

# Improving Spirit of Entrepreneur Practice of Student Through Learning With Electronic-Based Module of Entrepreneurship

*by* Ninik Sudarwati

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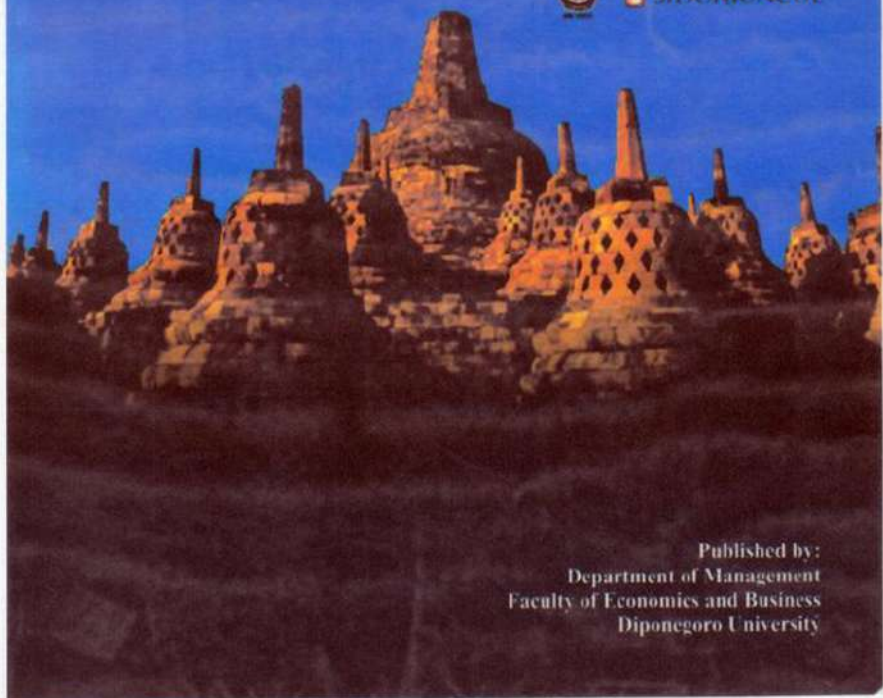
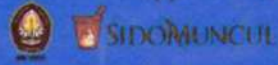
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# Proceedings



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## PROGRAM

| DATE                | HOUR        | PROGRAM                                    |
|---------------------|-------------|--|
| Thursday, August 13 | 07.30-15.00 | Registration                               |
|                     | 08.40-08.45 | Welcoming Address by the dean of FEB UNDIP |
|                     | 08.45-09.45 | Keynote speech I by Prof Thomas Chemmanur  |
|                     | 09.45-10.00 | Coffee Break                               |
|                     | 10.00-12.00 | Concurrent Sessions I                      |
|                     | 12.00-13.00 | Lunch                                      |
|                     | 13.00-14.00 | Keynote speech II by Prof. Jamie Davidson  |
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**Improving Spirit of Entrepreneur Practice of Student Through  
Learning  
With Electronic-Based Module of Entrepreneurship**

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**Abstract**

Preliminary studies show that students see the entrepreneurship learning textbooks as boring, and they require such quiet place and enough time to learn. This causes students to expect for a more interesting and challenging electronic-based module of entrepreneurship. The purpose of this study is to promote the entrepreneurship spirit of students by using electronic-based integrated module of entrepreneurship. The study employs experimental design. Measurement on the changes of the entrepreneurship spirit of students is carried out through pre-test and post-test, a quasi-experimental method, and One Group Pre-test Post-test Design. The experimental group consists of 43 students of economics education at Muhammadiyah University Surabaya, STKIP PGRI Jombang, PGRI Nusantara University in Kediri, and STKIP PGRI Pasuruan. Data is collected using questionnaires and observations related to entrepreneurship practices; measurement is done using a Likert scale. The results show an increase in the entrepreneurship spirit after learning using electronic-based integrated module of entrepreneurship in the form of business partnership with small-scale business. Quantitatively, 80% of the students master the materials, experience a change in attitude as to be more eager to work, to manage the business, and to make business plans.

Keywords: integrated entrepreneurship, learning, module, electronic

**INTRODUCTION**

The electronic-based integrated module of entrepreneurship can help to grow the spirit of entrepreneurship. The results of the study show changes in attitudes as students become more enthusiastic in doing entrepreneurial activities, such as collaborating with small-scale business. The learning experiment of students in entrepreneurship using electronic-based integrated module of entrepreneurship brings some significant impact. Based on the results of interviews with students, these impacts include an increase in attempts to seek business opportunities, to manage the business, and to learn to prepare a business plan. The results also show an increase in the total score of the spirit of

entrepreneurship. The results of statistical tests with different test techniques (t-test) show differences in the spirit of entrepreneurship before and after using the electronic-based integrated module of entrepreneurship (an increase in the score). The results of interviews with students show that students are more creative, more optimistic, and confident, they seek business opportunities, they are more eager to learn to manage business; and they learn to prepare a business plan. High entrepreneurial character is indispensable as the capital of independent living as well as of working, in organizations. Individual performance or success refers to (1) the ability of the individual to do work; (2) the level of effort devoted; and (3) the organization support (Mathis et al., 2004). In the world of work, success as an employee requires the ability, motivation, intelligence, conscientiousness, and ability in taking risk (Mathis et A, 2004).

