

DEVELOPMENT OF EDUCATIONAL ENTREPRENEURSHIP LEARNING E-BOOKLETS

Fahmi Ashari S. Sihalo^{1*}, Heri Pratikto², Madziyatul Churiyah³

¹ Universitas Nahdlatul Ulama Sumatera Utara, Medan

^{2,3} Universitas Negeri Malang, Malang

E-mail: ¹⁾ fahmi.ashari.2204319@students.um.ac.id, ²⁾ heri.pratikto.fe@um.ac.id,
³⁾ madziatul.churiyah.fe@um.ac.id

Abstract

E-booklets provide several advantages as educational materials. The use of e-booklets for entrepreneurship education learning provides students with an interactive and accessible resource that can enhance their understanding of entrepreneurship concepts. The flexibility of e-booklets allows for a personalized learning experience and encourages active engagement with the material. The purpose of this research is to produce an e-Booklet based on Project Based Learning in the Education Entrepreneurship course. The research method used is the ADDIE development model which has five fundamental stages, namely: (A) analysis, (D) Design, (D) Development, (I) Implement, (E) Evaluation. The findings of this study were successful in developing project based learning e-Booklets in the Educational Entrepreneurship Course. It is believed that the developed E-Booklet has been effective based on the results of interviews and discussions with students. The implication of this research is that the e-Booklet can be developed on other materials and subjects to be able to develop students' interest in learning.

Keywords: Entrepreneur, Development, Education Entrepreneurship Course

1. INTRODUCTION

One of the important elements in the educational process is the teacher (Pakpahan & Lukas, 2022; Pamuji, 2017; Putri et al., 2021; Surahman & Mukminan, 2017). Without a teacher, the process of transferring knowledge will not occur properly to students. This is because with a teacher students will get an explanation of knowledge that can adapt their knowledge to the latest context in society. With an explanation from the teacher, the knowledge students can become more realistic and easier to apply in everyday life. As stated by the Father of Indonesian Education, namely Ki Hajar Dewantara “*Ing Ngarsa Sung Tuladha*”, meaning that a teacher is an educator who can set an example that deserves to be admired and imitated in his words and actions to his students; “*Ing Madya Mangun Karsa*”, meaning a teacher is an educator who is always in the midst of his students and constantly builds their enthusiasm and ideas to work, and; “*Tut Wuri Handayani*”, meaning that a teacher is an educator who continuously guides, supports and points the right direction for the life and work of his students.

By taking the philosophical values from the three pieces of advice, a teacher must be able to develop himself according to the current conditions in society (Syaodih, 2022). Teachers are required to be able to understand the conditions and realities that exist in society and convey them creatively through the learning process to students. In this way, the aim of Indonesian education, which is to educate the life of the nation, can be realized. The ideals to humanize humans through education can be created.

A teacher before being allowed to teach, is required to complete his education first through tertiary institutions (Arianto, 2019; Astiti et al., 2018; Febriana et al., 2020).

That's when the ability to innovate and create a teacher honed to support his profession. Teachers are required to be able to carry out the learning process to be interesting and in accordance with the character of the students they teach. So that students feel comfortable in carrying out teaching and learning activities. This in turn can make it easier for students to accept and absorb the knowledge conveyed by the teacher. With these creations and innovations, teachers can also develop their own potential for entrepreneurship and become an Edupreneur.

Teachers with their basic abilities, namely Professional, Pedagogic, Social and Personality abilities, if developed more broadly and maximized their use, can make them entrepreneurs in the field of education. It is undeniable that the shortage of teachers in Indonesia is due to their financial ability. This is due to minimal income, especially for teachers with honorary status or private teachers (Apriliyani & Meilani, 2021; Syafar, 2017). But by becoming an Edupreneur, teachers can increase their income through additional work that is in accordance with their field of knowledge. It is considered necessary to increase the interest of prospective teachers in entrepreneurial activities as their additional activity (Laura Hardilawati et al., 2018; Subagio et al., 2021). Especially now that opportunities to increase income through educational programs are very easy to find. Some examples of teacher activities that can gain rupiah are opening study courses both privately and in groups, holding seminars both online and offline, running workshops/training programs, building schools, and creating various other education-related programs. (Jurnal et al., 2019; Putu Artini et al., 2016; Wenerda et al., n.d.). By maximizing the use of the abilities possessed by teachers, they can increase their income. In addition, they can add to their insights. Therefore it is considered important to develop an E-booklet for the Education Entrepreneurship course.

The primary objective and aim of this comprehensive research endeavor lie in the creation and development of an innovative and interactive e-Booklet centered around the principles and practices of Project Based Learning (PBL) within the realm of the Education Entrepreneurship course. As the educational landscape continues to evolve rapidly, it becomes increasingly crucial to explore and harness novel approaches to fostering student engagement, critical thinking, and entrepreneurial skills.

