# The Effect of Using Entrepreneurship Towards Project-Based Learning Module for Student's Learning Outcome

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**ABSTRACT.** This study aims to determine the effect of using entrepreneurship towards project-based learning (PJBL) module on student's of the economic education study program at the Teacher Training and Education Faculty of Pamulang University. This study used a quantitative approach to the experimental method of time series design by looking for the difference in learning outcome before and after using entrepreneurship towards project-based learning (PJBL) module. The statistical prerequisite test used normality test. The learning outcome data were analyzed using paired sample T-test. Based on the results of data analysis using SPSS, it is known empirically that the average learning outcome before using the entrepreneurship towards PJBL module there is an increase in the average learning outcome of 74.17. As for statistically, it can be seen from the results of a significance of 0.000 < 0.05, which means that there are significant differences in student's learning outcome before and after using the entrepreneurship towards PJBL module. Based on the data analysis, it can be concluded that there are significant differences in student's learning outcome before and after using the entrepreneurship towards PJBL module. This shows that the use of the entrepreneurship towards PJBL module has an influence on studen's learning outcome.

Keywords: module, entrepreneurship, project-based-learning, learning outcome.

## 1. INTRODUCTION

Education has an important role in efforts to develop the quality of Human Resources (HR). This form of effort can be carried out in both formal and non-formal education. The educational process carried out in the process of teaching and learning activities in the classroom. Teaching and learning activities will provide new information and experiences for students while participating in learning. A good learning pattern will form quality human resources who have good character, knowledge and skills. Therefore, it is necessary to have an in-depth study with regard to learning activities as an effort to increase knowledge and human life skills.

Based on Law Number 20 of 2003 concerning the National Education System in Chapter 3 Article 3 which states that national education functions to develop capabilities and shape the character and civilization of the nation and aims to develop the potential of students to become human beings who believe and have devotion to God Almighty, have noble character. healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens. The importance of education in enhancing and

developing human potential needs to be given special treatment in order to meet human needs in terms of thinking abilities and social skills. Various efforts have been made to reform education in order to be able to adapt to the times as well as in revamping the curriculum that is adapted to the needs of the times.

Updating the curriculum in the field of education will have an impact on efforts to achieve educational standards, one of which is the standard of the learning process. The learning process that involves the presence of lecturers, students, and the teaching materials used needs to be adjusted so that they meet the standard criteria for graduates to be achieved. One of the focuses in learning is teaching materials as a medium in conveying knowledge and skills to students. The arrangement of good teaching materials will be able to provide monitoring students convenience in in understanding the content of the material being studied. Teaching materials as tools and intermediaries for delivering information in the form of material from lecturers to students so that the material that has been given is not easily forgotten but can be studied repeatedly because it is neatly, conceptualized and systematic.

The Economic Education Study Program (Prodi) is one of the study programs at Pamulang University. Vision and Mission of the Economic Education Study Program, namely being able to create educators in the field of economic education, researchers in the field of economic education and entrepreneurs. The ability of student graduates as educators will later be able to teach subjects in economics, accounting, Social Sciences, and Entrepreneurship. In order to achieve this vision and mission, the study program takes various methods and efforts. Various efforts are made by the study program to improve the skills and abilities of students so that later they are able to teach properly.

One of the efforts of the study program in improving the quality of graduates is such as developing teaching learning management, materials and providing learning support facilities. Updates in learning need to be carried out by study programs in adapting to curriculum changes that occur in secondary education. Fundamental changes occur in entrepreneurship subjects, which were previously limited to entrepreneurial material content, but now they have turned into craft and entrepreneurship with the addition of craft materials. Based on the results of observations, currently the Economic Education Study Program does not have teaching materials that are able to prepare students as prospective educators in the field of entrepreneurship to have skills in teaching craft and entrepreneurship subjects. Therefore, it is necessary to renew learning in the use of teaching materials owned by lecturers and students.