Entrepreneurship prioritizes concrete steps of creativity, novelty, and sensitivity needed in developing a new product or service that will affect competition in the market (Buchholz et A, 2005). Indonesia has conducted a national entrepreneurship movement since 2012 into the formal, non-formal, and informal education. Entrepreneurship education in formal institutions focuses more on vocational schools and universities as entrepreneurship is included in the curriculum. Formal education goal is to focus on skills to create skilled and independent work force. In its application, entrepreneurship education will encourage pupils to be able to start, identify, and open a business and survive the challenges of entrepreneurship. In the end, it is to produce work force with creative, responsible, disciplined, innovative character, which consistently able to contribute to solving the problem of Indonesian human resources. In general, entrepreneurship education will change the attitude and mindset of students from job seeker into job creator. The problem is that many businesspersons are bankrupt, are unable to compete, have less innovation, and are less resilient in facing challenges of business competition. It is due to lack of early entrepreneurial character shaping.

Effective entrepreneurship education can accelerate the start of entrepreneurship (Lee et al, 2005). Entrepreneurship in higher education curriculum is manifested in entrepreneurship course. Entrepreneurship learning in universities takes various learning models and methods adapted to the characteristics of students, learning tools, learning time, teaching staff, the cost of

teaming, teaching materials, and other facilities that support entrepreneurship learning. Results of preliminary studies on the implementation of entrepreneurship learning at four private universities in East Java, Indonesia, show the following results (1) 85% of students state that they are not confident in entrepreneurship because they lack of specific skills as business capital; (2) 80% of the students state that entrepreneurship learning process is simply theoretical learning using printed textbooks; (3) 85% of students take the entrepreneurship course only as required by their major, and 70% of students state that they are less enthusiastic in promoting creativity and innovation in entrepreneurship activities; (4) 70% of students state that classroom activities involve lecturing, discussions, and assignments.

In general, the results of preliminary studies reveal that classroom activities involve lecturing, discussions, and assignments making students to experience burnout. This happens because students (1) are lack of chances to execute real ideas and creativity; (2) are unwilling to take risks and not able to get involved into business; (3) are not able to focus on results on producing real products or services; (4) simply aim to get a good score; (5) have not been able to conduct business negotiations and are less able to manage time well, as well as lack of cooperation between groups (leadership factor); (6) do not use time well as to be more productive and creative; and (7) are still less independent in using their time for training of skills (attitude).

Based on this background, this study aims to promote the spirit of entrepreneurship practices by using an electronic-based integrated module of entrepreneurship. The study aims to provide an insight into the entrepreneurship learning using electronic-based integrated module of entrepreneurship to improve skills so that students become more creative and applicative in entrepreneurship activities.

This study helps students to apply theories learned in entrepreneurship courses. Entrepreneurship learning experiments are conducted using the electronic-based integrated module of entrepreneurship in groups. Teachers act as a facilitator and motivator for students to learn using the module.

#### **RESEARCH METHOD**

This study is experimental on a single object with quantitative statistical



approach using different test or t-test to measure the effectiveness of the experiment.

This study aims to determine differences in the spirit of entrepreneurship before and after learning using the electronic-based integrated module of entrepreneurship. The research involves 43 students of economics education in STKIP PGRI Jombang, PGRI Nusantara University Kediri, STKIP PGRI Pasuruan, and Muhammadiyah University Surabaya. The variable in this study is the spirit of entrepreneurship before learning using electronic-based integrated module of entrepreneurship ( $X_1$ ) and learning using electronic-based integrated module of entrepreneurship ( $X_2$ ). The hypothesis is as follows:

$H_0$  = there is no difference in the spirit of entrepreneurship before and after learning using electronic-based integrated module of entrepreneurship;

$H_a$  = there is a difference in the spirit of entrepreneurship before and after learning using electronic-based integrated module of entrepreneurship.

The variables in this study include (1) the spirit of entrepreneurship before learning using electronic-based integrated module of entrepreneurship ( $X_1$ ) and (2) the spirit of entrepreneurship after learning using electronic-based integrated module of entrepreneurship ( $X_2$ ). Indicators of the entrepreneurial spirit are (1) learning to work, learning to manage themselves, learning to be creative and hard work; (2) learning to manage the business and teaming to do business and seek business partners; and (3) learning to develop a business plan.

In the trials, researchers act as lecturer models. Teaching is done by implementing individual learning model, in which students learn using the module independently and teacher acts as a facilitator. Learning takes place during four meetings, and each meeting lasts for 150 minutes, and students study the module on every meeting. The research involves 43 students of economics education, in which 3 students are from Muhammadiyah University Surabaya, 10 students are from PGRI Nusantara University Kediri, 10 students are from STKIP PGRI Pasuruan, and 20 students are from STKIP PGRI Jombang. In class, the teacher plays role in presenting introduction, accompanying students during the learning process, and collecting comments and suggestions on learning using the module. The research procedures areas follows:

- 1) The teacher introduces the module and the main content of the module.
- 2) The teacher presents general materials on entrepreneurship spirit, business management, and business planning in brief through lecturing.
- 3) The teacher distributes and explains the questionnaire used to measure

attitudes and entrepreneurship spirit as used in pre-test.

- 4) The teacher presents the entrepreneurship materials in detail by playing the module.
- 5) Students learn the module.
- 6) The teacher asks students to fill in the questionnaire and conducts interviews with students through individual and in-group discussion.
- 7) Students to fill in the questionnaire and provide feedback on the module (related to design, language, content, and changes in attitude).
- 8) In general, the procedure aims at collecting feedback from students on the design and materials or content of the module and on how the module changes the attitude of students toward entrepreneurship learning.

To collect data in this study, some methods are used. First, the researchers act as a teacher to make observations and take a close look on differences in entrepreneurship skills of students before and after using the module. Second, the researchers distribute questionnaires to the respondents to obtain data on the differences in the spirit of entrepreneurship before and after learning using the module. Third, the researchers use documentation to take internal data of respondents. The measurement uses the Likert scale, with four (4) (alternative 4, score = 4; alternative 3, score = 3; alternative 2, score = 2; and alternative 1, score = 1). Score of 4 refers to Strongly Agree, 3 refers to Agree, 2 refers to Disagree, and 1 refers to Strongly Disagree, never, and negative.

