Emancipating Student Autonomous Learning using Integrated Entrepreneurship Videos of Schoology Application

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ABSTRACT

E-learning requires students to study the material that has been uploaded to Schoology app independently. It also included independent and open discussion among students under the guidance of the lecturer in charge. The purpose of this research is to describe student independence in entrepreneurial learning using integrated entrepreneurship video in Schoology LMS application. It is a qualitative research which describes student independence in terms of learning, answering questions, and peer reviewing. This research was conducted from March to September 2019, involving 26 students as the informants. The data collection method used was participatory; the researchers played a key role as lecturers. The results of the study show that students can download an open the application easily. They did the tasks on time, learned the material (in the form of PowerPoint slide) on new entrepreneurial product ideas, learned the videos, conveyed general ideas, answered psychomotor questions after learning the videos, and conduct peer reviewing independently. In general, students learned entrepreneurship through videos in Schoology LMS application independently.

Keywords: E-learning, entrepreneurial learning, videos, Schoology app

INTRODUCTION

One of the purposes of student maturity development is to prepare for their future career (Santrock, 2003). Students are expected to be able to determine their careers, starting from getting education which is relevant to their career path. Higher education has an important role in improving the quality of human resources, especially in generating workers who are, skilled, mature, mentally independent, and ready to apply their skill in work (Nurmi, 2011). By studying in college, students will be mature, independent and ready to work. Entrepreneurship education in college, university or higher education can improve student ability to manage business skills and build their character as independent and innovative entrepreneurs; therefore, they will be able to open employment opportunities (Sudarwati, 2018). The main purpose of entrepreneurial education is to generate potential entrepreneurs, who can build and run business independently.

Entrepreneurial learning in the classroom requires media involving the problems about entrepreneurship in the real life; it should also make use of video as a learning medium and alternative which has been widely used by students (Sudarwati, 2016). In this context, video is a learning media in the form of three-dimensional software. It meets the demands of technological development and the limited class time. According to Supriatna (2009), the use of audio-visual media in classroom learning can provide meaningful experiences for students.

Entrepreneurial learning using e-learning model requires the students to learn and practice information technology independently. E-learning is an effort to make a transformation from classroom learning process into digital learning using the internet (Munir, 2009). According to Rusman et al (2011), e-learning has several characteristics: interactivity (reciprocal communication) independence, accessibility, and enrichment. E-learning is a system which is developed as an effort to improve the quality of learning and overcome the limitations of space and time.

E-learning applications can facilitate learning and teaching activities (Ellis, 2009). In a research which was conducted by Ernida (2016), one of e-learning applications named

Schoology LMS has been proven to be high quality, very interesting, easy to operate, very useful and effective as a learning supplement. *Schoology* is widely known by students as e-learning medium. LMS (Learning Management System) provides the opportunity for teachers to create, present learning material, provide online discussion rooms, and others. According to Ellis (2009), LMS is software aimed for administration, documentation, teaching and learning activities, and e-learning; all of which are done online. Online learning highly requires student independence; they should participate e-learning and doing assignments as well as discussions independently.

Independence means that one can stand alone. Independence is one's ability to do something. One can be said independent if they can to think and act carefully, consider the advantages and disadvantages of their action, as well as calculate the risks that occur if they do something (Basri, 1996). E-learning highly requires the students to be independent; for example, in learning the material that has been uploaded to software, there will be an independent and open discussion among students under the guidance of the teacher remotely. This research studies the independence of students in the entrepreneurial learning using video about integrated entrepreneurship in *Schoology* LMS application.

METHOD

Research method used in this study is qualitative ethnographic approach, which aims to examine the condition of natural objects; the researchers play a role as key instruments, and triangulation data analysis is conducted inductively (Sugiyono, 2007). Qualitative approach is a research that investigates or examines social phenomena and human issues, and the researchers should build a complex picture, analyze the words and detailed reports from the respondents' views, and conduct studies in natural situations (Cresswell, 1998). A research which was conducted by Bogdan and Taylor (Moleong, 2007) found that qualitative methodology generates descriptive data (both spoken and written) from the people and the observed behavior.

The focus of this research lies on the independence of students in entrepreneurial learning, especially in using video of integrated entrepreneurship as learning media in *Schoology* LMS App. Sub focus includes: Student independence in answering questions about new product ideas after learning the material from lecturers; student independence in peer reviewing; student independence in answering questions about new product ideas after watching and learning videos about integrated entrepreneurship in *Schoology* App. The proposition of this research is that students can learn entrepreneurship independently using related videos in *Schoology* LMS Application.

