



SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN STKIP PGRI JOMBANG

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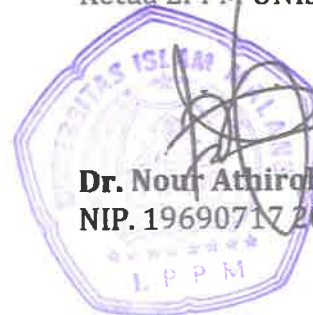
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Feedback from Students on the Electronic-Based Integrated Module of Entrepreneurship Used In Entrepreneurship Subject

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Feedback from Students on the Electronic-Based Integrated Module of Entrepreneurship Used In Entrepreneurship Subject

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Abstract: *The development of an electronic-based integrated module of entrepreneurship can help implement individualized learning model. experts of entrepreneurial learning, i.e. professors of economics, have validated the development of the electronic-based integrated module of entrepreneurship. the validation test results indicate that the module is fit for use in universities. The purpose of this study was (1) to get feedback from university students on the application of the electronic-based integrated module of entrepreneurship developed and validated for use as a learning medium of entrepreneurship, and (2) to use the feedback as consideration in the improvement of the module. this study uses a quantitative approach and data collection is done using participant observation. In relation to this, the researcher takes part as a model of lecturer. Research activities are in the forms of entrepreneurship learning by applying the electronic-based integrated module of entrepreneurship. the number of respondents is 43 students coming from several universities. The results show that the electronic-based integrated module of entrepreneurship in general is suitable to be used as a learning medium of entrepreneurship in universities. The module is suitable to be used for the following reasons. First, the spirit construct of entrepreneurship has received positive responses, including the design of the module, complete materials on entrepreneurial spirit, as well as the chances given to students to change their attitude and spirit as to be more creative. Second, the materials on managing business have provided comprehensive information on all aspects of practical management in managing business practices. Third, the business plan in the module has been providing practical information on how to prepare a business plan that allows students to practice making a simple business plan and thus opening up their mind. Thus, the electronic-based integrated module of entrepreneurship has provided practical information on entrepreneurship, stimulating students to provide positive responses to the matter related to entrepreneurship, as well as improving interests of students to practice managing business and develop a business plan.*

Keyword: *electronic, module, entrepreneurship*

I. Introduction

The electronic-based integrated module of entrepreneurship is an independent entrepreneurial learning medium; students can use the module independently and without being accompanied by an instructor.

In general, the module consists of three modules; the first module containing materials on building entrepreneurial spirit, the second module containing materials on managing business, and the third module containing materials on business planning. Mean while, the design of the module consists of two parts. First, the instructions on how to use the module and how to measure learning outcomes and learning objectives at the beginning of each topic, as well as conclusions and tasks completed with answer key at the end of the unit. Second, the texts and sentences in each topic of the electronic-based integrated module of entrepreneurship are dubbed, and at the end of the topic, short movies on the topic are presented.

Experts of economics education have validated the development of the module. The expert is a entrepreneurship lecturer at stkip PGRI jombang (Dr. Imam baidhowi) and a professor at state university of Surabaya (prof. Dr. Bambang suratman). The results of the validation show that the electronic-based integrated module of entrepreneurship is suitable to be used in universities (Sudarwati *et al.*, 2014). In fact, the module is very useful in improving students' learning outcomes in entrepreneurial learning materials.

In general, entrepreneurship learning is supportive in creating entrepreneur, forming new businesses, and boosting economic growth. In fact, entrepreneurship education can make students become (1) innovative in creating new products, (2) innovative in presenting ideas and methods as well as new combinations in the market, (3) able in making decision, (4) ready to face risks of business uncertainty, (5) creative in finding business opportunities, and (6) courageous in making decisions about business location, forms, and use of resources and organizations.

Entrepreneurship education can have an impact on the creation of entrepreneur talent (Singh, 2010). The totality in conducting entrepreneurial activities can affect gross domestic product. Therefore, entrepreneurship education is one contributing factor in promoting economic growth (Nazir, 2012).

Entrepreneurship education in higher education tends to be more applicable and project based. That is, students participating in this course are conditioned to instantly learn to manage business. For example, project-based activities undertaken by students are joining entrepreneurial small business groups. In the project-based activities, students are not always accompanied by lecturers and so we need media that can facilitate their learning. One medium that can be used is an electronic-based integrated module of entrepreneurship. This module is an appropriate and integrated technology as a learning medium of entrepreneurship. The integrated technology serves as a means to improve the knowledge, skills, and attitudes of students and is very important in the success of the project-based learning (Lin, 2008).

