

THE DEVELOPING OF AN INTEGRATED ENTREPRENEURSHIP MODULE AND ELECTRONIC BASED FOR COLLEGE STUDENTS

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**THE DEVELOPING OF AN INTEGRATED ENTREPRENEURSHIP MODULE AND
ELECTRONIC BASED FOR COLLEGE STUDENTS**

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Abstract

The present research development was carried out for two years. The first year of study aims at (1) describing the situation of entrepreneurship courses, (2) describing the situation of entrepreneurship competency implemented by teachers and students, and (3) arranging draft of an integrated entrepreneurship module based on electronic. The procedures of research development cover (1) the explorative steps of the implementation of entrepreneurship courses (2) the analysis steps of the expected entrepreneurship module arrangement, and (3) arranging draft design of an integrated entrepreneurship module. The data collection was done through interview of students who have passed the entrepreneurship course. The first phase of this study shows that entrepreneurship course is carried out in both practically and theoretically and the time allocation is only one semester and lasted for 150 hours per week. The second phase of the study shows that students need an understandable and thorough material of entrepreneurship and provide them with the opportunity to do independent study. The third phase of the study shows that the material module covers materials on (1) building business traits, (2) **business management and business plan, and** (3) **business development.** The design of the module also provides sample of film on each topic of material and those text materials are audio-dubbing.

Keyword : College Students, Module, Entrepreneurship, Electronic

1. Introduction

Entrepreneurship education is an activity or process of shaping business mentality through practically and theoretically training till learners are competent in managing business practically and theoretically. Hence, entrepreneurship education is expected to enhance learners' skill on entrepreneurship. Besides, if learning is supported with any applicative learning materials and demands learning practices, it will greatly increase students' skills. It corresponds to **Lumsdaine,**

et al (2003) states that the activity of learning along with its applicative learning materials are able to give a space for learners to practice in order to enhance business learning and result on making business plan.

One of implementations of entrepreneurship education in college is done by having entrepreneurship courses. Entrepreneurship course is a special course for several study programs as it is an attempt to build entrepreneurial traits and create new entrepreneurs. Hence, entrepreneurship courses have significant roles to be delivered to the students.

Based on the previous study towards entrepreneurship courses in some colleges, it resulted on some information as follows. *First*, the time allocated for entrepreneurship learning in one semester was 2 credit semesters or equal to 2 x 75 minutes. *Second*, during that period, the amount of theoretical learning materials was great in quantity, including materials on shaping business traits, managing business by implementing management strategy, and practice on structuring business plan. *Third*, entrepreneurship practice was done after having comparative study towards small business and internship at small business. The results of entrepreneurship courses had been conducted by Ninik Sudarwati in the form of an integrated entrepreneurship module that has ISBN license number 979495013-0. The module is used as learning materials for students of Economic Education Program of STKIP PGRI Jombang. However, there is a need of time to give further explanation and guidance on each module material that is given by the lecturer.

Additionally, the previous study also shows that there are some problems in implementing entrepreneurship courses. The main problem was the time constraint in entrepreneurship courses that only lasted for 150 minutes per week. During that particular time, the course instructor was demanded to deliver material and build business traits at the same time. In other case, the process of business traits takes a quite long term. Besides, the real case of a successful entrepreneur and the time allocated to practice business by implementing management strategies were so little.

Based on the background and the condition abovementioned, this study presents an integrated entrepreneurship module based on electronic by having preview of materials, learning materials, written and audio form of materials completed with samples of a film. This study is conducted in two years and this journal is the result of the first year study. The study of developing an integrated entrepreneurship module and electronic based in the first year is conducted in attempt to (1) give general overview of the nature of the implementation of

entrepreneurship courses, (2) describe the normative situation on business competence that is expected by students and instructors, and (3) construct planning draft of an integrated entrepreneurship module based on electronic module.

