

Instructional Design of Entrepreneurship KJNI base

Erman Anom – Fakultas Ilmu Komunikasi Universitas Esa Unggul Jakarta

email : erman.anom@esaunggul.ac.id

Dihin Septyanto – Ekonomi Manajemen & Bisnis, Fakultas Ekonomi Universitas Esa Unggul Jakarta

email : dihin.septyanto@esaunggul.ac.id

I. Joko Dewanto - STIMIK Raharja Tangerang

email : djoko.dewanto@gmail.com

Abstract

Research Objectives Instruccsional system design of Entrepreneurship for Higher Education. Problems of entrepreneurial learning, such as: low entrepreneurial motivation, difficult to develop business ideas, not running feasibility studies, weakness of grand design and start up entrepreneurial business.

The research method used is: Development of model of entrepreneurship learning design at university, by doing analysis of design of ADDIE learning design (analysis, design, development, implementation and evaluation). The design is done in terms of curriculum planning, SAP, GBPP, Syllabus, Guidebook and Course Module. In terms of systems do SDLC Development and design OOAD, among others: Use case, class, and design UID.

The results of the study are the Design of Entrepreneurial Learning System as well as the Design of Multimedia Based Entrepreneurial Learning System. The continuation of the research is to implement the system design and Evaluation of Multimedia Based Entrepreneurial Learning System Design.

Keywords: Design of Learning System, Entrepreneurship, ADDIE, SDLC,

1. PRELIMINARY

The success of the nation is when the entrepreneurial mental that succeeded in pushing the economy of a nation. Based on data of 5 countries in 2020 population exposure in the World: 1) China: 1.303.723.332, 2) India: 1.656.563.632, 3) United States = 430.010.253, Indonesia = 313.020.047. By looking at the development of the population, the area of 1.905 million km², If combined with entrepreneurship is a potential to improve the development of Indonesia in the business development. Based on the results of labor survey of the Central Bureau of Statistics in February and August 2009 predicted the increase in unemployment rate in Indonesia about 9%. While the number of open unemployment in Indonesia as of August 2008 reached 9.39 million people or 8.39 percent of the total workforce. the unemployed with a bachelor degree is about 12.59%. From the above data, it is very clear that Indonesia has a problem that is not light in overcoming.

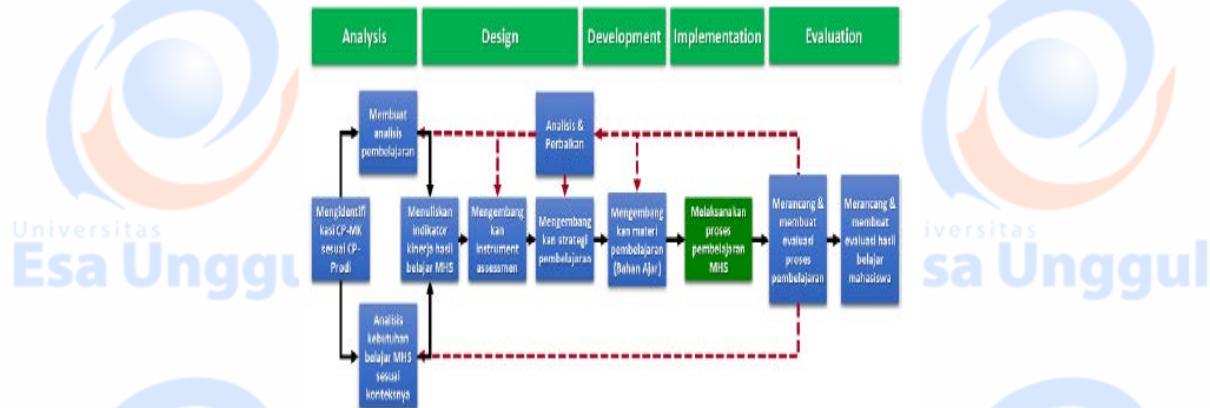
Entrepreneurship education (entrepreneurship) will be increasingly introduced in universities so that university graduates can become successful entrepreneurs, independent and able to create field workers and not as workers. Moreover, educated unemployment shows the higher the education of a person, the lower the independence and entrepreneurial spirit. The main issue of Entrepreneurship Education in Indonesia is because the mindset of most Indonesians is that the goal of the school / lecture is to become a civil servant not to be someone who has an entrepreneurial mentality. In the trigger again the low achievement of entrepreneurial learning, learning model is not relevant in improving the quality of knowledge and skills of students, the model of instructional design has not been effective on