The data collection was carried out by using participatory observation. The researcher played an active role as a lecturer, and the source of information was a document of student discussion. There were 26 students participating entrepreneurial learning in this study.
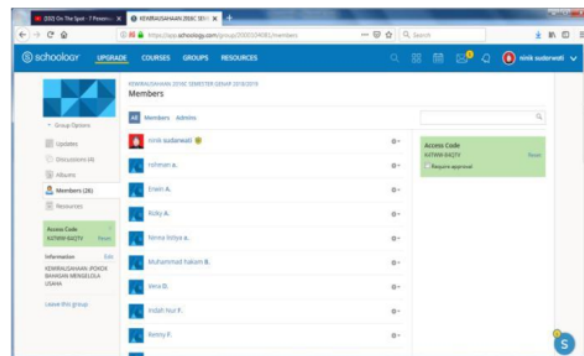
Figure 1. List of students participating e-learning using *Schoology* App

This research was conducted from March to September 2019. The learning material used was sub-subject of entrepreneurship about new product ideas. The data was validated using triangulation of information that has been obtained from certain students, and it will be adjusted with other students. Proposition is the result of induction process in triangulation analysis.

RESULTS

The entrepreneurial learning consisted of several activities, starting from introducing new product ideas, providing new product ideas, questions and answers session, peer reviewing, watching and learning videos about business management, answering to questions, and peer reviewing. In each activity, it was found that students gave various comments and responses. The students participated in e-learning using *Schoology* Applications independently and without any obstacles. Most of students entered in the application timely.
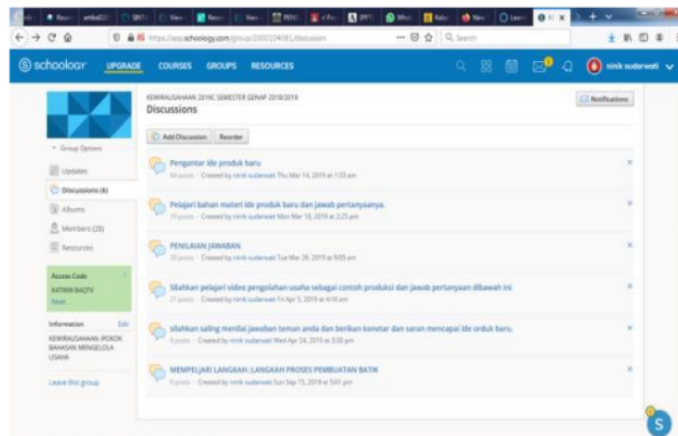

Figure 2. Steps in e-learning

3.1. *Independence in learning material and working on new product ideas*

The lecturer conveyed the material about new product ideas. The material was in the form of PowerPoint and uploaded in *Schoology* App. After reading the material, the next activity is solving several questions with open-ended answers: Looking for information about new product ideas. Look for obstacles and challenges about new product ideas?
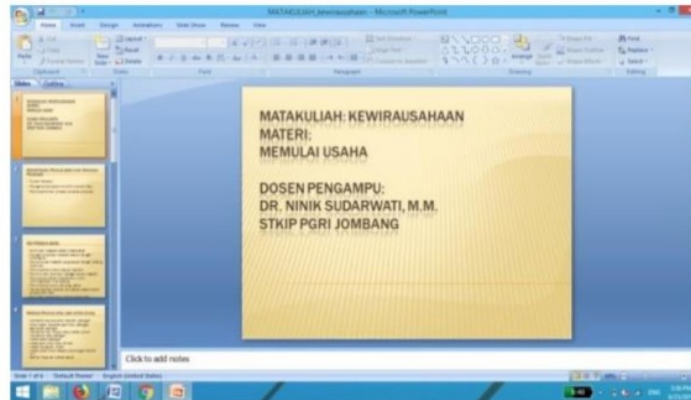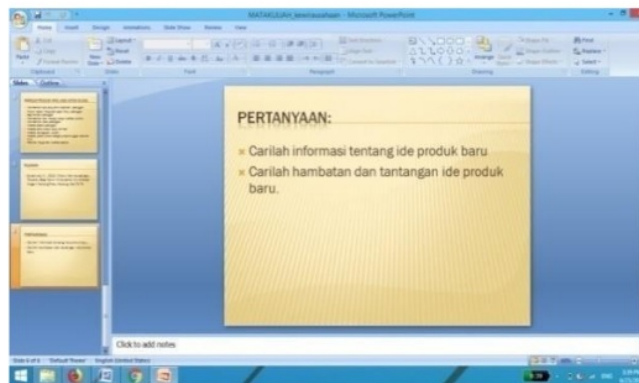
Figure 3. New product ideas

Figure 4. Questions

It was found that students could learn the material (in PowerPoint slide) about new product ideas smoothly and without any obstacles. Students were free to answer the questions raised by lecturers.