2. Review of Literatures

2.1 Entrepreneurship Learning Materials Expected by Higher Institutions

Isaacs, & Visser (2007) defines that education and training on entrepreneurship is given as an attempt to change students' life style into entrepreneur and have skills to deal challenges in business world. The notion of Isaacs & Visser is strengthened by the study of Lamsa, et al. (2008) stating that students who take business education are ready to be responsible, having business traits, taking collaborative work as their prior set, giving priority to their customers, producing high-quality product, legal compliance, and attempting to increase employers' welfare.

In order to attain the objectives of entrepreneurship education and training, good and appropriate curriculum is consequently needed. In the case of entrepreneurship curriculum, Kee & Rodriques (2007) aver that entrepreneurship curriculum must take business skills into account and develop business traits at the same time. The structure of curriculum of entrepreneurship training and entrepreneurial traits is depicted in Figure 1.

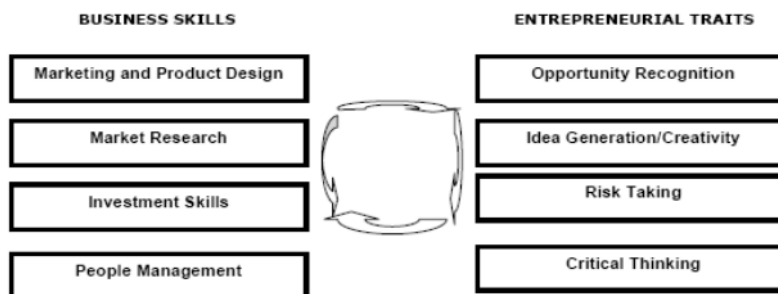


Figure 1 Learning Materials of Entrepreneurship Training

In spite of learning material, the thing which needs to be concerned in terms of entrepreneurship training and education is the method being employed. The common method being employed in the lesson plan of entrepreneurship training and education was a semi-structured plan by working on group task or stimulated project in the area of business situation

(Kee & Rodrique, 2007). According to Bolton & Thompson (2004) as cited in Isaacs & Visser (2007) state that entrepreneurship training and education consist of three categories as follows (1) entrepreneurship is seen as a subject covers economic development which structures business plan and take entrepreneurs as the main focus; (2) entrepreneurship is seen as an activity on entrepreneurship approach and focus on making feasible business plan; (3) entrepreneurship is seen as an activity to activate and identify entrepreneurs' abilities and potentials.

In general, the curriculum of entrepreneurship covers business skills and business traits. Both of those elements are inextricably linked to create business behaviors, attitudes, and courage to execute a real business practice by taking entrepreneur's consideration. Hence, studying entrepreneurship is able to increase certain skills on specific areas, enhance the rate income, and improve courage to have an independent business (Jehanzeb, 2013).

2.2 An Integrated Entrepreneurship Module Based On Electronics

An integrated entrepreneurship module consists of two main learning materials that are business skills and business traits. The main discussion of business skill covers market research, production management, marketing management, organization and human resources management, financial management, and business plan. The discussion of business traits covers the features of entrepreneurship, leadership, taking risks, decision making, creativity, negotiation, conducting business plan as a mean of measuring integrity in starting business through integrating materials on business management.

The main discussion of entrepreneurship materials is presented inside the module. It is expected that students will easily understand the main material discussion. Hence, the module has to own certain features to be claimed as a good module.

One of good common features of a module is that it has to be practical corresponding to the required module by ⁴ General Directorate of Quality Improvement (2008:8) stating that module has to be a useful learning material which is practical and flexible. The characteristic of a good module is also confirmed by Rahayu, et al (2011:155). According to Rahayu, a good module is a ready-used module as it follows the criteria of being effective, efficient, feasible, individualized, and applicable. Therefore, the advantages of module which is used as facilitator cover (1) guidance on personal students which are able to carry out at home or study center, (2) effective remedy which based on students' need, (3) trouble-free from any dull daily activity, (4) flexible

module which is able to be used in any context so it may ease the task of a facilitator, (5) lighten the task of professional as students are actively rising their inquiries only on subjects that need to be clarified, and (6) learning reflection can be done effectively for each individual learner.