The phenomenon now shows that entrepreneurship is a discipline that can be learned and taught. According to Ciputra, entrepreneurial competence is not a science of magic. Higher education, it is necessary to teach three competencies to its students, creating opportunities, creating new ideas that are innovative and risk-taking and calculating risk taker. The roles of universities are: (i) internalization of entrepreneurial values, (ii) improvement of skills (transfer knowledge) in aspects of marketing, finance, and technology; and (iii) entrepreneurial support (business setup) (Vallini and Simoni,2007)

According to the ASHE Higher Education Report (2007), the success of a student study is determined by two measures, namely (i) the amount of time and effort of the students involved in the learning process and (ii) the ability of the college to provide resources, curriculum, facilities and activity programs that attract participation students to improve the actualization, satisfaction and skills. In the context of entrepreneurship education, it seems that the participation of students and the ability of universities need to be synergized, in order to provide the best service to give birth to student entrepreneur. Thus, through education can be planned needs the number and quality of entrepreneurs

2. METHODOLOGY

The development of the model in this study follows the development research procedure (Gall and Borg, 2006) which is well known in the development of learning using System Approach Model design concepts (Walter Dick, Lou Carey, and James Carey). The research steps undertaken in this study are based on the implementation of the components of the learning system design model by Dick and Carey, as follows