3.2. *Independence in learning using videos*

Furthermore, lecturers provided material (in the form of videos) about the production process of batik, tips and tricks for becoming successful entrepreneurs, and about the production process of beads. Firstly, the video was uploaded on Youtube and then linked to *Schoology* App.
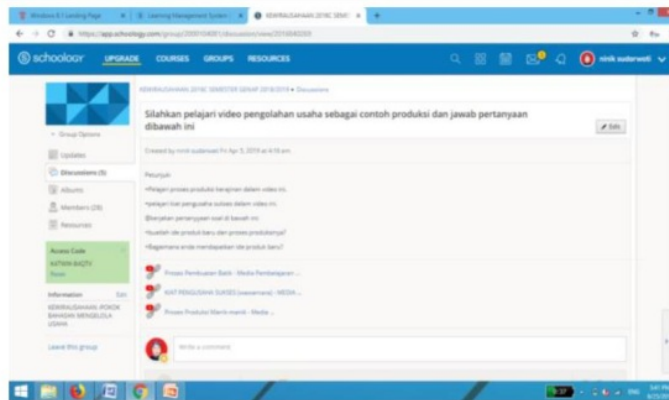
Figure 5. Videos and the Questions

The students are welcome to open the videos and study each of the steps in the production process, and the tips for becoming successful entrepreneurs

Figure 6. Production process of batik

It was found that students could learn entrepreneurship through videos independently. They did not have any difficulty opening the application and studying videos about entrepreneurship.

3.3. *Student independence in conveying their ideas and thoughts about new products*

Student independence in answering questions can be measured from three activities, namely: 1). The lecturer giving questions in the beginning of learning and teaching activity; 2). Students raise questions after the lecturer provided material on new product ideas in the form of PowerPoint; 3) The students raise questions after the lecturer play video about entrepreneurship. The lecturer begins the learning and teaching activity by asking the following question: how to find new product ideas? The students answering lecturer' questions by expressing their

ideas freely, including: sharing their ideas with their friends, officials, parents, teachers, traders, company employees and others. This proved student independence in conveying general ideas.
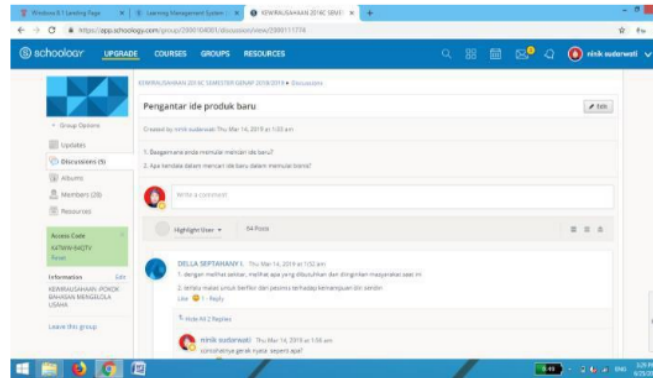

Figure 7. First meeting about new product ideas

The following are students' responses on how to find new product ideas:

> *"For example, I plan to open a culinary business, especially noodles. I create many variants of noodle with unique names, such as Ex Noodle, Broken Heart Noodle, Devil Noodles and so forth. Business competitors who notice my creativity can immediately imitate my business."* (Anton).