In its further progress, the module form has undergone some changes. The previous module was only delivered in its printed form, but later it also can be found in its electronic form, whether it is managed interactively or not. According to Juanda (2011:439), instructional learning based on interactive multimedia is able to enhance students' learning outcomes.

The arrangement of module based on electronics is in line with the guidance of e-material development (2012:9). E-material is developed on learning object-oriented. In order to ensure the structure of e-subject study records, learning object of e-subject study are classified in terms of three levels that are (1) subject study, (2) main discussion, and (3) sub-topic discussion.

3. Method of Development Research

3.1 Development Model

Development and research education is a process employed to develop and validate education product (Borg & Gall, 1989). The product of education research finding is used as learning materials, instructional media, and education management (Gay, 1981).

In this study, the development model being employed was try-out, measuring the degree of effectiveness, and generalizing the results of development. This study was carried out for two years as follows: (a) the first year was done in 2014 with its main focus on limited-try-out and general test. The study presented in this journal was preliminary study of the first year with its limited designation to arrange product.

3.2 The Procedures of Development

Development study is a study following a subsequent and systematic set of procedures which is based on certain patterns. In this study, there are three major steps, namely first, second, and third step.

The first step of this study is embedded with explorative field-based activity that is scientifically observing the existing phenomena. These steps consists of (1) explorative study on entrepreneurship phenomena which is needed by the society, business world, and students' interest; (2) explorative study on learning competence situation of entrepreneurship that is

expected by the students and instructors. **The finding of the first study shows that** (1) the descriptions of entrepreneurship patterns are needed by the society and become students' interest; and (2) the description of patterns of learning competence of entrepreneurship is expected by students and instructor.

The second step of this study was carried out by having problem identification on the existing phenomena of entrepreneurship which was needed by the society. In this case, the learning method was presented based on students' and instructors' preferences. The details of the second step are as follows. *First*, there is problem identification on inequality problems between the factual description of the existing phenomena and learning method expected by students and instructors. Problem identification was done through having collaborative group discussion between entrepreneurs, students, and lecturers. *Second*, based on the inequality issues, the prototype recommendation (design) materials and entrepreneurship learning method corresponds to the found-demand of normative values. **The finding of the second step was** description of module arrangement expected by students and instructors which is based on business world and society demands.

The third step was carried out by arranging draft of an integrated entrepreneurship module based on electronics which was resulted from gap analysis report. The third step can be elaborated into two terms. *First*, structuring the first draft of module materials and entrepreneurship learning method that had referred to collaborative group discussion and applying contrastive approach of library research. *Second*, there was validation test of module materials and entrepreneurship learning method on the feasibility, reliability, and completeness of entrepreneurship module design along with the discussion between academics, practitioner, entrepreneur, and students. **The finding of the third step was** entrepreneurship module which contains materials training based on electronics that had been validated.

3.3 Research Subject and Domain of Study

The activity of explorative study was carried out by having an interview of a class of 60 students of Economic Education Program of STKIP PGRI Jombang. Additionally, there was an attempt to have an interview of 10 lectures of Economic Education Program of **STKIP PGRI Jombang** and 10 entrepreneurs in Jombang area.

3.4 Technique of Study Analysis on the First Year

The techniques of data analysis being used in this study were two kinds. First, data collection was done by having collaborative discussion group between students, lecturers of entrepreneurship courses, and entrepreneurs. Second, module arrangement was carried out through collaborative discussion group and validation test along with the entrepreneurship lecturers (academician) and entrepreneurs (practitioner).

4. Finding and Discussion

4.1 The Finding of Explorative Phase

The preliminary study on entrepreneurship learning in Economic Education Program of STKIP PGRI Jombang shows that the implementation of entrepreneurship learning with its 4 credit semesters has been carried out in terms of practically and theoretically. In the beginning of the lecture, some aspects of the material on business traits and business management are given, including business plan arrangement.