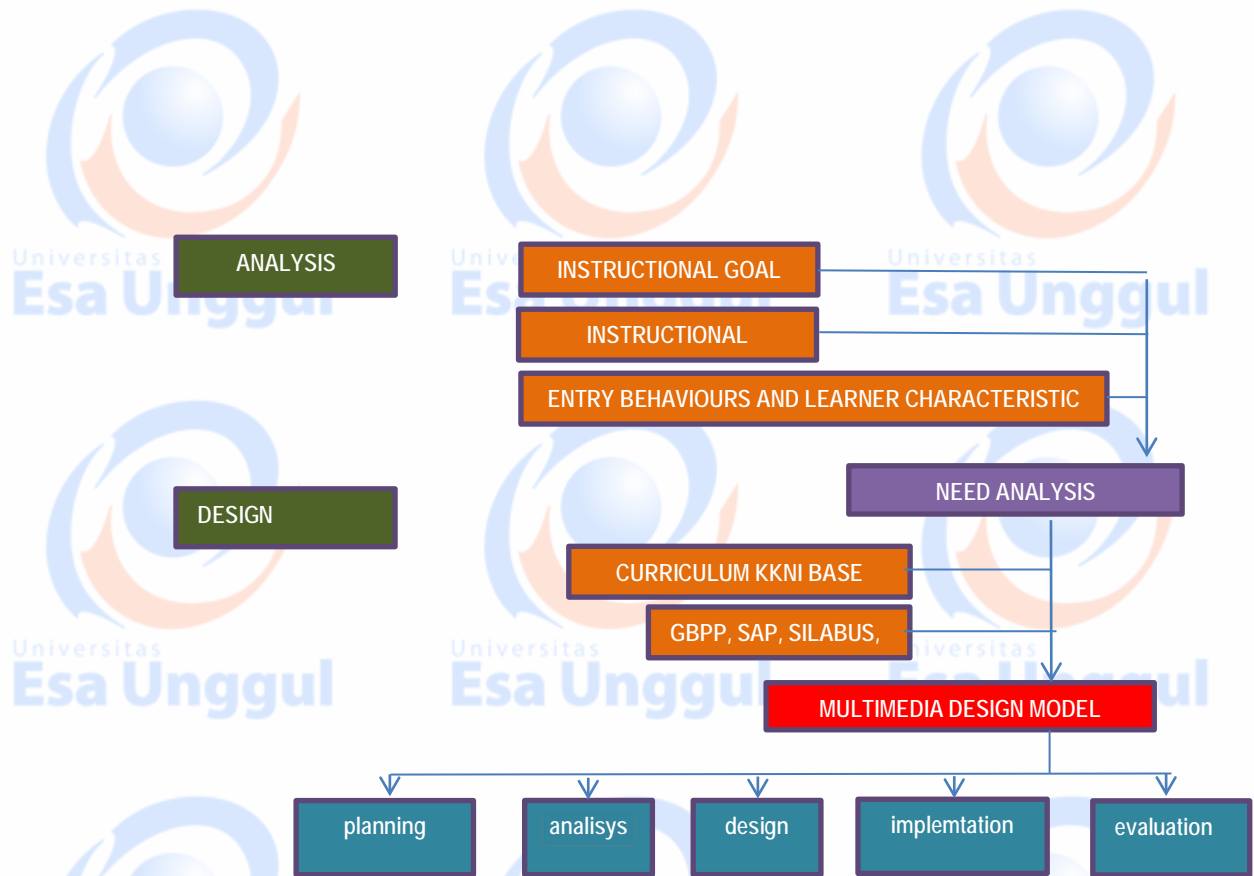


Gambar 1. : Dick and Carey System Approach Model

The steps of research development according to Dick & Carey (2005.1), as follows:

1. Instructional goal;
2. Instructional analysis;
3. Entry Behaviors and Learner Characteristics;
4. Performance Objectives;
5. Criterion-Referenced Test Items
6. Instructional Strategy
7. Instructional Materials;
8. Formative Evaluation;
9. Revise the instructional program
10. Summative Evaluation;

The research steps Research refers to the research model of development of Gall and Borg (2007, .589), model of development of Dick and Carey learning design (2005, 1). In the entrepreneurial development multimedia base, using multimedia software development steps: 1) perform needs analysis, 2) do learning design, 3) multimedia production, 4) validate, evaluate and revise the model and 5) test the learning product. In this research, the model of learning design of entrepreneurship course is combined with the design model of learning information system (planning, analysis, design, implementation and evaluation) and furthermore the next research of multimedia production So the embodiment as follows



Picture 2. : Design Instructional System Entrepreneurship Multimedia Base.

3. ANALYSIS AND DISCUSSION

The development of Entrepreneurship Instructional in Management Program Faculty of Economics and Business is conducted through several steps, among other :

1. ANALYZE

Analyze of learning KKNI-based according to students' learning needs by identifying student learning achievement. In formulating the Formulation of General Learning Objectives of Economics and Business Studies Program Faculty of Economics and Business of Esa Unggul University, which is description of generic KKNI for level 6, SWOT analysis, and tracer study. Based on inputs to these three matters, the Management Studies Program specifies the specific description of the study program, namely:

Learning Outcome Economic Management Study Program

Learning Outcome of economics management program based on generic and specific descriptions as well as each graduate profile Management Program Faculty of Economics and Business Esa Unggul University as Manager, Scientist, and Entrepreneur. Management

Studies program achieves the learning achievements of graduates of Management Studies Program, namely:

- 1) Job Aspects
- 2) Scientific aspect
- 3) Managerial Aspects
- 4) Aspects of Attitude and Character

Development The institutional curriculum is a number of study materials and lectures which are part and curriculum of higher education, have additional and science groups in the core curriculum are prepared by taking into account the circumstances and environmental needs and characteristics of the University Esa Unggul concerned.

Entrepreneurship course is one of the courses in the curriculum planning of economics and business faculty.

1. Instructional Goal

Based on generic descriptions and Identifying Research Profile of Esa Unggul University :

