

# Stages in Compiling Integrated Entepreneurship Module Based on Electronic for University Students

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## Stages in Compiling Integrated Entrepreneurship Module Based on Electronic for University Students

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**Abstract:** This study was conducted for two years, the purposes of the first year research are: describing the situation naturally about the entrepreneurial learning in higher education, describes integrated electronic entrepreneurial competence expected by faculty and students, compiling drafted design of the integrated entrepreneurship based on electronic modules material. The steps for this research method are: 1) exploration step, description of the implementation of entrepreneurial learning in higher education, 2) analysis phase, the composition integrated entrepreneurship based on electronic modules that are expected of students and faculty, 3) drafting stage for integrated entrepreneurship based on electronic modules, 4) validation test for module with entrepreneurial and academics experts. Data was collected through interviewing the students who take a course in entrepreneurship has been completed. The research finding of this study is: 1) the first stage, it showed the results of interviews on entrepreneurial learning on students who 80%, they answered that entrepreneurial learning is done 70 % in theory and 30% practice of entrepreneurship, the study time is only one semester of 150 minutes per week, 2) the results of the send stage showed that 85% of students need entrepreneurial-based integrated electronic material that is easy to learn, complete material, the module can be studied independently, 3) the results of the third stage shown that the shape of the module material consist of: forming a entrepreneurship mental, business management and business plans, business development. The module design of each topic is shown film , dubbed material with sound, 4) validation test results indicate that the module has been worth to be applied to the entrepreneurial learning in higher education as a field test of the module.

**Keywords:** Module, Integrated Entrepreneurship, Stage, Electronic

### I. Introduction

#### A. Background

This electronic –based integrated entrepreneurship module is a computer application with the appearance of each material for each topic that is dubbed with voice and given an example of a movie according to the topic title. The module is useful for an entrepreneurship learning medium in universities that are more independent and can be studied without having to be accompanied by a lecturer.

Entrepreneurship education can improve entrepreneurship skill. Entrepreneurship education is a process of forming mental activity that should be trained in theory and practice to manage the business skill in theory and practice, as in accordance with the opinion of Lumsdaine, et al (2003), learning activity with the applicable resource materials and business practices can enhance learning and produce a business plan.

The preliminary study result about entrepreneurship learning in universities is that entrepreneurship course at the college is a special course for some courses as a mental developer for entrepreneurship and strive to realize as an entrepreneur. Results of preliminary studies in several universities, it obtained information that entrepreneurial learning time only one semester worth 2 credits or 2 X 75 minutes; material includes theoretical material that is very much a mental form of entrepreneurship, business management by implementing management strategies, and practice of business plan; practice of entrepreneurship activities conduct a comparative study on small business, small business and internships in entrepreneurial practice. The results obtained from the entrepreneurial classes have formed an entrepreneurial integrated module that has ISBN 979495013-0, by Ninik Sudarwati. This entrepreneurship module is the study result of Research & Development and used for learning medium to develop a business plan (Sudarwati, et al, 2014). The module used resource materials for students of economics education in STKIP PGRI Jombang and still need much time to give explanation and guidance for each material by the course lecturer.

The main problem is the limited time for entrepreneurial learning that is just 150 minutes per week in mental shape as an entrepreneur. The process of forming a mental entrepreneurial process requires considerable time and limitations of modeling a real example of a successful entrepreneur. Time constraints in implementing the practice of entrepreneurship should be cope up with implementing management strategies.

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Based on this background, it is necessary to study the development of entrepreneurship module-based integrated electronic modules, writing material with the look and sound material, accompanied by examples of films. This study was done for two years. In this article, the results of the first year of research with the aim of research and development on developing electronic-based entrepreneurship modules, including: an overview describing the situation of the charged nature of entrepreneurial learning implementation, describing the normative situation of entrepreneurship competence that is expected by faculty and students, the design of the material drafted entrepreneurship module integrated based electronics.

## **B. Literature**

### **Entrepreneurship Material Applied in University**

Definition of entrepreneurship education and training according to Isaacs, E. S., & Visser, K. (2007) explains that the education and training of entrepreneurship education entrepreneurship can be defined as a goal to change the pattern of student life into entrepreneurial behavior and possess the skills to face the challenges in the business world. In accordance with the results of the research by Lamsa, et al. (2008) that students who take business education has become an established attitude of responsibility, entrepreneurial spirit, cooperation priority for schools, prioritizing customers, producing quality goods, comply with the rules, working to improve the welfare of employees.

While the entrepreneurial material according to Kee Rodriques J and M (2007), argues that entrepreneurship curriculum involves business skills and develop entrepreneurial behavior. With the composition of entrepreneurial training curriculum that combines entrepreneurship skills and business as follow: such as: 1) business skills: marketing and product design, market research, investment skills, human management; 2) entrepreneurial traits: opportunity recognition, idea generation/creativity, risk taking, and critical thinking.