On the implementation of entrepreneurship learning, students need to be familiar with the business problem (Arasti, *et al.*, 2012). In addition, students also need to get used to using the media and learning resources. The results of the preliminary study conducted by interviewing professors of entrepreneurship at several universities on media and learning resources reveal some information. First, learning materials are in the form of books providing business information about managing business. Second, materials for building entrepreneurial spirit learning are biographies of successful entrepreneurs. Third, the practice of entrepreneurship learning is done by conducting practice and field studies on business processes in small-scale businesses. Fourth, learning to develop a business plan is based on the results of field studies and uses the method of group discussion to develop a business plan. Thus, it can be concluded that in general entrepreneurship learning is executed by delivering entrepreneurship teaching materials as well as small business groups as learning resources.

Based on the afore-mentioned description, the study is conducted. The purpose of this study is to explore feedback from university students on the application of electronic-based integrated module of entrepreneurship, which is used as a medium of entrepreneurship learning. Feedback is then used to make improvements on the module in accordance with the expectations of students.

II. Method

This study uses a quantitative approach and data collection is done using participant observation. In relation to this, the researcher directly collect information from informants and the information are descriptively written in the research report (Creswell, 2009).

The research activities conducted through entrepreneurship learning by applying the electronic-based integrated module of entrepreneurship. In this regard, the researcher takes part as a model lecturer. The researcher teaches by applying individualized learning model, in which students learn entrepreneurship by using a module independently, while the lecturer acts as a facilitator.

Learning takes place during four meetings and each meeting lasts for 150 minutes. At each meeting, the students learn the module. Research participants are students of economics and economic education department at four universities as follows: 3 students from the university of Muhammadiyah Surabaya, 10 students from Nusantara university PGRI Kediri, 10 students from STKIP PGRI Pasuruan, and 20 students from STKIP PGRI Jombang. In the study, the teacher gathers information from students on the entrepreneurship learning done by using the electronic-based integrated module of entrepreneurship.

In general, the research activities aim to gather information from students on the entrepreneurship learning done by using the electronic-based integrated module of entrepreneurship related to the design of the module, entrepreneurship materials, and changes in student attitudes. Research activities using a structured interview are in accordance with the available questionnaire. Data is analyzed using analysis of the percentage of each measurement item. Presentation of the research report is in the form of descriptive data.

In this study, several stages are taken. First, the lecturer teaches by introducing the design and content of the module. Second, lecturers deliver general matter on entrepreneurial spirit, managing business, and business plans briefly using the lecturing method. Third, the teacher provides and explains questionnaire to measure attitudes of students, and students take a pre-test to measure attitudes and knowledge. Fourth, the teacher delivers material in detail by playing the module. Fifth, the teacher acts as a facilitator for students sixth, students take notes and study the module. Seventh, the lecturer gives a questionnaire to measure attitudes as a post-test activity and conducts interviews with students through individual discussion and group discussion method. Eighth, students answer a questionnaire measuring attitudes and provide comments on the module, on design, language used, content, and response in changes of attitude. Ninth, the lecturer collects and records all the comments and suggestions from students.

III. Research Results

Learning with individualized learning model takes place in such timely manner. At the beginning of each meeting, the teacher provides information about the general purpose of entrepreneurship learning by using the module, conveying steps of independent learning activities, explaining the general material about entrepreneurship in accordance with the learning objectives at each meeting, and assisting students in using the

electronic-based module. The learning steps are in accordance with the results of a study by Crea (2010) called by integrating service learning. The results of the study contains introductory of entrepreneurship course that aims to study the terms, concepts, frameworks, information process, planning, challenges, and ideas on business opportunities. The results of the study also confirm that students are expected to be able to practice the skills of entrepreneurship.

This present study is done through several stages. Those stages take place during the four meetings. Here is the elaboration.

During the first meeting, the teacher informs students about characteristics and ways of learning with the electronic module, as well as provides general introductory material in the form of basic concepts of entrepreneurial spirit and characteristics. Then, students learn module 1 on building the entrepreneurial spirit and the teacher assists them in using the module. Students provide comments and suggestions and the teacher records the feedback from students.