In order to deliver materials on business traits, lecture based-learning method, group discussion, sample demonstration on business traits, and exercises on building business traits. This learning material had done for four meetings. Business trait material was delivered by taking the study of Pratikto into account. Pratikto (2011:451) states that the implementation strategy of business behavior and the entrepreneurial values that are being internalized in school culture covers achievement motivation (have the best orientation of national and international standards), independency, creativity, daring to take a risk, being proactive, perseverance, future-oriented, communicative, reflective, having a good leadership, instrumental, and appreciating the value of money.

In order to deliver business management materials, it needs 5 meetings. Each topic is delivered for one meeting with the details as follows (1) explore the ideas and create a new product, (2) production management, (3) marketing management, (4) financial management, and (5) marketing analysis and break-even point (BEP). The methods of learning that is applied to deliver business management are lecturing, exercise, discussion, and ends up with field study to observe and examine small business management in a real context out of any burden, showing the great advantages of business, and next having further group discussion.

After mastering business management, materials are continued by having ¹ business plan arrangement. This material is then further used as final individual task that is arranging business plan based on students' interest and skill. The material of business arrangement is the result of discussion of business management and field-study of small business. The material arrangement corresponds to study by Murtini (2011:401) on entrepreneurship education which used entrepreneur model in tertiary level. Based on the study conducted by Murtini, it can be revealed that guidance and distribution of students' business management can be manifested by having business plan competition. Business plan plays significant role for both an entrepreneur and its candidates in developing their business (Richbell, 2006).

The result of entrepreneurship courses that has been manifested in the form of an integrated entrepreneurship module has ISBN license number 979495013-0 written by Sudarwati. The module contains learning materials used by students of Economic Education Program of STKIP PGRI Jombang and it still needs further explanation and guidance from the lecturers. The arrangement of the module is elaborated further in Figure 2.

The final objective of entrepreneurship learning is to expect students to be able to arrange a simple business plan for starting a small business in terms of informal sector. As an example, after taking entrepreneurship courses, students are expected to arrange business plan on *tofu*, *tempe*, and etc.