Furthermore, the methods they use in lesson plans by way of completing a task or project groups in a simulated business situations (Kee & Rodrique, 2007).

In general entrepreneurship curriculum includes business skills and entrepreneurial traits, the two materials can not be separated to create behaviors and attitudes to entrepreneurship as well as creating the courage to actualize the practice of entrepreneurship significantly with the calculation as a businessman. Learning entrepreneurship provides enhanced expertise in specific work skills, increase financial revenue; improve self courage for entrepreneurship (Jehanzeb, 2013).

## **II. Research and Development Method**

### **Development Model**

Research and development education is a process used to develop and validate educational products (Borg & Gall, 1989). In this study, the model used is the development of test, measurement and the success rate further generalize the results of the development. This study was conducted over two years: (a) the first year held in 2014 with the focus of study for preparing the product; and (b) the second was held in 2015 with the focus of study conduct limited testing and extensive trials, subsequently published. The research presented in this article is aimed at first-year research limited, which is preparing product validation and testing done by academic experts.

### **Development Procedure**

Research is the developments of research carried out by following a set of procedures that have been arranged in a systematic pattern develop products based on the needs of potential users. As in this study, the development procedure consists of three phases, namely the first stage, second stage and third stage.

**The first stage** is filled with exploratory activities in the field of entrepreneurial learning implementation in higher education. The results of the first stage is a description of the activities of entrepreneurial competencies needed by the community, and students interested in entrepreneurial learning expected by faculty and students.

**The second stage** is problem diagnosis activities required entrepreneurial community phenomenon with the expected method entrepreneurial learning by faculty and students. The second phase of activity is discussing with the group collaboration between employers, students, and faculty. Then, develop a prototype recommendation design for electronic-based integrated entrepreneurship module in accordance with the needs of teachers and students. The results of the second phase of activity are electronic-based integrated entrepreneurship module for students (Sudarwati, et al, 2014).

The **third stage** is done by drafting electronic-based integrated entrepreneurship module. The first activity is compiling electronic-based integrated entrepreneurship module by means of discussions with academics, entrepreneurs, film technicians, computer technicians and students. The second activity, test validation module products based integrated electronic entrepreneurship with entrepreneurial faculty academic experts. The results of the third phase of the activity of entrepreneurship module contain electronic-based training materials that have been carried out validation test. (Sudarwati, et al, 2014).

### **III. Research Subjects and Places**

Exploration activities and the learning is done by interviewing faculty and staffs of Economic Education STKIP PGRI Jombang that consist of 60 students. In addition, it was also conducted interviews with 10 Economic lecturers from Studies Program STKIP PGRI Jombang and 10 entrepreneurs in Jombang region.

#### **Analysis of the first year research technique**

The data analysis technique used in this study is two kinds. First, data collection was done by using a discussion with the group collaboration among students, entrepreneurship faculty, and entrepreneurs. Second, the feasibility of the module is done with collaboration with the group discussion techniques and validation test with entrepreneurship faculty (academic) and students.

### **IV. Results And Discussion**

#### **Exploration Stage Results**

Preliminary study on entrepreneurial learning in the Economic Studies Program at STKIP PGRI Jombang showed that the implementation of entrepreneurial learning for 4 credits have been applied in the Economic Studies Program at STKIP PGRI Jombang, and 80% of students answering that entrepreneurial learning method was 70% conducted in theory and 30% in practice. The lecturing material about entrepreneurship mental, business management with some aspects of management, as well as develop a business plan.

For delivery the material to form an entrepreneurial mental, learning method used is lectures, discussions, comparative study in small businesses on how to manage a business, develop a business plan exercises, and practice of entrepreneurship as "degree of entrepreneurship" that produce food and marketed. In accordance with the Desplaces , et al (2007) hypothesis that students learn fundamental business would be to have a high morale of the students are not learning the business.

For the delivery of managing the business content, it takes 5 lecture meeting. Each of these topics are for 1 (one) meeting with the details: (1) create and explore ideas of new products, (2) management of production, (3) marketing management, (4) financial management, and (5) trading analysis and break-even point (BEP). Learning continued to develop a business plan. This material is then used as an individual final project, which is preparing a business plan with the types of businesses that match your interests and skills of students.

Meanwhile, the results of an exploratory study shows that the design of integrated electronic-based entrepreneurship modules needed by the students, among others, (1) an integrated entrepreneurial learning module is easy to learn; (2) the material contains entrepreneurial businesses how to manage and develop the business in full; (3) the material should be practical and comprehensive entrepreneurship; and (4) display the movie depicts the real problems faced by an entrepreneur. And there are findings, 75% of women students need more entrepreneurship modules, it is according to Ismail, et al. (2010) stated that students respond more positively to female entrepreneurship module of the response of the male, with the consideration of more flexible time, work hours and organize tasks other activities.