> *"By looking at the conditions of target market and looking for goods or products that do not yet exist in that market or finding out the product prices in these markets. The market price is relatively low, while the products we will make require very much capital."* (Intan)

It is proven that students could independently plan to create new products even though they have not had knowledge on entrepreneurship yet. Students answer questions after obtaining material on new entrepreneurial product ideas in the form of PowerPoint. It was found that some students think of new product ideas after receiving material about new product ideas from lecturers, then they were asked to find information on new product ideas, including: finding products needed by consumers, promoting innovation and creativity, adjusting areas of expertise and trend innovation.
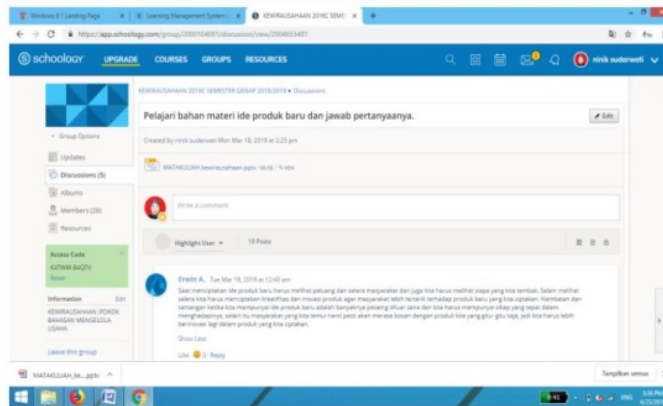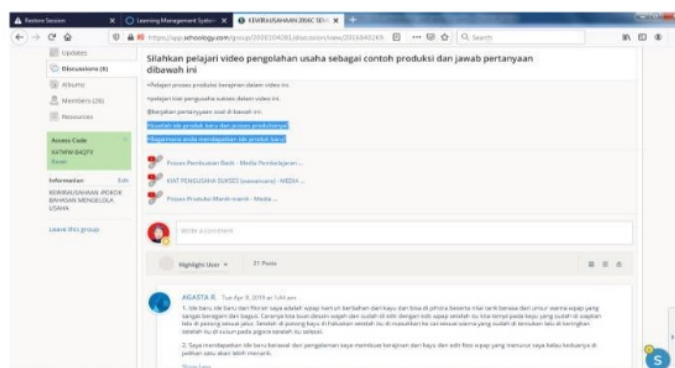
Figure 8. The students answered questions about new product idea

The following are students' answers:

"Innovation and creativity are a key concept for starting a business." (Rudi)

"New product ideas are new ideas or thoughts in creating a product/ service that has a potential source of profit and has a great opportunity. In creating a new product, we must know the target that we will achieve, which community needs our product, and also potential competitors. We also have to carefully consider promotions, financial management and so on." (Bella).

Students independently answer in detail how to get ideas of new product after independently studying the material about new product idea in the form of PowerPoint given by lecturers. Finally, the last activity after studying the videos is answering the questions provided by the lecturer. The questions are: 1. Make a new product idea and the production process? How do you get new product ideas? The findings about student independence in answering questions after learning from videos, and answering questions, include:
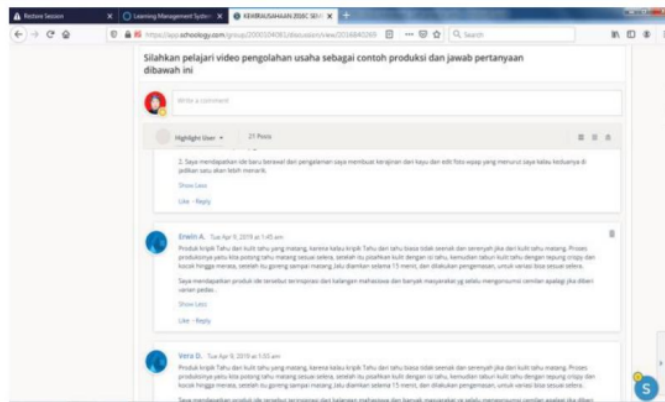
Figure 9. The students answer questions given by the lecturer

"Tofu chips should be produced from cooked tofu skin; otherwise, the tofu chips will not be as tasty and crispy as using cooked tofu skin. First, we cut the tofu to our taste, then separate tofu skin with the filling, sprinkle the tofu skin with crispy flour and shake evenly. After that, fry the tofu until it's cooked then let stand for 15 minutes. The last step is packaging. We can create several variations to customer taste. I got product idea by observing students and snack lovers, who especially love spicy snacks." (Ifa).

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From the findings, it can be concluded that after learning the production process through videos, most students get new ideas and thoughts of production processes by observing and fulfilling consumer needs.