Data is analyzed using the average differences using two-sample t-test for large sample interconnected to one another, with the following formula:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

(Montgomery, 2001)

Note:

$SE_{M_1 - M_2}$  = Standard error mean difference of sample I dan sample H

$M_1 - M_2$  = Differences on mean average before treatment (X1) and after treatment (X2)

Hypothesis testing is done by comparing the results of t-test by looking at t-calculation and t-table, by considering the degree of freedom (df) of N (43)-1 or 42; the t-table is 2.018 at significance level of 0.05.

#### RESEARCH FINDINGS

The entrepreneurship learning in general during the study includes the



following activities: (1) learning preparation including preparing lesson plans and media and (2) learning activities including applying a self-learning module. Observation of changes in the spirit of entrepreneurship is carried out during learning activities using the module and after completion of learning.

Learning is done in the form of individual learning, which lasts for four meetings. At the beginning of each meeting, the teacher provides information about the general objectives of entrepreneurship learning by using the electronic-based integrated module of entrepreneurship and measures of self-learning activities. In the first meeting, the teacher informs students about characteristics of the electronic module and ways of learning it and conducts pre-test. The activities continued with the delivery of general introductory materials about entrepreneurship mental, in the form of the basic concept of entrepreneurship characteristics. Furthermore, students learn Module 1 on building entrepreneurship spirit, and the teacher assists them in learning. In the second meeting, the teacher informs general materials about managing business and all aspects of management, then students study Module 2 on managing business and give feedback on the module. In the third meeting, the teacher delivers the common concept of a business plan, then students study Module 3 on business plan and students provide comments and suggestions. In the fourth meeting, posttest is conducted and discussion with students after learning using the electronic module is done as to get feedback to improve the module.

In the pre-test questionnaire, students have to answer 14 questions based on research indicators, namely the suitability of the design of the electronic module and the entrepreneurship spirit. Results of the analysis of the questionnaire can be found in Appendix 1. In the post-test questionnaire, after using the module, students have to answer 14 questions based on research indicators, namely the suitability of the design of the electronic module and changes in the entrepreneurship spirit. Results of the analysis of the questionnaire can be found in Appendix 2.

The results on measurement of attitudes towards the module reveal that the module is suitable for independent learning. As many as 80% of the students state that the module has clear language, which means that the language is in accordance with the requirement of good module. As many as 85% of the students state that the electronic module design is very good, which means that the electronic module is in accordance with the requirement of good module which consists of learning objectives, materials, practices, answer keys, criteria for

measuring success. The details are below.

Table 1. Percentage of Module Assessment

| Score | Language | Design |
|-------|----------|--------|
| 1     | 5%       | 2%     |
| 2     | 5%       | 6%     |
| 3     | 10%      | 17%    |
| 4     | 80%      | 85%    |
| Total | 100 %    | 100%   |

Data processing starts with data collection. The results of statistical analysis using t-test for two interconnected samples are processed using SPSS16.0 for Windows using the complete paired sample T-test. The results are as follows:

*Paired Samples Statistics*

|               |        | Mean  | N  | Std. Deviation | Std. Error Mean |
|---------------|--------|-------|----|----------------|-----------------|
| <i>Pair 1</i> | Before | 40.35 | 43 | 2.409          | .367            |
|               | after  | 42.40 | 43 | 2.451          | .374            |

The table on paired samples statistic provides the summary for both samples. The average score for the entrepreneurship spirit before using the module is 40.35, and Am using the module is 42.40.

**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 | Before | -     | 3.380 | .515 | -3.087 | -1.006 | -     | 42 | .000 |
|        | after  | 2.047 |       |      |        |        | 3.970 |    |      |

The results of the analysis on the table show an average of -2.047 (from 40.35 subtracted by 42.40 or the average score for the entrepreneurship spirit before and After using the module). The standard deviation is 3.380 and t-calculation is  $-3.970 < t\text{-table of } 2.018$ . Probability or significance value (2-tailed) is  $0.00 < 0.05$ . Thus, **Ho is rejected and Ho is accepted, or there is a difference in the entrepreneurship spirit before and after using the module.**

Thus, the highest score for the entrepreneurship spirit after using the entrepreneurship module is 47 and the lowest score is 38. Meanwhile the highest score for the entrepreneurship spirit before using the entrepreneurship module is 45 and the lowest score is 35. The results of statistical analysis show that the average entrepreneurial spirit before using the entrepreneurship module is 40.35 and after using the entrepreneurship module a 42.40. Thus, there is an increase in the entrepreneurship spirit of students after using the module (from Module 1 on entrepreneurship mental, Module 2 on managing the business, and Module 3 on making business plans). The hypothesis testing results indicate a difference in the spirit of entrepreneurship before and after learning using the electronic module.

#### DISCUSSION

Learning using an electronic-based integrated module of entrepreneurship can be one way to promote the spirit of entrepreneurship. The results show that as many as 80% of the students state that the module has clear language, which means that the language is in accordance with the requirement of good module; as many as 85% of the students state that the electronic module design is very good, which means that the electronic module is in accordance with the requirement of good module which consists of learning objectives, materials, practices, answer keys, criteria for measuring success; and as many as 85% of the students state that the electronic module design is very good, which means that the electronic module is in accordance with the requirement of good module which consists of learning objectives, materials, practices, answer keys, criteria for measuring success. Learning using the module is set to take the form of individualized learning model, in which students are more active, independent, and more flexible in learning. In accordance with the concept of individualized

learning (Proctor et al., 1993), teaching in the form of electro-mechanical teaching machine emphasizes learners' skills so students can be independent, and they are required to answer questions as to measure the level of mastery; in this case, the lecturer does not dominate learning, but simply acts as facilitator. Learning using the an electronic-based integrated module of entrepreneurship has been able to provide knowledge and information as well as learning materials for students to master the science of entrepreneurship. This model is in contrast with the model of cooperative learning (Slavin, 2009), which emphasizes cooperation characterized by interaction, positive interdependence, responsibility, mutual communication in learning activities with different learning types and techniques.