While the design of electronic-based integrated entrepreneurship module that is expected of teachers are: (1) the material contains mental entrepreneurial entrepreneurship, business management, and business development; (2) the material is easy to understand entrepreneurship; (3) the display module is designed as a combination of audio-visual; (4) the contents of the film manage a successful business.

#### **Result of Analysis Phase Gap**

Diagnosis of activities carried out by joint discussions between employers, students, and faculty. Material discussed included: (1) entrepreneurial learning by using the e-module with an attractive appearance; (2) materials entrepreneurship module contains material mental form of entrepreneurship, business management, and business plan; and (3) viewing of e-entrepreneurship modules containing text material in the module with voice-dubbing and for each topic are given examples of the film.

Meanwhile, a description of the arrangement of the modules which are expected by students and faculty in accordance with the demands of society and the business world, such as: (1) the material of entrepreneurship module contains material mental form of entrepreneurship, business management, and business plan and business development; (2) the display of e-entrepreneurship modules containing text material in the

module with voice-dubbing and for each topic are given examples of short films; and (3) display each film depicts a topic to try and work and success.

### **Developing Product Stage**

The material and design electronic-based integrated entrepreneurship module is the result of information from the analysis of the gap between public expectations about entrepreneurship module-based integrated electronics in college. Group collaboration between researchers, students, and faculty entrepreneurship jointly designing the composition of the material and design of electronic modules based entrepreneurship. The result of the collaboration discussion resulted in the composition of the material and the design of integrated electronic-based entrepreneurship modules.

**The module content** is Chapter 1 about the Form of Mental Effort material that contains five topics. Chapter 1 contents module is described below.

Topic 1: entrepreneurship characteristics. The film include: (1) morale; (2) creative and innovative; and (3) future orientation. Topic 2: Entrepreneurs as Leaders. This film includes: (1) self-confident, with a movie display creativity work; (2) the ability of self, with a movie display a selection of work; (3) physical health, with the look of the film to work diligently; (4) sympathy / fun, with the look of the film works well; and (5) set the time, the businessman movie appearance to schedule completion of work. Topic 3: Risk Taking and Decision Making. The design of this topic: (1) all text in the audio-dubbing; and (2) examples of the risks and make decisions, such as movie viewing activities add equipment and hard-working. Topic 4: Innovative and Creative. The design of this topic: (1) all text in the audio-dubbing; and (2) examples of innovation and creativity, in the form of films display a variety of products. Topic 5: Negotiation. The design of this topic: (1) all text in the audio-dubbing; and (2) examples of negotiations, with the look of the film offers a product.

**The module content** is Chapter 2 about Managing Enterprises material that contains five topics. Chapter 2 contents modules described below.

Topic 1: Determine New Product and Production Planning. The design of this topic: (1) all text in the audio-dubbing; and the film received stitches services. Topic 2: Marketing and Sales Plan. The design of this topic: (1) all text in the audio-dubbing; and (2) serve consumers view movies on demand and movie promotional products. Topic 3: Break Even Point / break-even point. The design of this topic: (1) all text in the audio-dubbing; and (2) there was no look of the film. Topic 4: Preparing Financial Statements. The design of this topic: (1) all text in the audio-dubbing; and (2) there was no look of the film. Topic 5: Human Resource Management. The design of this topic: (1) all text in the audio-dubbing; and (2) display movies prospective workers applying for work with the employment criteria and tested working (Sudarwati, 2014; Sudarwati, 2012)

**The module content** of Chapter 3 is about the material on Developing Business Plans and Business Develop. Contents Chapter 3 modules described as follows.

Topic 1: Business Plan. The design of this topic: (1) all text in the audio-dubbing; and the look of the film an entrepreneur develop a business plan. Topic 2: Business Development. The design of this topic: (1) all text in the audio-dubbing; and (2) films display an entrepreneur is developing a business.

The exposure is a picture-based integrated electronic entrepreneurship module in which the module which is a self-learning by applying theory and practice. Of exposure, it is known that entrepreneurial learning has been done by combining theory with practice. In accordance with the opinion of Dodescu, et al (2009) teaching method entrepreneurial action learning is done by creating an integrated learning between theory and practice.

### **Expert Validation Test**

Test validation is performed to the two experts, namely to Prof. Dr. Bambang Suratman and to Prof. Dr. Bambang Banu Siswoyo. Here are the details.

Test validation with Prof. Dr. Bambang Suratman, professor of Economics Educational Studies Program, Faculty of Economics, State University of Surabaya in Indonesia, competent in the field of economic education, provide some input. First, the material is quite complete because it consists of the entrepreneurial spirit and business management skills. Secondly, the look of the film on Chapter 1 and Chapter II has quite clear explanation.

