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Submission date: 02-Aug-2023 01:34AM (UTC-0700)

Submission ID: 2140346507

File name: 4a_The_Need_Analysis.AIP_Proseiding.pdf (496.3K)

Word count: 2688

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RESEARCH ARTICLE | JUNE 14 2023

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AIP Conference Proceedings 2751, 100009 (2023)

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The Need Analysis of Learning Media with Film Based as Multimedia for College Students

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Abstract. Learning media with film based is essential to do in entrepreneurship course as one of compulsory subjects which is taught to higher education level to provide the entrepreneur experiences. The film creates learning environments by extending the possibility of one-way communication area as both interactive learning with visualization and content production. The research aim is to determine the need analysis of entrepreneurship course by using media film based of entrepreneurship film. The open-ended questionnaire is the instrument used that shows the findings, namely the media based of entrepreneurship film is preferred more by both teachers and students in stimulating the knowledge of entrepreneur as well as learning business practice in procedure of production and high involvement of business entrepreneurs.

INTRODUCTION

A growing need to describe clearly the pedagogical processes has been known as a creative entrepreneurship education in order to teach the creative discipline student for appropriate business skills and the route to apply a successful market strategy. Higher Education is one of the key deliverers and indicates a distinct paradigm shift towards the introduction of business courses within Higher Education for art and design students. There is a distinct lack of studies which attempt to identify effectiveness and best practice in this field of learning, together with a lack of teaching and learning pedagogies and resources specifically aimed at developing entrepreneurial skills in art and design students. It is clear, however that such educational courses need to implement teaching entrepreneur course by an instructional media to enhance the students' understanding in the course with material set as a contextual framework, in order to be relevant to the creative student's learning and students' mindset (Fedorov, et.al., 2017; Budiyanto, et.al., 2018).

Entrepreneurship course has one key question that concerns in how lecturers can employ the general core principles of entrepreneurship education, many of which are closely linked to business education to other academic areas that currently lack of education type not only to teach how to create a business plan or to create a new business but also to develop entrepreneurial skills (El-Gohary& Selim, 2016). The effective entrepreneurship education is not about teaching how to start a new business but it delivers the development of skills and competencies associated with successful entrepreneurship. One of levels of education in Indonesia is higher education. Higher education serves in developing skills and character as well as the civilization of the nation's dignity in the context of the intellectual life of the nation. Another function of higher education is developing innovative, responsive, creative, skilled, competitive, and cooperative academicians through the implementation of three obligations of college. Higher education also aims to develop a science and technology by observing and apply the values of humanities. One part of higher education is vocational education, whether at the polytechnic, institutions, and universities. Vocational education also prepares learners to be able to face changes in the community (Ganefri, et.al. 2017).

Entrepreneurship course has a purpose to provide knowledge and to foster entrepreneurial spirit, needs analysis, market opportunities, business planning, feasibility studies, production management, HR marketing and business development planning and also to provide graduates who have the entrepreneurial spirit in order to reduce educated unemployment as well. Better innovation, development and research on entrepreneurship education and efforts to improve the entrepreneurial spirit of students is essential to the numbers of educated unemployment that can be

reduced (Mayer & Mareno, 2002; Plass, et.al., 1998; Fiet, 2000; Rodriguez & Wise, 2016; Mason, 2011). The educators as well as lecturers find difficulties in teaching entrepreneurship courses both in higher education and at school. The students tend to complain that the theory of entrepreneurship is boring and irrelevant to the conditions that occur in the field (Ganefri & Hidayat, 2013, 2017). The previous research has not mentioned further about film as visual media to teach entrepreneurship that becomes the research gap. The media of film needs to be investigated more since it promises many fields of research to deepen the function of film in education as learning media (Salamzadeh, 2020).

LITERATURE REVIEW

Quality of learning process is mostly determined by the selection of instructional media. The learning media chosen should be relevant to make the learning process run well (Smaldino, et.al., 2000). One of relevant media in the teaching and learning process of entrepreneurship course is film because it can create learning environments that extend the possibilities of one-way communication media, such as movies, documentaries, television shows and music into new areas that require interactive learning like visualizations and student-created content (Bransford, et.al., 2000). The film also called as information literacy that gives aesthetic value. Film also has many good impacts as long as it is used in a good way, namely: teaching moral education, giving young people independence, responsibility and have experience in the wide variety of activities (Fedorov., et.al., 2017). Another usage of film as learning media is to create students' new ideas and bring them to market so that they are able to develop their visions, able to explore opportunities, able to manage people, able to build networks, able to drive creativity (Erasmus & Murschetz, 2019).

Teaching media by using film in promoting learning has been found by researcher in the area of educational psychology (Mayer, 1992; Smaldino, 2012) that shows a combination of using both words and images is best in promoting learning elaborated in terms of cognitive psychological theory. Learning happens when students mentally construct knowledge representations. The teacher selects relevant material from the entrepreneurship films and integrates it with existing knowledge. The information processing states that human beings have separate channels for processing visual/pictorial representations and auditory/verbal representations. By using film, it links the two systems that have an additive effect on learning (Nyello, et.al., 2015). This cognitive process of learning is most likely to occur when the learner has corresponding images and words in working memory at the same time. Even disregarding the additive effects of using different cognitive systems of information processing, the use of multiple media promotes learning if learners differ in terms media preference. The dimension relevant for learner-controlled information seeking and processing deals with the distinction between visualizers and verbalizers.