The material includes entrepreneurship mental, business management and business planning, work ethics, creativity to develop business, how to start a business, as well as managing and marketing simple business, in accordance with the article by Crea (2010). Entrepreneurship learning activities range from learning the theory, producing, managing, marketing, as to grow independence, maturity, meticulousness, and sensitivity in starting a business and to be able to communicate with the community (Lamsa, 2008).

The application of entrepreneurship learning using the electronic-based integrated module has helped to increase the entrepreneurship spirit with an average difference of -2.047 and clarified by the results of alternative hypothesis testing (Ha), with differences in the entrepreneurship spirit before and after learning using the electronic-based integrated module. The characteristics of a successful entrepreneur profile include the ability to be responsible, the willingness to take risks by calculating the ratio, the ability to believe in oneself to be successful, the desire to get fast feedback, the high-energy, the future-oriented perspective & the skills to organize, the ability to prioritize achievement rather than money, the high commitment, the tolerance to ambiguity, the flexibility, and the persistence (Zimmerer et al., 2008).

Teachers have a very important role in directing learning and in acting as a motivator in accordance with the purpose of learning, which is to improve student achievement, in line with the research by Likoko et al (2013) the quality of teachers is very important to convey the values, skills, knowledge, and attitudes. Thus, teachers still play a role as a motivator in the process of entrepreneurship learning using modules, so that students can be active and eager to learn entrepreneurship independently.

Learning entrepreneurship provides enhanced expertise in specific work skills, increased financial revenue, and improve self-confidence (Jehanzeb, 2013). By using the electronic-based integrated module, 80% of the students claim to be excited to work, to practice how to manage the business and to make business plans. In general, entrepreneurship learning using the electronic-based integrated module can boost the spirit and practice of entrepreneurship.

### CONCLUSIONS

Statistical analysis shows differences in the entrepreneurial spirit of students before and after learning using the module. This is evidenced by the probability value ( $p$ ) < significant level ( $\alpha$ ) and  $t$  calculation <  $t$ -table, in which  $0.00 < 0.05$  and  $(-3.970) < (2.018)$ .

The average score of the entrepreneurial spirit of students before using the module is 40.35, while the average score of the entrepreneurial spirit of students after using the module is 42.40 thus, there is an increase from before and after learning (-2.05). This suggests that learning using the electronic-based integrated module of entrepreneurship can boost the entrepreneurial spirit of students. Thus, the electronic-based integrated module of entrepreneurship is a more practical electronic learning medium because the entrepreneurship materials are more complete, flexible, and more suitable with the business world in order to promote the spirit of entrepreneurship.

### SUGGESTIONS

Promoting the spirit of entrepreneurship through an electronic-based integrated module of entrepreneurship has been proven to be more time saving, with more complete and factual materials. Teachers are advised to set fun and motivating atmosphere according to the level of real business problems. Students are suggested to use the module seriously and to be open to learning difficulties. To complete the module, movies on entrepreneurs or business challenges, on how to manage the business, and how to make real business plans as well as are needed. Learning using the module emphasizes discipline and seriousness. Sustainable, open, and harmonious cooperation between teachers and students in using the module as to form discipline and effective learning is also indispensable.

