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The Effectiveness of Entrepreneurship Learning by Using Integrated Entrepreneurial Film-Based Media on Students' Learning Achievement

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ABSTRACT

This study aimed to measure the effectiveness of entrepreneurship learning by using integrated entrepreneurial film-based media on students' learning achievement. This study employed a quasi-experimental method with one group pre-test-post-test design by comparing the results of pretest and posttest and statistically analyzed the t test formula. The participants involved were 400 students from STKIP PGRI Jombang, STKIP PGRI Tulungagung, STKI PGRI Nganjuk, and UNWAHA Jombang. Findings suggest that there was an average difference of -4.41 with pretest (21.80) and posttest (26.21) results. Meanwhile, the standard deviation was 5.42, and the t value was 16.268. Besides, the probability value or sig (2 tailed) was 0.00 <0.05. It can be concluded that H_0 is rejected, and H_a is accepted. In conclusion, this study proved that entrepreneurship learning by using integrated entrepreneurial film-based media is effective.

Keywords: teaching and learning, entrepreneurship, film-based media, student learning

INTRODUCTION

Video is an electronic medium that is able to combine audio and visual technology together to produce a dynamic and attractive presentation [1]. Videos can be packaged in VCD and DVD format, so they are easy to carry everywhere, easy to use, can reach a wide audience and are interesting to broadcast. Video media has a function as a learning medium, namely attention function, affective function, cognitive function, and compensatory function. The function is that the video media can attract attention and direct the audience's concentration to the video material [2]. The effective function, namely the video media, is able to arouse the emotions and attitudes of the audience. Cognitive function can accelerate learning goals to understand and remember messages or information contained in images or symbols. Meanwhile, the compensatory function provides context to an audience whose abilities are weak in organizing and recalling the information obtained [3]. Thus, video media can help audiences, namely, students who are weak and slow to capture a message, are already accepting and understand the innovations presented. This is because video

can combine visuals (images) with audio (sound).

The selection of video as a medium for disseminating innovation, apart from being able to combine visuals with audio, can also be packaged in various forms, for example combining face-to-face communication with group communication, using text, audio and music. The benefits of video media are: (1) it can foster motivation; (2) the meaning of the message will become clearer so that it can be understood by students and allows for mastery and achievement of the objectives of the delivery of learning videos aimed at making it easier for students to understand the subject matter not always according to the needs and desires of students [4]. In some systems, instructional videos are only used as complementary material for handouts. They are not prepared professionally to present the material thoroughly.

From several definitions above, the role of video media is very important in everyday life, because it can provide information that is more accurate and faster. In addition to providing information and entertainment, videos can also be used as learning media. The goal is for the

learning process to run well. The benefits of media include a). providing unexpected experiences to students, b). Showed something that was initially impossible to see, c). Analyze changes in a certain time period, d). providing experiences for students to feel a certain situation, and e). end show a presentation of real-life case studies that can spark student discussion. Based on the explanation above, with video students can watch events that cannot be witnessed directly, are dangerous, or past events that cannot be brought directly into the classroom. Students can playback the video according to their needs and needs. Learning with video media fosters interest and motivates to always pay attention to lessons.

METHODS

This study employed a quantitative approach with a quasi-experimental of one group pretest-posttest design by comparing the pretest and posttest results and statistically analyzed the data using the t test formula. The participants involved were 400 students from STKIP PGRI Jombang, STKIP PGRI Tulungagung, STKI PGRI Nganjuk, and UNWAHA Jombang. The experimental activities were carried out from April to July 2020. Data were then analyzed using SPSS calculation.

RESULT AND DISCUSSION

A. *Try Out Test with Students from STKIP PGRI Jombang, STKIP PGRI Tulungagung, STKIP PGRI Nganjuk, UNWAHA Jombang.*

Table 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Overall Trial Data 2020	21.8000	400	4.42424	.22121
	Posttest Overall Trial Data 2020	26.2100	400	4.02198	.20110

Table 2. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	21.2685	216	4.47755	.30466
	Posttest	27.3472	216	3.77689	.25699

The paired statistics in Table 1 shows a summary of the two samples, the ability of new product ideas for entrepreneurial practice before learning to use film-based entrepreneurship learning media has an average of 21.800, while the ability of new product ideas for entrepreneurial practice after learning to use film-based entrepreneurship learning media has an average of 26.210.