3.4. Student independence in peer reviewing

There are two stages peer reviewing: In the first stage, the lecturer gives the material about new product ideas and questions so that students can get new product ideas. In the second stage, the lecturer uploads videos about entrepreneurship and several questions about new product ideas.
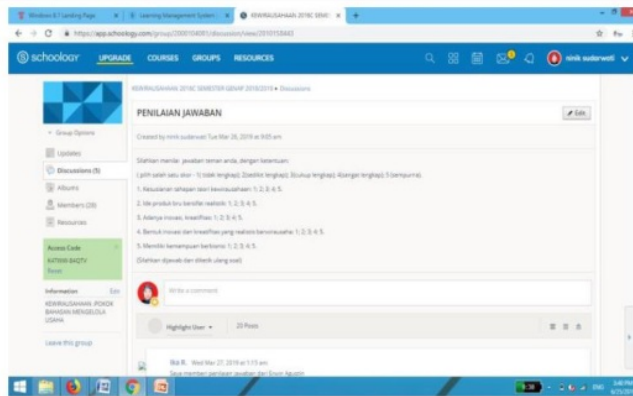
Figure 10. Scoring

The following is the scoring system: (select one - 1 (incomplete); 2 (slightly complete); 3 (complete enough); 4 (very complete); 5 (perfect). The material being assessed includes: the stages of entrepreneurship theory, new and realistic product ideas, realistic innovation and creativity in entrepreneurship, and business skill. The following are the forms of student independence in peer reviewing after the lecturer provided a material about new product ideas:
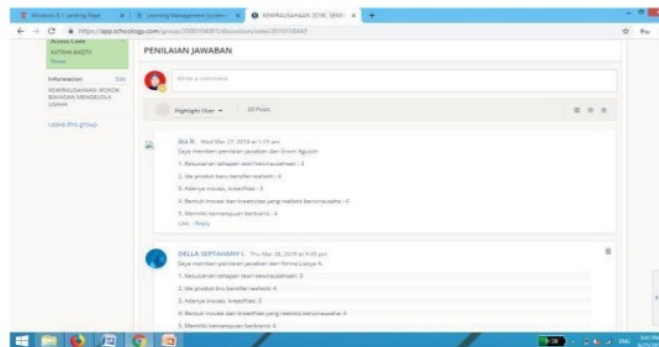

Figure 11. The results of peer review

The picture above shows student independence in peer reviewing. It is also proven by Rudi's responses below:

> *Stages of entrepreneurship theory (3); Realisticity of the new product (4); Innovation and creativity (3); The form of innovation and creativity in entrepreneurship (3); Have business skill (4)*

Erwin's assessment of Della's answers indicates that students answered the questions independently. The following is the other evidence:

Della's response:

Stages of entrepreneurship theory (3); Realisticity of the new product (4); Innovation and creativity (4); The form of innovation and creativity in entrepreneurship (4); Have business skill (4)

It confirms the statement above that students answered the questions independently. The following is student independence peer reviewing after they learning through video about entrepreneurship given by the lecturer:
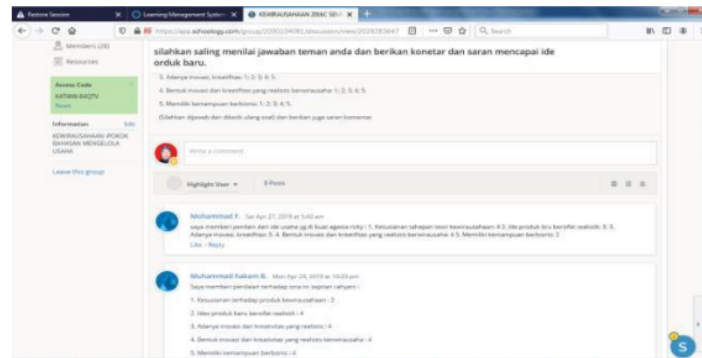

Figure 12. Results of peer reviewing

Several students conduct peer reviewing:

Mita's response:

Stages of entrepreneurship theory (3);Realisticity of the new product (4); Innovation and creativity (4);The form of innovation and creativity in entrepreneurship (4); Have business skill (4) I suggest expanding the marketing network so that the product will be widely known, not only in Jombang Regency but also in the surrounding regencies

Andre's response:

Realisticity of the new product (4); Innovation and creativity (4); The form of innovation and creativity in entrepreneurship (4); Have business skill (4)

Therefore, we should be more creative and innovative. It was proven that the students get more independent in peer reviewing after learning through videos about entrepreneurship uploaded by the lecturer. They do the assessment in a complete scale.