**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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Appendix 1

| No. | Student's Initial | Words | Uses of Letters | Level of Difficulty | Message | Changes in Attitude |          |          |          |          | Changes in Attitude Module 3 | Conclusion Related to Attitudes | Final Score |    |    |    |
|-----|-------------------|-------|-----------------|---------------------|---------|---------------------|----------|----------|----------|----------|------------------------------|---------------------------------|-------------|----|----|----|
|     |                   |       |                 |                     |         | Module 1            | Module 2 | Module 1 | Module 2 | Module 3 |                              |                                 |             |    |    |    |
| 1   | KL                | 3     | 2               | 3                   | 4       | 5                   | 6        | 7        | 8        | 9        | 10                           | 11                              | 12          | 13 | 14 | 40 |
| 2   | AZ                | 2     | 3               | 3                   | 2       | 3                   | 4        | 3        | 2        | 2        | 3                            | 4                               | 3           | 2  | 3  | 39 |
| 3   | MM                | 2     | 2               | 3                   | 2       | 3                   | 2        | 3        | 2        | 3        | 2                            | 3                               | 4           | 3  | 4  | 38 |
| 4   | LA                | 4     | 2               | 3                   | 2       | 3                   | 3        | 3        | 3        | 3        | 3                            | 4                               | 3           | 2  | 2  | 39 |
| 5   | BBS               | 3     | 3               | 2                   | 3       | 3                   | 3        | 2        | 2        | 3        | 4                            | 3                               | 3           | 4  | 2  | 40 |
| 6   | MU                | 4     | 3               | 4                   | 3       | 2                   | 3        | 2        | 3        | 2        | 3                            | 2                               | 3           | 4  | 4  | 42 |
| 7   | NM                | 2     | 3               | 3                   | 2       | 4                   | 3        | 4        | 2        | 3        | 4                            | 2                               | 4           | 2  | 3  | 41 |
| 8   | NL                | 4     | 2               | 2                   | 3       | 3                   | 4        | 3        | 3        | 3        | 2                            | 3                               | 2           | 2  | 4  | 40 |
| 9   | RA                | 3     | 4               | 4                   | 2       | 2                   | 2        | 2        | 4        | 3        | 2                            | 3                               | 4           | 3  | 3  | 41 |
| 10  | RU                | 2     | 3               | 3                   | 2       | 3                   | 3        | 3        | 2        | 4        | 4                            | 2                               | 4           | 3  | 2  | 43 |
| 11  | TU                | 3     | 4               | 3                   | 2       | 4                   | 3        | 2        | 4        | 2        | 3                            | 3                               | 3           | 4  | 3  | 41 |
| 12  | VNS               | 4     | 2               | 2                   | 3       | 2                   | 2        | 3        | 4        | 3        | 3                            | 4                               | 4           | 2  | 3  | 39 |
| 13  | BCL               | 2     | 3               | 3                   | 2       | 3                   | 3        | 2        | 3        | 4        | 2                            | 2                               | 4           | 2  | 4  | 40 |
| 14  | SA                | 2     | 4               | 2                   | 2       | 4                   | 3        | 3        | 2        | 3        | 3                            | 2                               | 3           | 4  | 3  | 43 |
| 15  | ZL                | 4     | 3               | 2                   | 3       | 3                   | 3        | 3        | 4        | 3        | 2                            | 4                               | 4           | 3  | 2  | 36 |
| 16  | TT                | 2     | 3               | 2                   | 3       | 2                   | 3        | 2        | 3        | 2        | 4                            | 2                               | 3           | 2  | 3  | 43 |
| 17  | AS                | 2     | 3               | 3                   | 3       | 3                   | 3        | 4        | 2        | 3        | 3                            | 2                               | 4           | 4  | 4  | 36 |
| 18  | BT                | 4     | 2               | 4                   | 2       | 3                   | 4        | 3        | 4        | 2        | 3                            | 4                               | 3           | 3  | 4  | 45 |
| 19  | KS                | 3     | 2               | 3                   | 2       | 3                   | 3        | 2        | 3        | 3        | 4                            | 3                               | 3           | 3  | 4  | 41 |
| 20  | ADP               | 4     | 3               | 2                   | 3       | 2                   | 3        | 3        | 4        | 2        | 3                            | 2                               | 3           | 4  | 3  | 41 |
| 21  | YFA               | 3     | 4               | 2                   | 3       | 2                   | 3        | 2        | 3        | 2        | 3                            | 2                               | 3           | 2  | 3  | 37 |
| 22  | AK                | 3     | 2               | 2                   | 2       | 3                   | 3        | 3        | 3        | 4        | 4                            | 3                               | 3           | 3  | 2  | 40 |
| 23  | ENS               | 2     | 3               | 4                   | 3       | 3                   | 2        | 2        | 4        | 3        | 2                            | 3                               | 4           | 3  | 4  | 42 |