The use of teaching materials that are not in accordance with student needs can make it difficult for students to apply knowledge in the field of entrepreneurship. The use of appropriate teaching materials and according to the needs of students as prospective educators can help in the learning process. The use of learning modules can facilitate the teaching and learning process [1]. In addition, the use of learning modules can provide flexibility for students to learn to think actively and creatively in solving problems at hand [2]. Based on these assumptions, it is necessary to use teaching materials such as learning modules.

The use of learning modules with a learning model approach will make learning more active and provide experience to students [3]. For example, if the expected learning objectives of students are asked to be able to make a craft made from wood, but the material contained in teaching materials is only limited to theories and pictures of examples of

wooden handicraft products. This is not appropriate, the teaching materials needed by students are not only sufficient to material that is theoretical but there is a need for a performance section which contains clear and detailed stages of making wooden crafts. Indicators that need to be contained in performance can contain tools and materials for producing wooden handicrafts followed by providing procedures for making one form of wood-based handicrafts. In addition, if the work can be completed properly and on time, students can be given assignments with the same theme but the resulting product differs according to cultural diversity or the situation and conditions of the surrounding environment. Thus, the existing learning objectives, namely students are able to make wood-based crafts that are oriented towards environmental problems can be achieved properly.

The learning model is a conceptual framework that is owned by educators as a reference in implementing learning in order to be able to provide activities and experiences to students in learning. Based on the description of the problem and previous studies, it is necessary to conduct research on the use of entrepreneurship towards project-based learning modules in an effort to improve student learning outcomes.

# 2. METHODS

The research place is a location where there are problems to be researched and to collect the data needed regarding these problems for research needs. This research was conducted at the Economic Education Study Program, Teacher Training and Education Faculty, Pamulang University which is located at Jl. Raya Puspiptek, Buaran, Kec. Pamulang, South Tangerang City, Banten.

The research method used in this research is the experimental method. Experimental research methods are used to find the effect of certain treatments on others under controlled conditions[4]. The experimental design used in this study is a quasi experimental time series design.

The research data collection techniques used in this study are the methods of observation, documentation and interviews. This data collection technique is done to obtain problem data contained in the background of the research problem. While the data collection instrument in this study used questions in the form of tests. This instrument is used to obtain learning outcomes that produce pretest and post-test scores. The data analysis technique used in this study used inferential statistical analysis with the prerequisite test for normality and using the T-test. This data analysis is used to process the results of the pre-test learning value data and the post-test learning outcomes.

# 3. RESULT AND DISCUSSION

#### 3.1 Result

The normality test is one of the prerequisite tests for parametric statistics. This test is used to see whether the data obtained in the study is normally distributed or not. Good data as a prerequisite for parametric tests must be normally distributed by looking at sig a > 5%. The normality test can be seen in the table as follows.

TABLE 1. TESTS OF NORMALITY

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk				
		Statistic	df	Sig.	Statistic	df	Sig.		
seli	isih	.112	20	.200*	.960	20	.546		

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 1 above, it can be seen that the Kolmogoreov - Smirnov value is 0.200. This shows that the Sig value is 0.200> 0.05. The result of the test of normality shows that the learning outcome data shows the normality value. This has met the prerequisite for the parametric test to further test the hypothesis. The next hypothesis test to find out differences in learning outcomes before and after using entrepreneurship towards project-based learning modules The test used in this study used the paired sample t- test statistical test which can be seen in the following table.

TABLE 2	PAIRED	SAMPI	ES S	TATIST	2 DT
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		Mean	Ν	Std. Deviation	Std. Error Mear	
Pair 1	Pretest	62.6750	20	6.36792	1.42391	
	Postest	74.1700	20	5.81596	1.30049	

Table 2 above shows an overview of the pretest value data obtained by an average value of learning outcomes of 62.67. Whereas for the posttest, it was obtained an average learning outcome of 74.17. Based on this description, because the average prestest is 62.57 <the average post-test is 74.17, empirically there is a difference in the average pretest and post-test learning outcomes. This shows that descriptively there are differences in the average student learning outcomes before using entrepreneurship towards project-based learning modules and after using entrepreneurship towards project-based learning modules.