DISCUSSION

From the findings of the student independence in entrepreneurial learning using videos in *Schoology* LMS application, there are several propositions: 1). students have the independence

to learn entrepreneurship material through text and videos uploaded in *Schoology* LMS application; 2). students have the independence to answer questions given by the lecturer at the beginning or learning and teaching activity. They can answer questions after learning from material and answer questions after watching videos about entrepreneurship in *Schoology* LMS application; 3). Students can do peer reviewing independently; 4). Students have independently answered several questions about applied entrepreneurship after learning entrepreneurship through videos.

In this research, student independence can be seen from various activities, in which students were allowed to do it independently. In the beginning of learning and teaching activities, the lecturer gave two (2) questions about how to find new product ideas, and students were given the opportunity to answer freely. After the lecturer uploaded material about new product ideas (in the form of PowerPoint) along with the relevant question, students were given the opportunity to answer them freely. This is in accordance with the study which was conducted by Suparmi, finding that teacher's support can help the students to be independent by giving direction, having good communication with students and providing opportunities (Suparmi, 2016). Educators played an important role in generating student learning independence (especially by using technology) through *Schoology* LMS application.

The sub topics of material about new product ideas were presented in the form of PowerPoint slide, which was followed by 2 videos (about business production process and tips for becoming successful entrepreneur). The PowerPoint slide was uploaded in *Schoology* app, while the video was uploaded on *Youtube*, which was also connected to *Schoology*. It was found that the students could download the PowerPoint slide and videos and learned the material in *Schoology* LMS application easily and quickly. E-learning has a positive impact on the learning and teaching process; both lecturers and students could use e-learning application easily and comfortably (Maryani, 2013). The development of information and communication technology (ICT) is used as a learning media in order to facilitate the learning process, such as multimedia. Learning videos and e-learning ICT applications can be used for learning media (Riyana, 2009).

E-learning activity is more practical, saving energy, time and place, and efficient for both educators and students. According to Fernando Alonso et al, quoted by Prasojo and Riyanto (2011), LMS (Learning Management System) is software for on-line learning that can meet the needs of users in learning. In e-learning, discussion was conducted more openly, and students can convey their thoughts and idea better. Students were allowed to answer questions freely in the following activities: 1). In the beginning and learning and teaching activity, the lecturer raised questions on how to find new product ideas; 2). After the lecturer gave the sub-topics about new product ideas, 3). After leaning entrepreneurship through videos, students were given some questions. It was found that students could answer two affective questions, namely finding a new product idea and its obstacles. They also could answer two psychomotor questions, namely describing the production process of certain types of goods to their own interests. According to Masrun and by Asiyah, students can be said to be independent if they do something freely and eagerly on their own impulse to pursue achievement and do something without others' help (Asiyah, 2013). It was proven that students have the independence to argue and act in terms of affective and psychomotor in entrepreneurial learning in *Schoology* LMS application.

Every learning activity needs an evaluation to measure the quality of learning. It is an activity to evaluate something in a planned, systematic and directed manner based on clear objectives (Rusman et al, 2011). The students conducted peer reviewing. After learning through material (in the form of PowerPoint slide) and videos about entrepreneurship, the students could answer affective and psychomotor questions completely. This cannot be separated from the benefits of e-learning, which can increase learning motivation and influence learning outcomes (Tambunan et al, 2018). Student By learning the material (in the form of PowerPoint slide) and

videos, the students could answer psychomotor questions about business operational very completely. Therefore, e-learning using *Schoology* LMS application in entrepreneurial learning using a systematic video, starting from introduction, material, answering questions, and evaluation are all clearly documented, which is one of the benefits of learning with e-learning.

CONCLUSION

Several stages of e-learning activities using *Schoology* LMS app in entrepreneurial learning have been carried out, starting from introduction by giving general questions to explore student knowledge about entrepreneurship in general. It was proven that students could answer the questions independently. The material was presented in the form of PowerPoint slide and videos; each material was accompanied by questions. It was proven that the students have the independence in studying the material uploaded to *Schoology* LMS application. They could answer the questions affectively after learning the material (in the form of PowerPoint slide) and answer questions psychometrically after learning entrepreneurship by using video, which was also documented in *Schoology* applications. The learning and teaching activity were ended by conducting evaluation (by peer reviewing). Previously, the lecturer gave the scoring system. The results show that the students comprehended the material well.

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