Appendix 1 Continued

| No.     | Student's Initial | Words | Uses of Letters | Level of Difficulty | Message | Changes in Attitude Module 1 |   |   |   |   | Changes in Attitude Module 2 |   |   |   |    | Changes in Attitude Module 3 |       |    |    |   | Conclusion | Conclusion Related to Attitudes | Final Score |    |
|---------|-------------------|-------|-----------------|---------------------|---------|------------------------------|---|---|---|---|------------------------------|---|---|---|----|------------------------------|-------|----|----|---|------------|---------------------------------|-------------|----|
|         |                   |       |                 |                     |         | 1                            | 2 | 3 | 4 | 5 | 6                            | 7 | 8 | 9 | 10 | 11                           | 12    | 13 | 14 |   |            |                                 |             |    |
| 24      | HAF               | 4     | 2               | 3                   | 4       | 3                            | 2 | 3 | 2 | 3 | 2                            | 2 | 3 | 3 | 2  | 3                            | 2     | 3  | 3  | 2 | 3          | 3                               | 4           | 38 |
| 25      | DEA               | 3     | 3               | 2                   | 4       | 2                            | 3 | 3 | 4 | 2 | 3                            | 3 | 4 | 3 | 2  | 3                            | 2     | 3  | 2  | 3 | 2          | 4                               | 4           | 41 |
| 26      | RDA               | 2     | 3               | 2                   | 3       | 2                            | 3 | 2 | 3 | 2 | 3                            | 2 | 3 | 2 | 3  | 2                            | 3     | 2  | 3  | 2 | 3          | 2                               | 3           | 35 |
| 27      | KF                | 2     | 3               | 2                   | 4       | 2                            | 2 | 3 | 4 | 2 | 3                            | 4 | 3 | 4 | 2  | 3                            | 2     | 3  | 2  | 3 | 2          | 2                               | 2           | 38 |
| 28      | AR                | 3     | 3               | 2                   | 2       | 3                            | 3 | 3 | 3 | 4 | 2                            | 2 | 3 | 4 | 2  | 2                            | 2     | 2  | 2  | 2 | 2          | 3                               | 3           | 37 |
| 29      | AFG               | 2     | 2               | 3                   | 3       | 4                            | 2 | 4 | 2 | 3 | 3                            | 3 | 3 | 3 | 3  | 3                            | 3     | 3  | 3  | 3 | 3          | 4                               | 4           | 41 |
| 30      | ADR               | 2     | 4               | 3                   | 2       | 3                            | 4 | 3 | 3 | 3 | 3                            | 3 | 3 | 2 | 3  | 2                            | 3     | 2  | 4  | 4 | 4          | 3                               | 3           | 41 |
| 31      | STY               | 3     | 3               | 2                   | 3       | 3                            | 2 | 3 | 3 | 4 | 2                            | 2 | 3 | 4 | 2  | 2                            | 3     | 3  | 2  | 2 | 2          | 2                               | 2           | 37 |
| 32      | AS                | 2     | 3               | 4                   | 3       | 2                            | 3 | 2 | 3 | 2 | 4                            | 2 | 3 | 2 | 3  | 2                            | 3     | 2  | 3  | 3 | 3          | 4                               | 4           | 40 |
| 33      | DFG               | 3     | 2               | 2                   | 2       | 3                            | 4 | 3 | 3 | 4 | 2                            | 3 | 4 | 2 | 2  | 2                            | 2     | 2  | 3  | 3 | 2          | 2                               | 2           | 37 |
| 34      | HJK               | 2     | 4               | 3                   | 3       | 4                            | 3 | 2 | 2 | 2 | 2                            | 2 | 2 | 3 | 2  | 3                            | 2     | 3  | 2  | 3 | 2          | 3                               | 3           | 38 |
| 35      | LID               | 4     | 3               | 2                   | 3       | 2                            | 3 | 4 | 3 | 4 | 3                            | 4 | 3 | 4 | 4  | 2                            | 4     | 2  | 3  | 4 | 3          | 4                               | 4           | 44 |
| 36      | ART               | 3     | 4               | 3                   | 3       | 4                            | 2 | 3 | 4 | 2 | 3                            | 4 | 2 | 3 | 3  | 4                            | 2     | 3  | 4  | 2 | 2          | 3                               | 3           | 43 |
| 37      | AKJ               | 2     | 2               | 2                   | 2       | 3                            | 3 | 2 | 3 | 4 | 3                            | 3 | 4 | 3 | 3  | 4                            | 3     | 4  | 3  | 4 | 3          | 3                               | 3           | 39 |
| 38      | JK                | 3     | 3               | 4                   | 3       | 4                            | 3 | 3 | 2 | 3 | 2                            | 3 | 2 | 3 | 2  | 2                            | 4     | 2  | 4  | 2 | 2          | 2                               | 2           | 40 |
| 39      | AL                | 4     | 4               | 3                   | 4       | 4                            | 4 | 4 | 4 | 2 | 3                            | 2 | 3 | 2 | 3  | 3                            | 4     | 4  | 2  | 2 | 2          | 3                               | 3           | 45 |
| 40      | VJ                | 3     | 3               | 4                   | 3       | 3                            | 3 | 3 | 3 | 3 | 2                            | 3 | 2 | 3 | 2  | 3                            | 3     | 3  | 3  | 3 | 3          | 3                               | 4           | 42 |
| 41      | AR                | 3     | 4               | 2                   | 3       | 4                            | 2 | 2 | 3 | 4 | 2                            | 3 | 4 | 2 | 3  | 4                            | 2     | 3  | 4  | 2 | 3          | 4                               | 3           | 41 |
| 42      | GH                | 3     | 2               | 3                   | 3       | 4                            | 4 | 4 | 4 | 3 | 4                            | 3 | 4 | 3 | 3  | 4                            | 4     | 4  | 3  | 3 | 4          | 3                               | 2           | 45 |
| 43      | JJ                | 3     | 3               | 4                   | 2       | 4                            | 3 | 2 | 4 | 3 | 2                            | 3 | 3 | 4 | 3  | 4                            | 3     | 4  | 3  | 3 | 3          | 2                               | 2           | 42 |
| Total   |                   |       |                 |                     |         |                              |   |   |   |   |                              |   |   |   |    |                              | 1735  |    |    |   |            |                                 |             |    |
| Average |                   |       |                 |                     |         |                              |   |   |   |   |                              |   |   |   |    |                              | 40.35 |    |    |   |            |                                 |             |    |

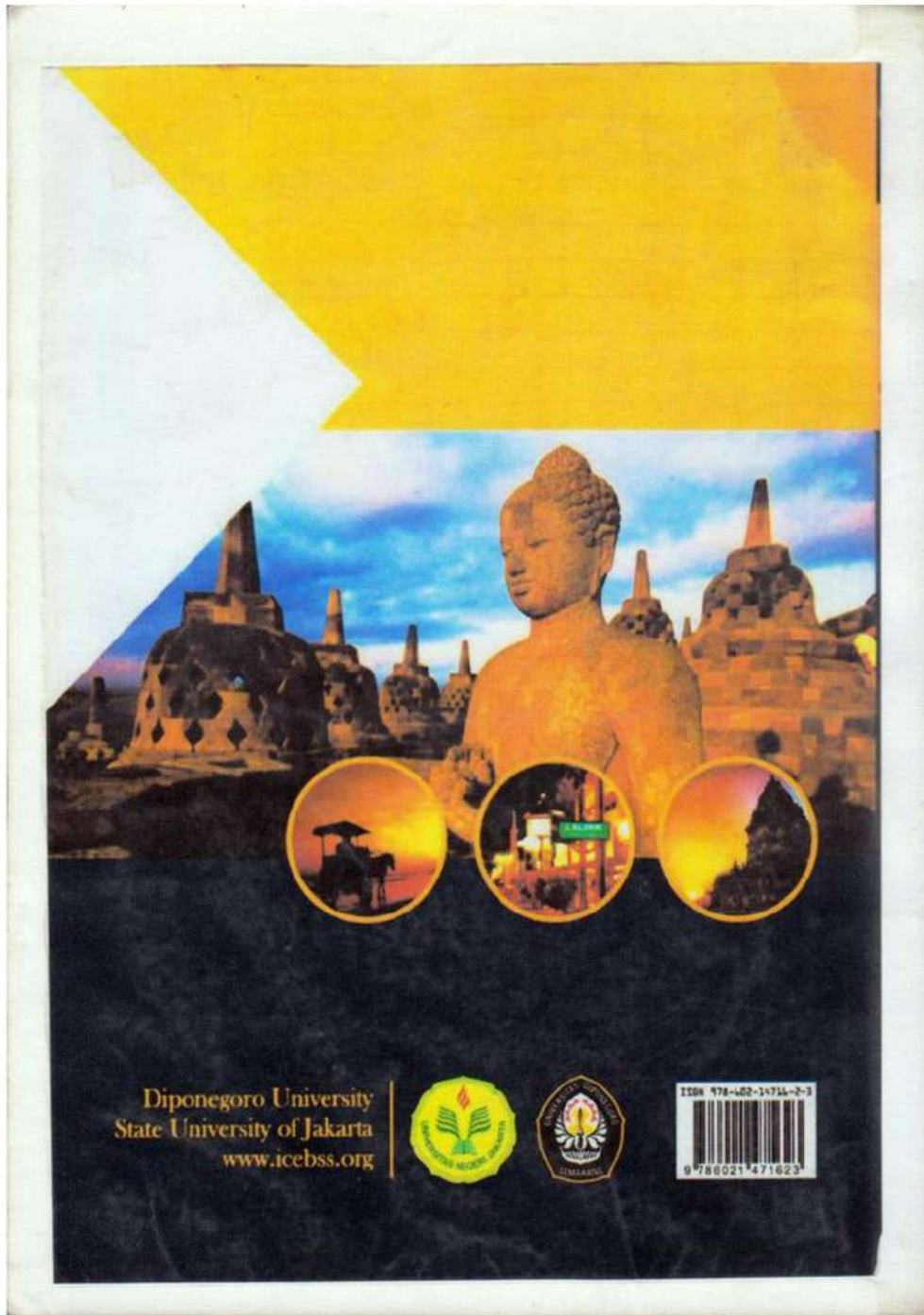
Appendix 2  
Results of post-test questionnaire