During the second meeting, the teacher explains general materials about business management and all aspects of business management. Then, students learn module 2 on managing the business and students provide comments and suggestions. The teacher provides answers to students' questions and records the feedback from students. During the third meeting, the teacher explains general basic concepts of business plans. Then, students learn module 3 on business plans and provide comments and suggestions. The teacher provides answers to students' questions and records the feedback from students. During the fourth meeting, the teacher forms discussion groups. Then, students, guided by the teacher, discuss general entrepreneurship materials using the electronic module. In these discussions, the teacher provides answers to students' questions and records the feedback from students.

The independent learning process using the electronic module produces several findings: (1) 75% of the students independently and thoroughly study the module; (2) 95% of the students are more open to make comments about the design and materials of the module e; (3) 80% of the students enjoy studying using the module; (4) 70% of the students relearn how to use the module; (5) 80% of the students report that they have never learned entrepreneurship subjects with an electronic module in the form of a combination of text and audio or video; (6) 90% of the students state that they prefer to learn entrepreneurship by using the electronic module instead of reading a printed module; and (7) 80% of the students are eager to discuss the contents of the module with peers. Based on these findings, it can be seen that in general, the process of learning with individualized learning model has been running well and fun, and encouraged students to study independently.

During the learning process, on the topic of entrepreneurship characteristics, conducted by using module 1, several findings are obtained. The findings are as follows: (1) 93% of the students state that each material on entrepreneurial spirit has been suitable with the elaboration of the topic; (2) 90% of the students state that the discussion of each topic is comprehensive, concise, and practical; (3) 90% of the students state that the arrangement of the module is in accordance with the requirement of a good module (general instructions, indicators, topics, learning activities, learning objectives, details of materials, sample questions, summary, questions, answer key, criteria of success, and bibliography); (4) 80% of the students state that the design of the electronic module is complete and concise, with easy to understand writing, clear voice dubbing, and examples of actions in accordance with the topic of the movie; (5) 50% of the students state that examples of actions in the movie for the topic of negotiation is too simple and communication among actors in the movie is less expressive; (6) 70% of the students state that the movie has completely represented each topic discussed; (7) 85% of students state that they begin to learn to apply the entrepreneurial spirit and manage themselves in everyday life. Based on these findings, it can be seen that in general that the arrangement of the module is in accordance with the requirement of a good module for individual learning and independent learning; the discussion of each topic is comprehensive, concise, and practical; the electronic module is complete and concise, with easy to understand writing, clear voice dubbing. In addition, the module has helped students to start trying to improve themselves by learning to apply the entrepreneurial spirit, learn to do self-management, and learn to be more independent in everyday life. These findings are in line with those of Lamsa *et al.* (2008) showing that entrepreneurship education can trigger changes in attitudes, especially among girls, in which they become more accountable to the community and have better morale. In addition, the core of entrepreneurship is imagination, creativity, novelty, and sensitivity to develop new products into the market (Buchholz *et al.*, 2005).

During the learning process on the topic of business management, conducted by using module 2, several findings are obtained. The findings are as follows: (1) 80% of the students state that the material on each topic have completely and clearly described the process of business management and represent all aspects of practical management of a business; (2) 85% of the students state that the elaboration of the material on each topic is detailed, concise, and clear; (3) 80% of the students state that the arrangement of the module is in accordance with the requirement of a good module (general instructions, indicators, topics, learning activities, learning objectives, details of materials, sample questions, summary, questions, answer key, criteria of success, and bibliography); (4) 85% of the students state that the design of the electronic module is complete and

concise, with easy to understand writing, clear voice dubbing, and examples of actions in accordance with the topic of the movie; (5) 40% of the students require a movie explaining breakeven and financial reports; (6) 80% of students require an entrepreneurial medium such as movies on how to manage the business as a whole; (6) 60% of the students seek to apply to manage simple business; and (7) 65% of students seek to manage a business in partnership with small-scale businesses.

Based on these findings, it can be seen that in general that the arrangement of the module is in accordance with the requirement of a good module for individual learning and independent learning; the discussion of each topic is comprehensive, concise, and practical; the electronic module is complete and concise, with easy to understand writing, clear voice dubbing. based on the findings, it can also be seen that in there are changes in students' attitudes, in which they are eager to learn how to manage business, to make new products, and to manage a business in partnership with small-scale businesses.