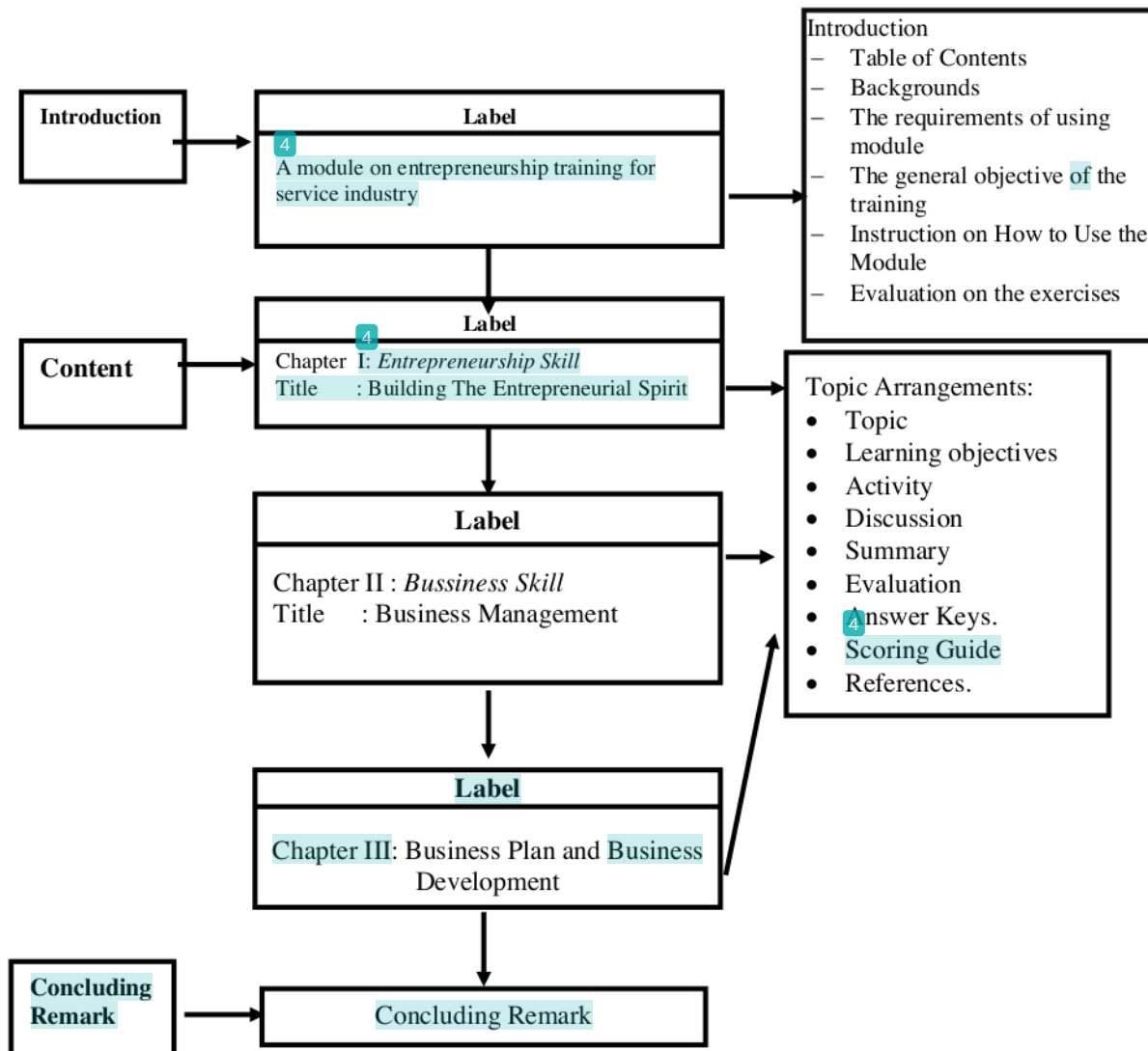


Figure 2 The Arrangement of An Integrated Entrepreneurship Module (Sudarwati, 2012)

The pattern of entrepreneurship that is being delivered in class should be corresponded to the descriptions of entrepreneurship patterns based on the demands of the society and students' interest as well. The criteria of entrepreneurship needed by the society are as follow (1) entrepreneurship is attained to build future available workforce; (2) entrepreneurship courses should implement various skills needed in business world; (3) entrepreneurship courses should

build a firm mentality and welcome to any challenges; (4) entrepreneurship courses should be understandable; (5) entrepreneurship materials should be practical and correspond to a real context.

In another case, the patterns of entrepreneurship needed by students are (1) understandable entrepreneurship courses; (2) entrepreneurship material covers rigorous business management and development; (3) practical and thorough courses; and (4) filming a real context of an entrepreneur.

The patterns of competence of entrepreneurship courses which is expected by other instructors are (1) entrepreneurship materials covering business traits, management, and development; (2) understandable materials and provided by simple language; (3) the form of the module is an integrated design of audio visual; (4) the film is understandable; (5) the film has brief and concise explanation; and (6) fun modules and lasted in short period.

4.2 Report of Gap Analysis Phase

The activity of identification was carried out through group discussion between entrepreneurs, students, and lecture. The issues being discussed are as follow (1) entrepreneurship learning with the fun display format of e-module; (2) the entrepreneurship module materials build business traits, business management, and business plan; and (3) the display of entrepreneurship e-module consists of text material which is audio-dubbing and sample of film is provided for each topic.

In another case, the descriptions of an expected module which is expected by students and instructors in terms of filling the demands of society and business world are as follow (1) entrepreneur module material builds business traits, business management, business plan, and business development as well; (2) the display of entrepreneurship e-module consists of text material which is audio-dubbed and sample of film is provided for each topic; (3) the scene of each film illustrates a hard worker person; and (4) the scene of each film illustrates an entrepreneur on service industry.

