building a business.
2. Inexperienced in both technical skills, abilities visualizing the business, the ability to coordinate, the skills to manage human resources, as well as the ability to integrate the company's operations. Another factor that becomes a measure of the success of a business is experience, lack of experience has an impact on the ability to manage POAC well in the business because experience becomes an asset in growing a business.

3. Unable to control finances, the most important factor in finance is to maintain cash flow, manage expenses and receipts carefully. Expertise in financial control is one of the foundations of a business. The inability to control the business causes the plan to not run because of capital resources
4. Failure to plan, a business must have a plan. Good planning is planning that is the main goal of the business. The success or failure of a business is very much dependent on good planning management supported by the ability to manage the plan. Usually, the failure of a business is due to the inadequacy of the plans made.
5. Inadequate location, one of the determining factors in doing business is location. Business operations are very dependent on the placement of the business location, if it is not strategic, it will become an obstacle to these business activities.
6. Lack of equipment supervision, every entrepreneur is obliged to control and supervise the equipment and equipment owned, this must be done to expedite the business production process. Poor monitoring and evaluation of equipment and equipment will have an impact on decreasing the quality of the products/services that will be created.
7. The attitude that is not serious in trying, entrepreneurial diligence in running a business is one of the initial capital to run the business. If the business is not engaged, it will harm the development of the business.
8. Inability to make entrepreneurial transition/transition, most entrepreneurs make changes to do business more than once, usually, this happens because of the inability/lack of competence in this field of business. The transition/transition from one business to another will have an impact on the work commitment to be carried out, especially for new entrepreneurs who do not have much experience, of course, the transition/transition from one business to another or even from the type of work that is different will make it difficult for entrepreneurs to adapt.

Research Methodology

Population and Sample

The population in this study were all cadet at the Politeknik Penerbangan Surabaya. In this study, the population is around 952, but the data sample used by the author for a while is a sample obtained by a random sample method from the entire population.

Intrument Questionnaire

The questionnaire instrument for Cadet's entrepreneurial interest was developed based on indicators interest in entrepreneurship, with a grid of instruments as in Table 1.

Tabel 1. The Student Entrepreneurial Interest Questionnaire Instrument Grid.

Variable	Number of Items
Self-Efficacy	16
Entrepreneurial Motivation	13
Entrepreneurial Knowledge	8
Character Education	18
Entrepreneurial Interest	12
Total	67

Data Retrieval

Some of the steps taken in data collection were preparation Questionnaire instrument, entrepreneurial interest cadet, determine the sample, prepare the specified learning media,

before learning to carry out the entrepreneurial interest questionnaire cadet, carry out a questionnaire on the entrepreneurial interest of cadet. The research data is in the form of a collection of questionnaires interest in entrepreneurship cadet. The analysis step carried out was the normality test by using the Chi-Square Test to determine the normal population of each variable. Briefly, all the steps carried out in this study are shown in Figure 1.

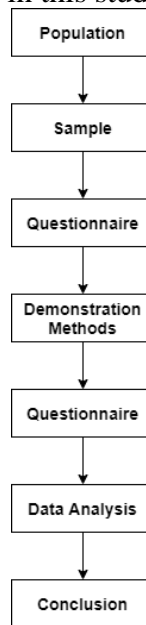


Figure 1. Research implementation design chart.

Result and discussion

Based on the process of implementing the research carried out (Figure 1), it can be presented some of the results, analysis, and discussion related to the steps in this research.

Instrument Analysis

The results of the analysis of the statement instruments on the questionnaire used in this study, it has fulfilled requirements and can be used as a data collection tool. This is obtained from the test results validity, reliability, level of difficulty, and differentiation. Validity test at the level of confidence obtained $r_{\text{count}} > r_{\text{table}}$, where 60 of the 67 items provided meet and declared valid. The reliability of the test is calculated using a standard formula and is obtained $r_{\text{count}} > r_{\text{table}}$, which shows that the valid questions are reliable. Analyze the level of difficulty and power differentiator shows that the prepared questions have been fulfilled and can be used as an instrument.

Research Data Analysis

In this section, the research data analyzed includes data on entrepreneurial interests of cadet as measured using a questionnaire with the CTL demonstration method. The test results were obtained from filling out a questionnaire by cadet who obtained a value the average will be compared between the average scores of the questionnaire before using CTL and after using CTL. Analysis of cadet entrepreneurial interest data before and after learning is shown in Table 2.

Tabel 2. Data Analysis of Youth Entrepreneurial Interest.

Entrepreneurial Interest	N	Min	Max	Mean
Before Treatment	500	50	70	58

After Treatment	500	70	100	78
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The results of the normality test of the interest in entrepreneurship in the sample group used the test Kolmogorov-Sminornov is shown in Table 3.

Tabel 3. Sample Group Entrepreneurial Interest Normality Test.

One-Sample Kolmogorov-Smirnov Test		
		Value
N		500
Normal Parameters ^{a, b}	Mean	89.76
	Standard Deviation	8.34
The difference is very real	Absolute	0.22
	Positive	0.22
	Negative	-0.20
Kolmogorov-Smirnov Z		1.31
Asimtot Signifikansi (2-tailed)		0.07

Based on the data in Table 3 it can be seen that the asymptote of significance (2-tailed) for interest in entrepreneurial cadet (taught using the CTL approach experimental method) is 0.07, it turns out that the results of interest in entrepreneurship have an asymptote of significance (2-tailed) > 0.05 then It is known that the population of cadet after using the CTL learning model is normally distributed.

To test the research data used linear regression analysis. Linear regression analysis test is used to determine the level of influence of cadet interest in entrepreneurship after cadet through application CTL approach with demonstration methods.

Based on the test results of linear regression analysis with $\alpha = 0.05$, the price of R or the regression coefficient (β) is 0.46 and the R-square / R2 value is 0.21. Based on this result ($\beta \neq 0$) shows that there is an impression of generating interest in entrepreneurship through the application of a contextual approach using a demonstration method of student learning outcomes. Based on the calculation results, the R2 value is obtained amounting to 0.21 which means an increase in interest entrepreneurship cadet who are taught with the CTL approach use demonstration method by 21 percent.

Conclusion

Based on the results and discussion of the research described above, it can be taken the conclusion is that applying the CTL approach with demonstration methods can help generate interest in entrepreneurship cadet at a significance level of 0.05, and the process of fostering entrepreneurial interest for cadet Politeknik Penerbangan Surabaya using CTL learning with the demonstration method is sufficient to increase the interest in entrepreneurship.

Suggestion

Based on research data, then suggested for future researchers to develop research on the approach contextual through different methods or comparing several methods.

Conflicts of interest statement

The authors whose names are listed immediately below certify that they have NO affiliations with or involvement in any organization or entity with financial interest (such as

honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

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