| No. | Student's Initial | Words | Uses of Letters | Level of Difficulty | Message | Changes in Attitude |          |          | Changes in Attitude |          |          | Conclusion | Conclusion Related to Attitudes | Final Score |    |    |
|-----|-------------------|-------|-----------------|---------------------|---------|---------------------|----------|----------|---------------------|----------|----------|------------|---------------------------------|-------------|----|----|
|     |                   |       |                 |                     |         | Module 1            | Module 2 | Module 3 | Module 1            | Module 2 | Module 3 |            |                                 |             |    |    |
| 1   | KL                | 2     | 2               | 3                   | 4       | 5                   | 6        | 7        | 8                   | 9        | 10       | 11         | 12                              | 13          | 14 |    |
| 2   | AZ                | 2     | 3               | 3                   | 2       | 3                   | 3        | 2        | 4                   | 3        | 3        | 4          | 3                               | 4           | 3  | 43 |
| 3   | MM                | 4     | 4               | 2                   | 3       | 2                   | 3        | 4        | 3                   | 3        | 4        | 3          | 4                               | 3           | 4  | 41 |
| 4   | LA                | 2     | 2               | 3                   | 4       | 3                   | 3        | 4        | 2                   | 3        | 2        | 3          | 4                               | 3           | 4  | 45 |
| 5   | BBS               | 3     | 3               | 2                   | 3       | 3                   | 3        | 2        | 4                   | 3        | 4        | 3          | 3                               | 4           | 4  | 43 |
| 6   | MU                | 2     | 2               | 3                   | 2       | 3                   | 4        | 2        | 3                   | 2        | 3        | 3          | 2                               | 4           | 3  | 38 |
| 7   | NM                | 3     | 3               | 3                   | 4       | 4                   | 3        | 4        | 4                   | 3        | 3        | 4          | 3                               | 3           | 2  | 46 |
| 8   | NL                | 3     | 2               | 2                   | 4       | 3                   | 4        | 3        | 3                   | 2        | 3        | 4          | 3                               | 4           | 3  | 43 |
| 9   | RA                | 2     | 2               | 4                   | 3       | 4                   | 2        | 3        | 2                   | 3        | 2        | 3          | 3                               | 3           | 4  | 40 |
| 10  | RU                | 2     | 3               | 3                   | 4       | 3                   | 4        | 3        | 2                   | 4        | 4        | 2          | 4                               | 3           | 2  | 43 |
| 11  | TU                | 2     | 4               | 3                   | 3       | 4                   | 3        | 2        | 4                   | 2        | 3        | 2          | 3                               | 4           | 2  | 41 |
| 12  | VNS               | 3     | 2               | 2                   | 3       | 2                   | 2        | 3        | 4                   | 3        | 3        | 3          | 4                               | 2           | 4  | 40 |
| 13  | BCL               | 2     | 3               | 3                   | 2       | 3                   | 3        | 2        | 4                   | 3        | 3        | 3          | 4                               | 2           | 4  | 41 |
| 14  | SA                | 2     | 3               | 2                   | 4       | 2                   | 3        | 2        | 3                   | 2        | 4        | 3          | 2                               | 4           | 3  | 39 |
| 15  | ZL                | 2     | 3               | 2                   | 3       | 4                   | 4        | 3        | 2                   | 3        | 2        | 3          | 4                               | 4           | 2  | 41 |
| 16  | TT                | 4     | 4               | 3                   | 4       | 4                   | 2        | 2        | 3                   | 4        | 2        | 4          | 3                               | 3           | 3  | 45 |
| 17  | AS                | 3     | 3               | 3                   | 3       | 3                   | 3        | 4        | 4                   | 3        | 3        | 2          | 4                               | 4           | 2  | 43 |
| 18  | BT                | 2     | 3               | 2                   | 3       | 2                   | 3        | 2        | 3                   | 4        | 2        | 3          | 3                               | 4           | 2  | 38 |
| 19  | KS                | 2     | 2               | 3                   | 3       | 3                   | 4        | 2        | 4                   | 3        | 4        | 3          | 3                               | 3           | 3  | 42 |
| 20  | ADP               | 3     | 3               | 2                   | 4       | 4                   | 2        | 3        | 4                   | 2        | 3        | 2          | 3                               | 2           | 4  | 41 |
| 21  | YFA               | 3     | 4               | 3                   | 2       | 4                   | 4        | 4        | 3                   | 3        | 2        | 4          | 2                               | 3           | 4  | 45 |
| 22  | AK                | 2     | 4               | 2                   | 3       | 3                   | 3        | 3        | 2                   | 4        | 4        | 3          | 3                               | 4           | 3  | 43 |
| 23  | ENS               | 3     | 3               | 4                   | 2       | 3                   | 2        | 2        | 4                   | 3        | 4        | 3          | 4                               | 2           | 4  | 43 |