- General Data: Explanation of study program in terms of background, vision, mission and purpose, state of lecturer, student, curriculum and learning, constraints and efforts to improve the quality of learning described in detail.
- Lecturers : qualifications that still need to be improved ability in: preparation of learning planning, implementation of learning, learning evaluation both : formative and sumatif.
- Students: coming from 50 graduates 38 students with graduation rate (76%) and 55 graduates 35 students with graduation rate (63.63%) who are taking Entrepreneurship courses in the fifth semester. Through document studies of the learning process: revise the qualification of learning methods in accordance with the expected competencies, no student identification, talent records, student learning difficulties, how to solve problems and no follow-up learning. While through observation of learning outcomes: students have not focused on real and relevant issues of entrepreneurship, students have not studied in depth, conventional learning approach, short course and hybrid learning.
- Identify the competency of Economics and Business Faculty Economics Management Study Program by using KKNI-based curriculum competency design standard with the following steps: 1) Looking at generic descriptions (Indonesian National Qualification Framework - KKNI), 2) Conducting curriculum analysis (SWOT, Porter, Tracesr Study), 3) Vision, Mission, Objectives of Study Program, 4) Determining learning achievement (developing learning strategy and learning evaluation, 5) Established curriculum structure .. Based on study and analysis of instructional or general purpose data or achieving

Table 2. General Instructional Objective

No	Achievment of Public Instructional
1	Entrepreneurship Motivation
2	Generating ideas for activities, viable business

	opportunities
3	Feasibility Study and Business Situation Analysis Understanding the Market
4	Determining the Target Market
5	Grand Design
6	Start-Up Business.

2. Instructional Analysis

Instructional analysis is done after there is clarity step completion of analysis of general purpose competence or general learning achievement, hence is compiled instructional analysis

3. Entry Behaviors and Learner Characteristics

Through the processing of data on entrepreneurship subject of Economics Management Faculty of Economics and Business Studies of Esa Unggul University, with profiles: 5th semester students, prerequisite courses taken are: business motivation courses, microeconomics, macroeconomics, basic accounting.

While the characteristics are processed, among others: cognitive abilities, affective, psychomotor, verbal information, learning styles, motivation to learn. Sample of respondents as many as 2 classes of respondents, namely group 1 = 50 students and group 2 = 55 students, age range dominated 19-20 years, the majority of origin areas: DKI Jakarta and Tangerang, average monthly expenses: Rp. 1.500.000, -, average source of fund = parents, place of residence with parents, last education of parent = S1, average GPA group 1 = 3.30, group 2 = 3.05, majority of students have never follow and do entrepreneurial activities, have a high desire involved in entrepreneurship learning, as well as opening a business to meet the needs of life.

The cognitive abilities of all students are more than agreeing on the use of entrepreneurship to build a business based on: entrepreneurial motivation, entrepreneurial basic concepts, generating ideas of business activities, generating ideas of opportunity into viable business, business feasibility studies, target market determination, market feasibility analysis, technical feasibility analysis, financial feasibility analysis, risk concept, grand design, start up business. The affective abilities of almost all students agree should students understand entrepreneurship, accept entrepreneurial instructional, respond to entrepreneurial instructional, respect others, accept entrepreneurial instructional, motivated students learn entrepreneurship, learning process demands active students, enhances teamwork, enhances student confidence, enhances ability discussion. At the psychomotor almost all students agree should be able to use entrepreneurship development equipment, able to implement and use entrepreneurship.

On the verbal skills of information: almost all students are more than agree should be able to interview software users, able to perform information communication skills, able to develop means of communication. In observation of learning style dominated by auditorial and visual students this indicates that students like to listen and visual, do not agree to have textbook, strongly agree to seriousness in entrepreneurship learning, often ask lecturer, desire to do homework (home work) assigned lecturer, to the field of science studied, has an orientation in education

While the motivation to learn all the students almost more than agree to lecturers who instructional quality, subjects meet the qualification of industrial weight, using methods of learning are packed well, the condition of the lecture room that supports the lecture, although still not agree libraries.

4. Performance Objectives

Specific Learning Achievements will be implemented for the development of Garis-Garis Besar Program Pembelajaran (GBPP) which consists of: description of the course, determining general competence and special competence, sub-subject, assessment, grain type, achievement indicator, time estimation, learning method, instructional media and library .