RESEARCH METHOD

This is qualitative research of case study by using the open-ended questionnaire as the instrument to collect the qualitative data to answer the research question. The research participants were four economy department lecturers who came from 4 different institutions in Jombang district, namely: Unwaha Tambak Beras Jombang, STKIP PGRI Jombang, Unipdu Jombang, and Unhasy Jombang. The other research participants in students' side are four economy department students who came from STKIP PGRI Jombang who were taking entrepreneur course and they were in the fourth semester in academic year 2016/2017. The lecturers and students participated in this research were chosen based on their ability to provide opportunities to achieve the objectives of the study. Lecturers chosen had to teach entrepreneur course at least five years and were selected after they responded positively for the invitation to be involved in the study. The open-ended questioners consist of six major questions to get in-depth description of a single unit individual, a group, a site, a class, a policy, a program, a process, an institution, or a community (Ary, 2010).

RESEARCH FINDINGS AND DISCUSSION

Entrepreneur course in higher education level by using film can make the students understand the scope of entrepreneur, such as: the product making, product selling, product-packing, selling opportunity, the trait marketing and the ownership of business and can create the entrepreneur mentality and spirit. The pedagogical challenge is that entrepreneurial competencies are more holistic and psychologically oriented than traditional subject-matter skills. Entrepreneurial skills are learned via pragmatic real life development projects. It proposes an entrepreneurial learning cycle that supports the development of entrepreneurial competencies. The detail findings from the instrument are explained below.

The basic competencies of entrepreneur course which are targeted in curriculum are to enable the students understand scope of entrepreneur as general such as the product making, product selling, product packing, selling opportunity, marketing and the ownership of business. (T1, open ended questionnaire). The basic competencies of entrepreneur course which are targeted in curriculum are to enable the students understand scope of entrepreneur as general such as the product making, product selling, product packing, and selling opportunity (T2, open ended questionnaire). The basic competencies of entrepreneur course which are targeted in curriculum are to enable the students understand scope of entrepreneur as general such as the product making, product selling, product packing, selling opportunity and threat (T3, open ended questionnaire). The basic competencies of entrepreneur course which are targeted in curriculum are to enable the students understand scope of entrepreneur as general such as the product making, product selling, business management, and the ownership of business (T4, open ended questionnaire).

The use of teaching and learning method is almost in conventional method by using LCD and power point (T1 & T4, open ended questionnaire) and rare to find the real experience and feel boring (S2, open ended questionnaire; S3 & S4, open ended questionnaire). They employ lecturing and discussion. The lecturers use some models of learning such as, problem solving, STAD, cooperative learning and direct method. They also use some media Power Point, Lcd, cisco packet tracer and mobile learning (T2, open ended questionnaire; T3, open ended questionnaire; S1, open ended questionnaire). Then one of participants said that he rarely used media in teaching entrepreneur. Then the skills which are got after passing the entrepreneur course are the students can make an analysis of business planning.

The first problem is that the facilities of media provided are still insufficient and the lack of facilities of practicum room (T1, T2, T3 open ended questionnaire). Then the second problem is the lack of time which is provided in only 3 credits in a semester (T1, T2, T3 open ended questionnaire). The third problem that the students have low motivation to have this course because they just have a lot of theories and just a little practicum. They only have to imagine something related with entrepreneur from the lecturing and theory (T4, open ended questionnaire).

Based on the findings, the visual media with film is needed for the students. Film based on entrepreneurship is one of media which are preferred by the lecturers because they don't spend much time, energy and money to come directly to the entrepreneurs they can learn from the film based on entrepreneurship which deals with the local entrepreneurs. Then the students can learn both visual and audio by watching the films (T1, open ended questionnaire; T2 & T4, open ended questionnaire; S2, open ended questionnaire). In line with the dimension relevant for learner-controlled information seeking and processing deals with the distinction between visualizers and verbalizers (Nyello, et.al., 2015; Rodriguez, et.al., 2016; Hynes, et.al., 2016). The crucial role that technology plays for creating learning environments that extend the possibilities of one-way communication media, such as film, movies, documentaries, television shows and music into new areas that require interactive learning like visualizations and student-created content (Bransford, et.al., 2000; Fedorov., et.al, 2017; Erasmus & Murschetz, 2019).

CONCLUSION AND SUGGESTION

The entrepreneurship education in higher education in Indonesia is still at the early stage. Indonesia needs a long term of integrative program to achieve desired results. In teaching entrepreneurship, action based, instructional media as suggested methods in entrepreneurship education proves beneficial and preferable. Findings show that the media based with entrepreneur film is very needed for the students learning business practices, the procedure of making the products both inside and outside classrooms and activities with high involvement of business entrepreneurs. This media perceives to give the knowledge and skills needed. This method is also preferred by teachers and students. The goal of entrepreneur course is to prepare students to be ready to create creating jobs independently. Better innovation, development and research on entrepreneurship education and efforts to improve the entrepreneurial spirit of students is essential to the numbers of educated unemployment can be reduced. Entrepreneurial education in higher education institutions should be fully reviewed and changed. Clear goals should be set regarding the development of graduates who are more entrepreneurially oriented. Furthermore, the educational process will require much restructuring to enhance skill development for entrepreneurship.

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