Meanwhile, test results of the validation test with Prof. Dr. Bambang Banu Siswoyo, professor of Economics Faculty of Management Studies, State University of Malang in Indonesia, competent in the field of management science, providing some input. First, an example of the film look in Chapter 1 topic 3 posts kind of activity should be increased in accordance with the title. Secondly, examples of each view movies with audio explanations should be given in accordance with the topic title (Sudarwati, et al, 2014).

## V. Discussion on Product Structure

The findings during the excavation process of entrepreneurial learning in higher education, obtained information such as: 1) the lecturer have active participation in delivering learning materials; 2) the implementation of teaching methods such as lecturing, group discussions, a comparative study on small businesses, frequently asked questions, entrepreneurship; 3) instructional materials used is in the form of entrepreneurship books; and 4) students learn actively to produce and market the product.

The findings for the analysis of the gap between the expectations of students and faculty as well as the society about this electronic-based integrated entrepreneurship module are: 1) students need a module that is easy to learn and complete, and interesting; 2) lecturers require complete modules that presented with film that shown with real look of a businessman working attitude; and 3) the community and employers require a module that can shape the behavior of students to be ready to work and manage the business.

Product in the form of electronic-based integrated entrepreneurship module is the agreement with the group collaboration among students, faculty, researchers and entrepreneurs which are as follows, is shown on youtube entitled " Modul Kewirausahaan Terpadu Bab I" ; "Modul Kewirausahaan terpadu Bab II"; "Modul Kewirausahaan Terpadu Bab III", with the following explanation.

First, the module consists of three materials. The material consists of integrated entrepreneurial Chapter I, which is building the entrepreneurial spirit, which include: (1) the characteristics of entrepreneurship, (2) self-employment as a leader, (3) decision making and risk taking, (4) creativity, and (5) establish cooperation with negotiation skills . Such materials is in accordance with the opinion of CREA (2010) which states that the material covering the entrepreneurial spirit of the work, creativity to develop business, how to start a business, managing a business in a simple, and marketing. Chapter II material, which is managing the business, which includes: (1) determining and planning the production of new products, (2) marketing and sales planning, (3) Break Even Point / break-even point, (4) the financial statements, and (5) resource management human. Chapter III is the material practice of business plan and develops the business. Broadly speaking the material covering mental entrepreneurial entrepreneurship and manage simple business. This is in accordance with the opinion of Buchholz, et al (2005) which states that the essence of entrepreneurship is the imagination, creativity, and sensitivity to develop new products or new services consumers need.

Secondly, the design of the modules that have been agreed upon by the group collaboration among students, faculty, researchers, and entrepreneurs entrepreneurship is a mental construct, manage a business, develop a business plan, and develop the business. This is in accordance with the opinion of Lumsdaine (2003) that the material with the material mental entrepreneurship and entrepreneurial skills to manage the business of learning in theory and practice will make students able to develop a business plan.

The results of the validation test of the products by practitioners and academics shows that there is some form of additional revisions look of the film. However, in general, the module has been declared fit and can continue to be tested and to be applied in the entrepreneurial course in universities. It is suggested that the words "Bab I, Bab II, Bab III" is revised to be " Modul I, the theme: Membangun mental Kewirausahaan; Module II, theme: Mengelola Usaha; Module III, theme: Menyusun rencana Usaha dan pengembangan Usaha". Module I have been able to be registered because it has been properly used as an entrepreneurship learning material and module is separated with module II and module III.

## Closing

## VI. Conclusion

In the first year research development, there are four stages, namely the exploration stage, the gap analysis phase, set the stage entrepreneurship module-based electronics, and test validation. Generally, the material integrated entrepreneurship module consists of three chapters, namely Chapter 1: Establishing Entrepreneurship Mental; Chapter 2, Managing Enterprises; and Chapter 3, Preparing Business Plan and Develop Business. Electronic-based entrepreneurship module design is characterized by :( 1) material dubbed with the voice, and (2) each topic is added to the film.

## Advice and Follow-Up Research

Professors should be more expert on the content of the entrepreneurship module integrated material. This is due to the high quality of faculty is needed to guide students to learn more intensively (Likoko, 2013), if there are students who still lack an understanding of the module.

This study is still limited on the preparation of products in the form of electronic-based integrated entrepreneurship module and product revision was done after the limited trials and extensive testing. The follow-up study for the second year in 2015 with a limited pilot study activities are and extensive trials and should be done by measuring the level of effectiveness of the product held as teaching materials in entrepreneurial learning and can be used in a wide range.

### Knowledge

The abstract of this article stated in proceeding "The 2nd International Conference on Business and Economics 2014 – Entrepreneurship and Creative Economy in Global Competitiveness" ISBN 977208640400, on 22-23 October 2014, in Padang, West Sumatra, Indonesia.

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