4.3 Steps of Arranging Products

The module material and design of an integrated entrepreneurship e-module is the result of gap analysis phase information between society, students, and the expectations of

entrepreneur. The collaboration study of the researchers, students, and lecturers of entrepreneurship courses are formed to design an integrated entrepreneurship e-module.

Content of Chapter 1 discusses materials in Building Business Traits which is covering five topics. The content of Chapter 1 is elaborated as follow.

Topic 1: The characteristic of entrepreneurship. **The content of film** covers (1) the passion of working with the image film portrays an entrepreneur managing some things; (2) showing various creative and innovative veils; and (3) illustrating an entrepreneur's future orientation in rising the rates of customer through having lower prices on service industry.

Topic 2: Entrepreneur as a Leader. **The content of film** shows (1) self-confidence by portraying a successful and creative worker; (2) self-actualization by portraying an employee tested by the employer and successfully joins recruitment company; (3) physically good by depicting a worker goes to work by cycling or someone arranges sewing machine; (4) showing sympathy/warm atmosphere by illustrating a person giving compliment to a good worker; and (5) time-management by showing an entrepreneur determines the deadlines and authorize work to the employee.

Topic 3: Risk Taking and Decision Making. The designs of this topic are as follows (1) all text are audio-dubbed ; and (2) the sample of risk taking and decision making is presented through the activity of serving customer, adding the amount of equipment, and sharing the work with others.

Topic 4: Innovation and creativity. The designs of this topic are as follows (1) all texts are audio-dubbed; and (2) the sample of innovation and creativity is presented through the various products of veil and dress.

Topic 5: Negotiation. The designs of this topic are as follows (1) all texts are audio-dubbed; and (2) the sample of negotiation is presented as a diplomatic photograph with good and professional dressing and personality.

The content of Chapter 2 discusses Business Management covering five topics. The content of Chapter 2 is elaborated as follows.

Topic 1: Determine A New Product and Production Plan. The design topics are (1) all texts are audio-dubbed; and (2) the film portrays the case of sewing industry getting abundant orders.

¹ Topic 2: Marketing and Sales Plan. The designs of this topic are (1) all texts are audio-dubbed (2) the film portrays a professional tailor who is successfully fulfilling the demand of customers and give them satisfaction through give them service guarantee and spreading the brochures directly and indirectly.

¹ Topic 3: Break Even Point. The designs of this topic are as follows (1) all texts are audio-dubbed; and (2) no film imagery.

Topic 4: Making Financial States. The designs of this topics are (1) all texts are audio-dubbed; and (2) no film imagery.

Topic 5: Human Resources Management. The designs of this topics are as follows (1) all texts are audio-dubbed; and (2) the film portrays a candidate of employee applies a job as a tailor, an employer gives them instruction on sewing, and the employer tests him/her directly and draws conclusion based on the quality of his/ her work.

¹ The content of Chapter 3 discusses making business plan and business development. The content of Chapter 3 is elaborated as follows.

¹ Topic 1: Business Plan. The designs of this topic are as follows (1) all texts are audio-dubbed; (2) the film depicts an entrepreneur starts business on sewing industry and develops his/her business by selling the cloths.

The explanations above-mentioned are the illustration of entrepreneurship e-module. From those explanations it can be inferred that entrepreneurship courses ¹ has been done by integrating theory and practice. It corresponds to the notion of Dodescu et al, (2009) that the method of action learning of entrepreneurship courses is done by having integrated learning between theory and practice.

The arrangement of module based electronics resonates well with the guidance of e-material development (2012:9). E-material is developed based on learning object. In order to ensure the consistency of the structure of e-cross subject, learning objects are classified into three levels as follows (1) Courses, (2) Content, and (3) Sub-content. Figure 3 is the module arrangement of an integrated entrepreneurship based on electronic module.