Table 3 : Specific Instructional Objective

No	Achievements of Specific Instructional	Method
1	Entrepreneurship Motivation	Lecture
2	Basic Concepts of Entrepreneurship	Game Seesion
3	Generating the Idea of Business Activities	Field Visit
4	Generating Opportunity Ideas to Be a Worthy Business	Discussion
5	Feasibility Study	Discussion
6	Business Situation Analysis	Field Visit
7	Set Target Market	Lecture
8	Market Feasibility	Lecture

	Analysis	
9	Technic Feasibility Analysis	Lecture
10	Financial Feasibility Analysis	Lecture
11	Risc Concept	Discussion
12	Grand Design	Project
13	Start – up Business	Project

Source: Hendarti, Setyanto dan Rahman Modification of Researcher

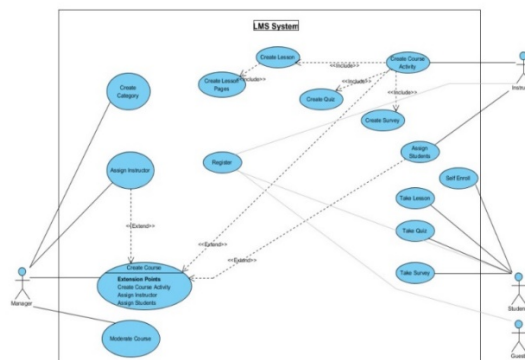
2. Design

Multimedia design was developed based on curriculum consideration of Management Economics, Syllabus, GBPP and SAP, and finally learning development for multimedia design model consisting of: (planning, analysis, design, implementation and evaluation). :

1. The design begins with the development of Curriculum of Economic Management Program Faculty of Economics and Business based on KKNI at Esa Unggul University
2. Making SAP
3. Making GBPP
4. Making Syllabus

Design

Use case learning management system for entrepreneurship study :



Gambar 4 : Use Case Lecturer Entrepreneurship Lectures

**Program Pembelajaran Kewirausahaan
UNIVERSITAS ESA UNGGUL**

GARIS BESAR PROGRAM PEMBELAJARAN – GBPP

KONTRAK PEMBELAJARAN

**Mata Kuliah : Kewirausahaan
Kode Mk : IEU1234**

Kegiatan Belajar

Capaian Pembelajaran mahasiswa diharapkan : 1) Mahasiswa termotivasi untuk melakukan wirausaha, 2) Mampu memahami konsep dasar kewirausahaan, 3) Membangkitkan Ide Kegiatan Usaha, 4) Membangkitkan Ide Peluang Menjadi Bisnis yang Layak, 5) Studi Kelayakan Usaha, 6) Analisis Situasi Usaha, 7) Menentukan Pasar Target, 8) Analisis Kelayakan Pasar, 9) Analisis Kelayakan Tekniks, 10) Analisis Kelayakan Financial, 11) Konsep Resiko, 12) Grand Desain, 13) Start – Up Bisnis.

Perancangan (*Design*)

DAFTAR PUSTAKA

1. Anonim 1. 2005. *Apakah Usaha dan Kewirausahaan Itu?* Turin, Italiy: International Training Centre, ILO.
2. ----- . 2005. *Siapa Wirausaha Itu?* Turin, Italiy: International Training Centre, ILO.
3. ----- . 2005. *Bagaimana Seharusnya Wirausaha Bersikap dan Bertindak?* Turin, Italiy: International Training Centre, ILO.
4. ----- . 2005. *Bagaimana Menjadi Seorang Wirausaha?* Turin, Italiy: International Training Centre, ILO.
5. ----- . 2005. *Bagaimana Mendapatkan Ide Bisnis yang Bagus?* Turin, Italiy: International Training Centre, ILO.
6. ----- . 2005. *Apa Langkah Selanjutnya untuk Menjadi Seorang Wirausaha?* Turin, Italiy: International Training.
7. Husaini Usman. 2009. *Manajemen: Teori, Praktik, dan Riset Pendidikan*. Jakarta: Bumi Aksara.

Bacaan yang Dianjurkan

Dit. Tendik, 2007. *Kewiraswastaan SD*. Jakarta: Depdiknas.
Buku-buku yang terdapat di Daftar Pustaka di atas.