This research will delve deeply into the theoretical foundations of Project Based Learning, drawing upon a comprehensive review of scholarly literature, cutting-edge educational research, and best practices from educational institutions across the globe. Analyzing a wide array of successful case studies, this e-Booklet will offer a rich synthesis of various PBL implementations, highlighting the diverse range of disciplines and contexts in which this pedagogical approach has proven to be highly effective.

2. RESEARCH METHOD

This research is a development research to develop textbooks related to the Education Entrepreneurship course. The model used in the planned development of the E-Booklet is the ADDIE model developed by Dick and Carey (Taufik Rusmayana, 2021). This model has five fundamental stages, namely: (A) analysis, (D) Design, (D) Development, (I) Implement, (E) Evaluation. The development stages can be seen in the following picture:

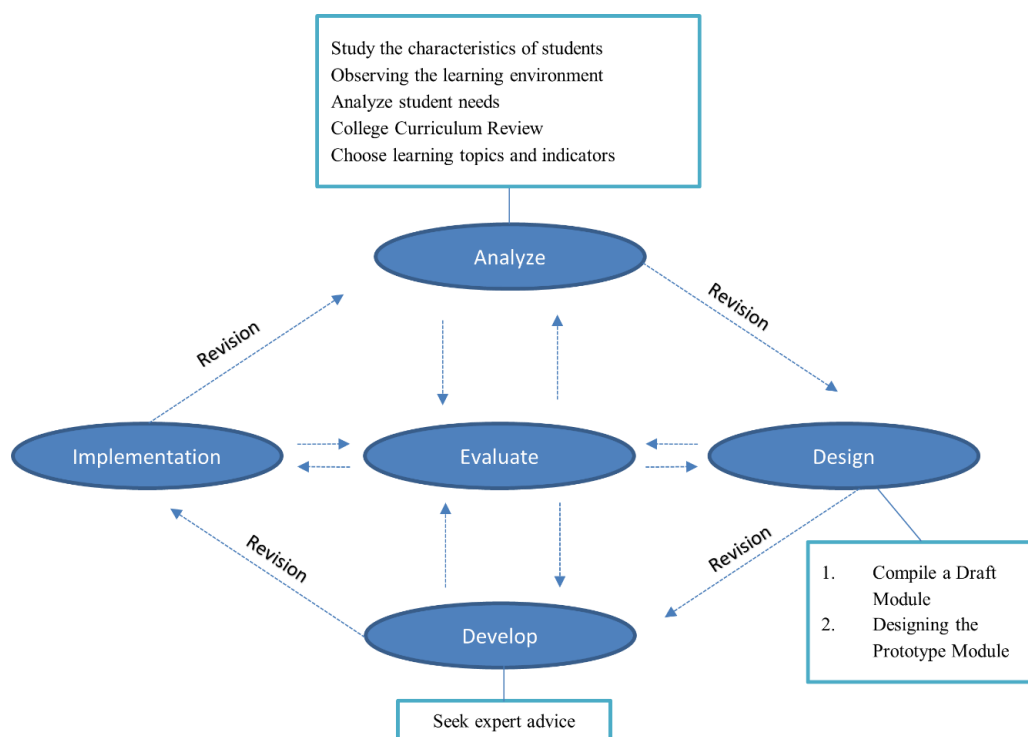


Figure 1. E-Booklet Development Model

Development of the Educational Entrepreneurship Learning E-Booklet uses the development of the ADDIE model which begins by analyzing six basic things that are considered important. The first is studying the characteristics of students in the campus environment where the E-Booklet will be used. This is useful so that the E-Booklet can contain information that is in accordance with the characteristics of the student concerned. The second is observing the learning environment of students. This is useful so that the information contained in the E-Booklet can be applied directly to the conditions of students in their environment. This is an added value because the existing teaching materials are difficult to apply to the real conditions of students. The difficulty is due to differences in places and environmental conditions with examples in circulating teaching materials so that adjusting the information contained in the E-Booklet can be very useful for students. The third step is to analyze what students need to support their profession after completing their studies on campus. Fourth, analyzing the applicable national curriculum. This is done so that the contents of the material contained in the E-Booklet are in accordance with the educational objectives and the applicable curriculum. Fifth, look for appropriate indicators and teaching materials. Sixth, compiling teaching materials with appropriate references as needed.

The next step of the ADDIE model is designing an E-Booklet which starts with drafting the material. After the draft is complete, proceed with designing the E-Booklet prototype. As for the e-Booklet, the design process must be carried out and made as attractive as possible so that it can be well received by students. In this case the process of designing a Booklet prototype uses the Microsoft Power Point application. After the prototype is complete, the last process in designing is producing the E-Booklet.

After the E-Booklet has become a finished product, it is necessary to develop a teaching booklet. The development of this teaching booklet was carried out by seeking

advice from experts, in this case material experts and design experts. This is done so that the contents of the material and designs contained in the teaching booklet can be more acceptable and valid with the conditions that exist in the field. After the information was obtained from the experts, the E-Booklet was revised again in such a way according to the existing suggestions. After the above process has been carried out thoroughly, a Trial activity will be carried out using the E-Booklet for the student concerned.