The analysis result is that the third output is a paired sample test table. In this table, it can be seen that an average of -4.41 this figure is obtained from 21.800 - 26.210 (the ability of new product ideas for entrepreneurial practice before learning to use film-based entrepreneurship learning media - the ability of new product ideas for entrepreneurial practice after learning to use film-based entrepreneurship learning media with standard deviation of 5.15 and the t value of -16,268 the probability value or sig (2 tailed) 0.00 <0.05, it can be concluded that Ho is rejected and Ha is accepted or Ha = new product ideas for entrepreneurial practice before learning entrepreneurship based on integrated entrepreneurial films. This media shows a significant change in the ability of innovation and creativity, i.e. new products in entrepreneurial practice after using integrated entrepreneurial film-based media.

The paired statistics in Table 2 shows a summary of the two samples, the ability of new product ideas for entrepreneurial practice before learning to use film-based entrepreneurship learning media has an average of 21.26, while the ability of new product ideas for entrepreneurial practice after learning to use film-based entrepreneurship learning media has an average of 27.34.

Table 3. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest and Posttest	216	.229	.001

Paired samples test in Table 4 shows that an average of -6.07 this figure is obtained from 21.26 - 27.34 (the ability of new product ideas for entrepreneurial practice before learning to use film-based entrepreneurship learning media - the ability of new product ideas for entrepreneurial practice after learning to use film-based entrepreneurship learning media with standard deviation of 5.15 and the t value of -17.327, the probability value or sig (2 tailed) 0.00 <0.05, it can be concluded that Ho is rejected and Ha is accepted or Ha = new product ideas for entrepreneurial practice before learning entrepreneurship based on integrated entrepreneurial films. Jombang shows a significant change in the ability of innovation and creativity, i.e. new products in entrepreneurial practice after using integrated entrepreneurial film-based media.

B. Try Out Test with Students from STKIP PGRI Nganjuk

The paired statistics in Table 5 shows a summary of the two samples, the ability of new product ideas for entrepreneurial practice

before learning to use film-based entrepreneurship learning media has an average of 22.55. In contrast, the ability of new product ideas for entrepreneurial practice after learning to use film-based entrepreneurship learning media has an average of 23.91.

In Table 7, it can be seen that an average of -1.36 this figure is obtained from 22.55 - 23.91 (the ability of new product ideas for entrepreneurial practice before learning to use film-based entrepreneurship learning media - the ability of new product ideas for entrepreneurial practice after learning to use film-based entrepreneurship learning media with a standard deviation of 4.20 and the t value of -2.528, the probability value or sig (2 tailed) 0.14 > 0.05, it can be concluded that Ha is rejected and Ho is accepted or Ho = new product ideas for entrepreneurial practice after learning entrepreneurship based on integrated entrepreneurial films. The results of testing at STKIP PGRI Nganjuk showed no significant difference in innovation and creativity, i.e., new products in entrepreneurial practice after using integrated entrepreneurial film-based media.

Table 6. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest and Posttest	61	.255	.048

Table 4. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest and Posttest	-6.07870	5.15601	.35082	-6.77020	-5.38721	-17.327	215	.000

Table 5. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	22.5574	61	3.79704	.48616
	Posttest	23.9180	61	3.01272	.38574

Table 7. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest and Posttest	-1.36066	4.20330	.53818	-2.43717	-.28414	-2.528	60	.014

C. Try Out Test with Students from STKIP PGRI Tulungagung

The paired statistical in Table 8 shows a summary of the two samples, the ability of new product ideas for entrepreneurial practice before learning to use film-based entrepreneurship learning media has an average of 23.08 while the ability of new product ideas for entrepreneurial practice after learning to use film-based entrepreneurship learning media has an average of 25.23. In Table 10 can be seen that an average of -2.14 this figure is obtained from 23.08 - 25.23 (the ability of new product ideas for entrepreneurial practice before learning to use film-based entrepreneurship learning media - the ability of new product ideas for entrepreneurial practice after learning to use film-based entrepreneurship learning media deviation of 5.06 and t value of -3.815, probability value or sig (2 tailed) 0.14 > 0.05, it can be concluded that Ha is rejected and Ho is accepted or Ho = new product idea for entrepreneurial practice after integrated