MODUL

1. Kewirausahaan, 20017

E-BOOK

1. The Entrepreneur Theory and Practices , Hamilton, RT; Harper, DA
2. Entrepreneurship and Grow in Local Economies, Frontier in European Entrepreneurship Research, David Smalbon, Hands Landstrom, Dylan Jones Evans, 2009
3. Kewirausahaan Modul Perkuliahan, DIREKTORAT JENDERAL PEMBELAJARAN DAN KEMAHASISWAAN DITJEN PENDIDIKAN TINGGI KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN, 2013
4. Modul Kewirausahaan untuk Mahasiswa, Pusat Kewirausahaan Universitas Negeri Makasar

BOBOT PERKULIAHAN

Kehadiran : 10%
UTS : 20%
Tugas/Proyek : 40%
UAS : 30 %

KASUS

1.Sukses menuju Nomor Satu

2......dst.

MATERI 1

1. Presentasi 1 – Motivasi Kewirausahaan
2. Modul 1 – Motivasi Kewirausahaan
3. Kuis 1
4. Video Motivasi Kewirausahaan
Dst... dst ...

MATERI 3

1. Presentasi 3 – Membangkitkan Ide Kegiatan Usaha
2. Modul 3 – Membangkitkan Ide Kegiatan Usaha

3. Kuis 3
4. Video Membangkitkan Ide Kegiatan Usaha
Dst....
MATERI 08 - UTS

MATERI 15

1. Modul 15 – Studi Kasus
2. Video Kiat Sukses

MATERI 16 - UAS

5. **Instructional Material ;**

In the development of teaching materials should include principles of relevance, consistency, and adequacy. Development of teaching materials is used to support facial lectures and self-study. In developing and selecting learning materials used to support entrepreneurship courses. Various teaching materials that can be used for learning needs include: 1) text, 2) audio, 3) visual, 4) animation, 5) video, 6) multimedia and 7) learning management system. Learning process is done by blended learning.

CONCLUSIONS AND RECOMMENDATIONS

a. Conclusion

1. The design of the learning design generates the generic description of FE Management, the achievement of general instructional, the achievement of special instructional.
2. Produce KKNi-based Entrepreneurship Curriculum Program Economics Management Faculty of Economics and Business, GBPP, SAP, Module Lecture Entrepreneurship Courses.
3. Design Use Case Learning Management System Program Economics Management with Entrepreneurship courses,
4. Designing Entrepreneurship Learning Program Economics Management Faculty of Economics and Business.

b. Recommendation

1. Continue the development and revision of the implementation model of multimedia entrepreneurship learning system with coding program
2. To evaluate the implementation of learning model through: Expert of Material, Learner Designer, Media Design Expert and Information Technology Expert, then evaluation one to one, small group discussion, field trial
3. Revise the previous learning program by adapting the entrepreneurship learning program based on KKNi.
4. Preparation of teaching material modules and operating modules
5. Testing multimedia - based entrepreneurship learning

LITERATURE

1. ASHE Higher Education Repor, (2007) – All Issues – Wiley Online Library
2. Karban, R., (2015), Plant Learning and Memory. In: *Plant Sensing and Communication*. Chicago and London: The University of Chicago Press, pp. 31-44, [1].
3. Biggs, John, Tang, Catherine, (2011), *Teaching For Quality Learning At University*, McGraw-Hill Education (UK), 1 Sep 2011 - 389 halaman
4. Suryana. (2006). *Kewirausahaan Pedoman Praktis: Kiat dan Proses Menuju Sukses*. Bandung: PT Salemba Empat.
5. Gall, Meredith D. Gall, Joyce P. Borg, Walter. R. (2007), *Educational Research, an Introduction Seven Edition*, Allyn and Bacon
6. Fakultas Ekonomi & Bisnis Universitas Esa Unggul, (2017) *Desain Kurikulum Program Studi Ekonomi Manajemen Fakultas Ekonomi dan Bisnis*
7. Sharon E, Smaldino, James D. Rusell, Robert Heinich, Michael Molenda, *Instructional Media and Technology for Learning 6 edition op. cit. h.27.*
8. Dick dan Carey (2006), *instructional system design*, allyn and bacon
9. Dick dan Carey , “Lesson 10 Formative Evaluation”, <http://people.ucalgary.ca/~ekowch/673/mar20/formsum.html> , (diakses 7 juli 2017)