Please note that the four processes above are carried out to obtain information related to the teaching booklet that will be developed. Meanwhile, after receiving the information, an evaluation of the relevant teaching booklets will still be carried out. This is done so that the material and designs contained in the E-Booklet become valid material and can be accepted by students. That way the process of internalizing information becomes easier to accept. In addition, the ADDIE development model is still carried out continuously and gets development based on a certain period. The developed teaching booklet has a time period of 1 (one) semester. So that after the implementation has been carried out during that period, an evaluation will be carried out again so that this E-Booklet remains up to date with existing scientific developments.

3. RESULTS AND DISCUSSION

The development of the Educational Entrepreneurship E-Booklet is carried out to expedite the teaching and learning process in Educational Entrepreneurship courses. This book uses the Project Based Learning learning model so that students can hone their entrepreneurial abilities directly in the field. In this way, students are expected to be familiar with field conditions and will no longer be constrained in carrying out their entrepreneurial activities after completing their studies.

This e-Booklet was created using the power point application which is designed in such a way as to form a media with content and appearance that is easily digested by readers. The material presented in this e-Booklet comes from various sources, some of which are in the form of journal articles and other sources that are credible in the Education Entrepreneurship Course. The Educational Entrepreneurship E-Booklet has a thickness of 40 pages which is equipped with a YouTube video that can be viewed directly in the E-Booklet.

In order to determine the legitimacy of this e-Booklet, interviews and discussions have been conducted with 10 students who will receive the Educational Entrepreneurship Course by providing a prototype of the Educational Entrepreneurship E-Booklet. From this activity there were several shortcomings of the e-Booklet, namely there was still no link in the Table of Contents so that they found it difficult to find each chapter. Apart from that, they also find it difficult to see examples in the form of Youtube videos because they can only be played via other devices (in the form of barcodes). Therefore the author completes this E-Booklet with a link in the table of contents and a link to the table of contents on each page. In addition, there are also several YouTube videos that can be viewed directly in this E-Booklet, of course with an internet connection.

The following is a display of the front cover and table of contents of the e-Booklet:

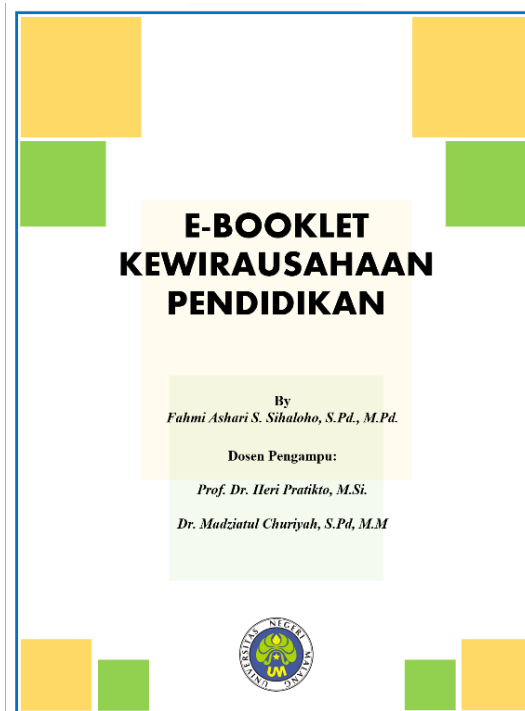


Figure 2. Display Cover E-Booklet



DAFTAR ISI

KATA PENGANTAR

PEMANASAN !!!

BAB I Kewirausahaan Pendidikan

BAB II Guru dan Wirausaha

BAB III Analisis Peluang Usaha

BAB IV Etika Bisnis

BAB V Manajemen Bisnis dalam Dunia Pendidikan

BAB VI Usaha untuk Pendidik

BAB VII Mendirikan Lembaga Pendidikan



Figure 3. E-Booklet Table of Contents Display

The display of the E-booklet in which there is a YouTube video that can be played directly can be seen in the image below.



Figure 4. Display E-Booklet with Youtube Video

It was out of the 10 students who were interviewed regarding this entrepreneurial e-module, 8 of them liked the appearance of the e-module and said it was easier to learn with the additional e-module from the lecturer. This is because it becomes easier for them to get materials for study and no longer have to carry heavy printed books. Apart from that, with this e-module it becomes easier for them to learn with a more flexible time and place. Meanwhile, 2 other students were less interested in the entrepreneurship E-module because they preferred to explore lecture materials directly through various sources. Besides that, because this is in the form of a soft file, they are worried about virus attacks and/or losing this E-module due to negligence in placing the file.

4. CONCLUSION

Based on the results of the development of the Educational Entrepreneurship E-Booklet, it can be concluded that the e-booklet is very feasible to use in the Educational Entrepreneurship course. This conclusion is obtained from the results of interviews and discussions conducted with students, where 8 out of 10 students stated that they really liked the Educational Entrepreneurship E-Booklet. However, it is recommended to include additional features in the e-booklet to further improve its usefulness for students. These additional features aim to improve user experience and make navigation and use of the e-booklet more convenient and intuitive.

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