Table 8. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	23.0864	81	3.97554	.44173
	Posttest	25.2346	81	4.38256	.48695

Table 10. Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
									Lower
Pair 1	Pretest and Posttest	-2.14815	5.06732	.56304	-3.26863	-1.02767	-3.815	80	.000

Table 11. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	21.0238	42	5.06296	.78123
	Posttest	25.5714	42	3.86443	.59629

entrepreneurial film-based entrepreneurship learning. STKIP PGRI Tulungagung shows a significant change in innovation and creativity capabilities, i.e., new entrepreneurial practice products after using integrated entrepreneurial film-based media.

Table 9. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest and Posttest	81	.268	.016

D. Try Out Test with Students from UNWAHA Jombang

The paired statistics in Table 11 shows a summary of the two samples, the ability of new product ideas for entrepreneurial practice before learning to use film-based entrepreneurship learning media has an average of 21.02. In contrast, the ability of new product ideas for entrepreneurial practice after learning to use film-based entrepreneurship learning media has an average of 25.57.

The analysis of this study documented a paired sample test table. In Table 13, it can be seen that an average of -4.54 in this figure is obtained from 21.02 - 25.57 (the ability of new product ideas for entrepreneurial practice before learning to use film-based entrepreneurship learning media - the ability of new product ideas for entrepreneurial practice after learning to use film-based entrepreneurship learning media with a standard deviation of 4.82 and t value of -6.102, probability value or sig (2 tailed) 0.14 > 0.05, it can be concluded that Ha is rejected and Ho is accepted or Ho = new product idea for entrepreneurial practice after learning entrepreneurship based on integrated entrepreneurial films. The data shows a significant change in innovation and creativity, i.e., new products in entrepreneurial practice after using integrated entrepreneurial film-based media. It is in line with several studies [5] [6][7].

The implementation of media try out was carried out by giving a pretest step, giving conditions from providing entrepreneurship material, screening integrated entrepreneurial films, students providing comments and suggestions, given a posttest. Learning materials in the form of new product ideas and creativity. The pretest questionnaire questions are the same as the posttest questions. There are 10 questions, namely: general video control, lectures in class displaying learning videos, entrepreneurship learning videos, entrepreneurship video forms, systematic explanation steps for entrepreneurship videos,

information on entrepreneurship video content, benefits of entrepreneurship videos, interest in learning entrepreneurship, action after learning entrepreneurship [8][9][10]. During the entrepreneurship learning process using integrated entrepreneurial document videos, several findings were obtained, including students following the learning activity path seriously and willing to fill in the pretest and post-test. Students actively commented on the appearance of the video as a learning medium.

The results of data analysis captured that there is an average difference of -4.41. This finding is obtained from 21.80 (pretest) - 26.21 (posttest) (the ability of new product ideas for entrepreneurial practice before learning to use film-based entrepreneurship learning media - the ability of new product ideas for entrepreneurial practice after learning to use film-based entrepreneurship learning media, with a standard deviation of 5.42 and the t value of the SPSS result count -16,268, the probability value or sig (2 tailed) 0.00 < 0.05, it can be concluded that Ho is rejected and Ha is accepted or Ha is a new product idea for entrepreneurial practice before learning entrepreneurship based on the integrated entrepreneurial film.

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Table 12. Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest and Posttest	42	.441	.003

Table 13. Paired Samples Test

	Mean	Std. Deviation	Paired Differences		95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)
			Std. Error	Mean				
			Lower	Upper				
Pair 1 Pretest and Posttest	-4.54762	4.82980	.74525	-6.05269	-3.04255	-6.102	41	.000

CONCLUSION

In general, this study examined the effectiveness of entrepreneurship learning by using integrated entrepreneurial film-based media on students' learning achievement in the context of Indonesian universities. The findings suggest that entrepreneurship learning by using integrated entrepreneurial film-based media is effective in improving students' entrepreneurship learning achievement. The results of this study call for teachers in university level to apply this learning approach in the classroom. Although this study yields interesting finding, some limitations are noticed. For example, interviews with participants and teachers were not done, thus leading to insufficient data in the present study. Therefore, future research agenda should investigate both teachers and students' perspectives in the entrepreneurship learning with film-based media.

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