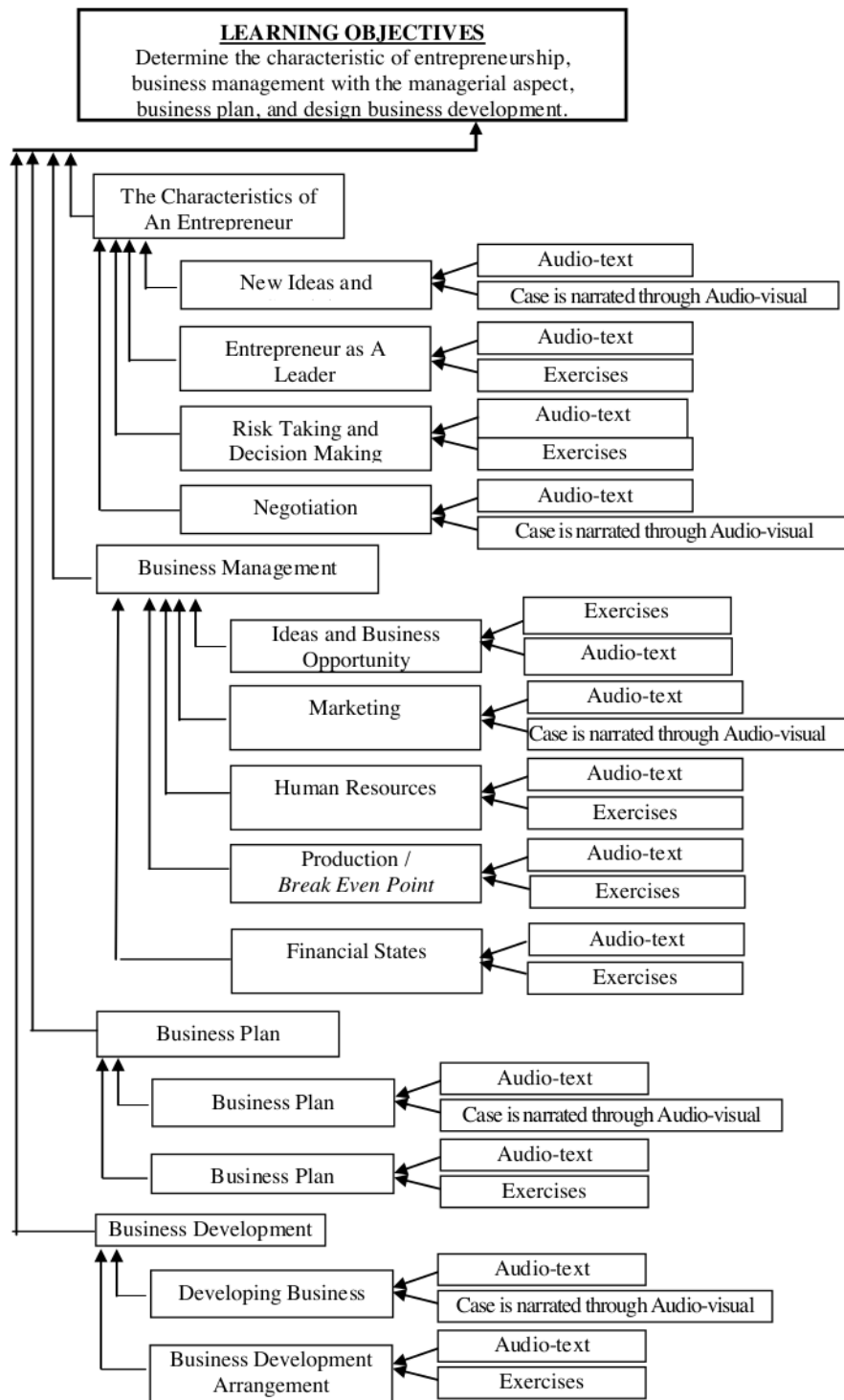


Figure 3 The Arrangement of Materials of An Integrated Entrepreneurship E-Module Courtesy: Sudarwanti, et al., 2014

4.4 Validation Test Experts

The test validation was done by two experts named Prof. Dr. Bambang Suratman and Dr. Imam Baidhowi, MM.. The details are as follows.