To see the effect of using project-based learning entrepreneurship learning modules in this study can be seen in Table 3 below. MPLES TEST

	Paired Differences								
			Std. Std. Error		95% Confidence Interval of the Difference				Sig (2-
		Mean	Deviation	Mean	Lower	Upper	t	df	tailed)
Pair 1	Pretest - Postest	-11.49500	6.71734	1.50204	-14.63881	-8.35119	-7.653	19	.000

Based on Table 3 above, it can be seen that the Sig (2-tailed) value shows a value of 0.000. This shows that the sig a value is 0.000 <0.05 which means that there is a significant difference in student learning outcomes before and after using

entrepreneurship towards project-based learning modules. In addition, it can also be seen that the value of t count is greater than t table, which is 7.653> 2.093. This shows that there are significant differences in student learning outcomes before and



after using entrepreneurship towards project-based learning modules. This is supported by the results of previous research, namely an increase in student understanding by using a module developed in the medium category with an average gain score of 0.62 and an effect size difference of 14.5 with a percentage of student completeness of 87% [5].

#### 3.2 Discussion

The learning module is a set of concepts arranged systematically in an effort to assist students in developing thinking skills and social skills. The use of learning modules will assist lecturers and students in carrying out learning and teaching activities. The existence of a learning process module will make it easier for students to receive and understand the material being studied. In the context of the development of curriculum renewal, of course it must also be balanced with renewing a set of learning such as modules.

Learning updates such as in the development of teaching materials need to be done in order to be able to meet the needs of users. Teaching materials for students must of course be tailored to the needs of students in the context of science. This is so that students will get sufficient provisions to apply their knowledge and experience while studying on campus. One of the teaching materials that can be developed by delivering simple learning materials and activities and attracting students' interest in learning is the module[6].

The learning objectives that must be achieved by an intermediate student to a student are a minimum of C- 3 to C-6 in the cognitive aspects as stated in Bloom's Theory. Students are required not only to be able to explain or analyze an existing problem but also to be able to solve a problem. Therefore, the module needed is not only sufficient to contain a collection of theories and questions as material for discussion, but it is necessary to have real examples of a problem, analyze the problem, find a solution, and implement the solution in real life. The deeper the students 'understanding and analysis of the case examples given, the better the students' understanding of the material is [7].

Renewal of the learning module can be developed by integrating with the learning model approach. Learning using a learning model aims to make students more active and independent during the learning process [8]. The use of learning modules that are integrated with the learning model will make students actively participate in the learning stages of the learning model. Therefore, the learning module can be used as a source of independent learning without a lecturer as a learning facilitator. This is because without a teacher, a learning module that is integrated with the learning model will direct students to actively participate in the learning processes and stages contained in the module.

Project-Based Learning (PBL) is an innovative approach to learning that teaches a multitude of critical strategies for success in the twenty-first century. Students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge[9]. Furthermore, projectbased learning (PBL) is an active student-centered form of instruction which is characterized by students' autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices[10]. By applying a project-based learning model, students can apply the instructions contained in the module properly and easily. This is in accordance with the function of the learning module which is intended to help students understand the material and guide in achieving the expected learning objectives.

### 4. CONCLUSIONS

The application of entrepreneurship towards project-based learning modules has an impact on improving student learning outcomes. Based on the results and discussion in the study, it shows that there are significant differences in student learning outcomes before and after using entrepreneurship towards project-based learning modules. This can be seen from the sig a value of 0.000 <0.05 and tcount> t-table of 7.653> 2.093. Learning using the learning module provides knowledge and experience for students to learn more actively and independently in mastering the content of learning material.

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