Appendix 2 Continued

| No.     | Student's Initial | Words | Uses of Letters | Level of Difficulty | Message | Changes in Attitude |          |          | Changes in Attitude |          |          | Conclusion | Final Score |    |    |
|---------|-------------------|-------|-----------------|---------------------|---------|---------------------|----------|----------|---------------------|----------|----------|------------|-------------|----|----|
|         |                   |       |                 |                     |         | Module 1            | Module 2 | Module 3 | Module 1            | Module 2 | Module 3 |            |             |    |    |
|         |                   | 1     | 2               | 3                   | 4       | 5                   | 6        | 7        | 8                   | 9        | 10       | 11         | 12          | 13 | 14 |
| 24      | HAF               | 3     | 2               | 4                   | 3       | 3                   | 4        | 3        | 2                   | 2        | 3        | 2          | 3           | 2  | 3  |
| 25      | DEA               | 4     | 3               | 2                   | 3       | 4                   | 3        | 4        | 3                   | 3        | 4        | 2          | 4           | 4  | 3  |
| 26      | RDA               | 3     | 4               | 3                   | 3       | 2                   | 3        | 3        | 4                   | 2        | 4        | 3          | 4           | 3  | 4  |
| 27      | KF                | 2     | 3               | 3                   | 4       | 3                   | 3        | 4        | 3                   | 4        | 3        | 2          | 4           | 4  | 2  |
| 28      | AR                | 4     | 3               | 2                   | 3       | 4                   | 2        | 3        | 2                   | 3        | 4        | 2          | 3           | 3  | 4  |
| 29      | AFG               | 2     | 4               | 2                   | 4       | 2                   | 3        | 2        | 3                   | 4        | 3        | 2          | 3           | 4  | 3  |
| 30      | ADR               | 2     | 3               | 2                   | 2       | 3                   | 3        | 2        | 4                   | 2        | 3        | 2          | 3           | 4  | 3  |
| 31      | STY               | 4     | 3               | 4                   | 2       | 3                   | 3        | 2        | 4                   | 3        | 2        | 3          | 3           | 3  | 3  |
| 32      | AS                | 2     | 3               | 4                   | 3       | 2                   | 3        | 4        | 3                   | 4        | 3        | 2          | 3           | 4  | 3  |
| 33      | DFG               | 4     | 2               | 2                   | 3       | 2                   | 2        | 3        | 3                   | 2        | 4        | 3          | 4           | 2  | 3  |
| 34      | HJK               | 3     | 4               | 3                   | 2       | 4                   | 3        | 2        | 3                   | 4        | 3        | 2          | 3           | 2  | 2  |
| 35      | LID               | 2     | 3               | 2                   | 4       | 2                   | 3        | 4        | 4                   | 3        | 4        | 4          | 2           | 3  | 3  |
| 36      | ART               | 3     | 4               | 3                   | 4       | 4                   | 2        | 3        | 4                   | 2        | 3        | 3          | 4           | 2  | 4  |
| 37      | AKJ               | 2     | 3               | 4                   | 3       | 2                   | 4        | 2        | 3                   | 4        | 3        | 2          | 3           | 2  | 4  |
| 38      | JK                | 3     | 3               | 4                   | 3       | 4                   | 3        | 3        | 2                   | 3        | 2        | 4          | 4           | 3  | 2  |
| 39      | AL                | 2     | 3               | 4                   | 3       | 4                   | 3        | 4        | 3                   | 4        | 3        | 4          | 3           | 4  | 3  |
| 40      | VJ                | 3     | 3               | 4                   | 3       | 3                   | 2        | 3        | 4                   | 3        | 2        | 3          | 3           | 3  | 2  |
| 41      | AR                | 4     | 4               | 2                   | 4       | 2                   | 4        | 4        | 3                   | 2        | 4        | 4          | 3           | 2  | 4  |
| 42      | GH                | 3     | 4               | 3                   | 3       | 4                   | 4        | 3        | 2                   | 3        | 3        | 4          | 4           | 3  | 4  |
| 43      | JJ                | 4     | 3               | 4                   | 2       | 3                   | 3        | 4        | 2                   | 4        | 3        | 2          | 3           | 4  | 4  |
| Total   |                   |       |                 |                     |         |                     |          |          |                     |          |          |            |             |    |    |
| Average |                   |       |                 |                     |         |                     |          |          |                     |          |          |            |             |    |    |
| 1823    |                   |       |                 |                     |         |                     |          |          |                     |          |          |            |             |    |    |
| 42.40   |                   |       |                 |                     |         |                     |          |          |                     |          |          |            |             |    |    |

Source of data: recapitulation of questionnaires



# Improving Spirit of Entrepreneur Practice of Student Through Learning With Electronic-Based Module of Entrepreneurship

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