The validation test is done Prof. Dr. Bambang Suratman, a lecturer of Economic Education Program of Economic Faculty, State University of Surabaya, a master on economic education, and gives some feedbacks. *First*, the material is complete enough in covering the characters of entrepreneurship, business management, business plan, and business development. The character of entrepreneurship material covers the characteristic of entrepreneur as a leader, decision making and risk taking, creativity, build cooperativeness along with the ability of negotiation skills. Business management material covers determining a new product and making production plan, marketing, and sales plan; BEP, conducting financial states, and human resources management. Another feedback is that the module does not need material on business analysis as it has been inserted in materials of determining a new product and production plan. Materials on business plan and development has already met the need. *Second*, the film portrayal of Chapter 1, topic 5: Negotiation; there needs film on attitude and behavior due the time of negotiation. *Third*, the film portrayal of Chapter 2, Topic 1: Determining A New Product and Production Plan does not really correspond to the topic.

Whereas, the validation test result which is done by Dr, Imam Baidhowi, MM., a lecturer of Entrepreneurship Program, State STKIP PGRI Jombang, an expert in the subject of entrepreneurship, gives some suggestions. *First*, the sample of image film of Chapter 1, Topic 3 needs to be supported with an audio which relates to the title of the topic. *Second*, the sample of portrayal film of Chapter 1, Topic 4 needs to be explained through audio which corresponds to the title of the topic.

5. Discussion on Product Arrangement

The product of an integrated entrepreneurship module based on electronic is the result of some agreements between the collaboration group of students, lecturers, researchers, and entrepreneurs. There are some points as follows.

First, the module is consisted of three materials. The first material is building entrepreneurial spirit, including (1) the characteristic of entrepreneurship, (2) entrepreneur as a leader, (3) decision making and risk taking, (4) creativity, and (5) building cooperation in

negotiation skills. Those materials correspond to the notion of Crea (2010) stating that entrepreneurship material covers entrepreneurial spirit, creativity to develop business, how to start business, simple business management, and marketing. The second materials concern on business management covering (1) determining a new product and production plan, (2) marketing and sales plan, (3) Break Even Point, (4) financial states, and (5) human resources management. The third material concerns on practice to arrange business plan and business development. Overall, entrepreneurship material covers business traits and simple business management. It corresponds to the notion of Buchholz, et al (2005) stating that the cardinal points of entrepreneurship are imagination, creativity, newness, and sensitivity to develop a new product and service.

Second, the module design being agreed by the collaborative group between students, lecturers, researchers, and entrepreneurs is building business traits, business management, business plan, and business development. It resonates well with the study of Kee (2007) and Lumsdaine (2003) stating that delivering entrepreneurship materials and business skills management in both practical and theoretical guides students to be able to conduct their own business plan.

The result of test validation of product which is tested by practitioner and academics shows that there are several revisions in terms of image film. However, generally the module is feasible to be used as a trial or implementation of entrepreneurship courses in tertiary level.

6. Conclusion

In terms of the steps of the first year-research development, there are four steps namely exploration, gap analysis phase, arranging entrepreneurship module based on electronic, and validation test. Overall, an integrated entrepreneurship module material consists of three chapters, they are Chapter 1: Building Business Traits; Chapter 2, Business Management; and Chapter 2, Arranging Business Plan and Development. The designs of an integrated entrepreneurship module based on electronic are characterized into (1) audio-dubbed text materials, and (2) each topic is completed by sample of a film.

6.1 Suggestion and Further Study

The lecturers are expected to explore and master the content of the module intensively. It is extremely needed as the high capability of a lecture provides students to do intensive study (Lokoko, 2013) and help others who do not have clear understanding towards the module.

This study is limited to the product arrangement in terms of an integrated entrepreneurship module based on electronic and product revision was done after specific and general test. Further study on the second year of study of specific and general test is needed to measure the degree of product effectiveness in entrepreneurship courses.

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