During the learning process to develop a business plan using module 3, several findings are obtained. The findings are as follows: (1) 85% of the students state that the materials have described the real practices of developing business plans; (2) 90% of the students state that the elaboration of the material on each topic is detailed, concise, and clear; (3) 90% of the students state that the arrangement of the module is in accordance with the requirement of a good module (general instructions, indicators, topics, learning activities, learning objectives, details of materials, sample questions, summary, questions, answer key, criteria of success, and bibliography); (4) 85% of the students state that the design of the electronic module is complete and concise, with easy to understand writing, clear voice dubbing, and examples of actions in accordance with the topic of the movie; (5) 35% of the students commented that there needs to be an example of movies on how employers submit a business plan; (5) 40% of the students have been able to prepare and realize a simple business plan they make; and (6) 60% of the students are willing to develop a business plan.

Based on these findings, it can be seen that in general that the arrangement of the module is in accordance with the requirement of a good module for individual learning and independent learning; the discussion of each topic is comprehensive, concise, and practical; the electronic module is complete and concise, with easy to understand writing, clear voice dubbing, and comprehensive materials on developing a business plan. Based on the findings, it can also be seen that in there are changes in students' attitudes, in which they have been able to develop a business plan and some even have executed their plans.

Based on the findings, we can now draw a conclusion that the electronic-based integrated module of entrepreneurship has generally been suitable to be used as a learning medium in entrepreneurship subjects in higher education. Module 1 on entrepreneurial spirit has received positive responses from students in terms of design and materials and it can provide changes in students' attitudes, such as students become more innovative, enthusiastic, and creative. Module 2 on managing the business has provided a lot of information to students about practical management of a business. Module 3 on developing business plans has been providing practical information to students on how to prepare a business plan and affects students in the form of growing their interest to begin to develop a simple business plan. Thus, it can be concluded that the electronic-based integrated module of entrepreneurship has been successful in providing practical information on entrepreneurship and has received positive responses from students.

IV. Discussion

The electronic-based integrated module on entrepreneurship is used as a medium of entrepreneurial learning for individual learning model. The students independently use the module. This learning concept is in line with the individual learning concept by Proctor *et al.* (1993) stating that an electronic-based individual learning is the one in the form of *electro-mechanical teaching machine*. The concept emphasizes students' skills to independently study the materials from the learning materials provided. As the follow-up, students are expected to do the accompanied exercises as to measure their mastery. Within this concept, teachers must not be dominant; they simply take part as facilitators.

The research findings suggest that the module is very beneficial as a learning source of entrepreneurship materials, with good design and comprehensive materials. The materials consist of three integrated parts, namely entrepreneurship metal, managing the business, and planning the business. This is supported by positive feedback from students stating that (1) the design of the module is very attractive, combining texts, sounds, and movies; and (2) comprehensive and concise materials. In addition, the module also allows students to make simple business plans, to look for business partners, and to manage business. Therefore, it can be concluded that the electronic-based integrated module of entrepreneurship is so much beneficial as a learning source for students learning entrepreneurship. This is in line with the argument by Noe *et al.* (2008) stating that education program using audio-visual media can change the attitudes of students and can enhance work awareness.

In learning using the electronic-based integrated module of entrepreneurship, teachers play such an important role as a motivator so their students are eager to study the module. Thus, suitable teaching skills as to

reveal ideas and feedback from students are necessary. Teachers are also required to have up-to-date knowledge of entrepreneurship. This is in line with the findings by Likoko *et al.* (2013) stating that competence tutors are the essence in developing quality teaching and learning.

V. Conclusion

The electronic-based integrated module of entrepreneurship used as a medium of entrepreneurial learning is suitable for individual learning model. Moreover, students give some positive feedback on the design of the module and the materials. The module brings changes in the attitudes of students, such as being more enthusiastic in practicing entrepreneurship materials and in developing business plans. The module is also more flexible, interesting, and can be studied at any time in accordance with the needs of the students.

Suggestions For Further Studies

In accordance with feedback and expectations of students using the module, a movie on how an entrepreneur manage and plan their business is necessary as to improve the quality of entrepreneurial learning and make it more real in both classical and individual learning context. Therefore, it is suggested that further studies include audio-visual media in the form of a real movie on how an entrepreneur manage and plan their business, as well as how they deal with challenges in business.

Knowledge: This article is developed based on research results; the title of the study is “Developing an Electronic-Based Integrated Module on Entrepreneurship”. The study is continuing to the second year in 2015. The study is funded by the higher education grant.

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