

Integrated Online Learning Model to Develop Business Management Capabilities

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ABSTRACT

This development study was conducted to produce integrated online learning products in the form of learning tools with five integrated components, namely: (a) study guides, (b) syllabus and programs, (c) alternative packages of learning activities, (d) content-based teaching materials, and (e) learning assessment as a business management group. To achieve that goal, a learning device with five components as a unit is made based on the PATRIOT theoretical model in terms of content, process, and learning outcomes. Learning activities are carried out by integrating independent, interactive learning activities with audio-visual media, the real world in the field, and the virtual-online world (synchronous and asynchronous) combined with activities for working on training tasks, and assessing productive performance on an ongoing basis. Testing of product development prototypes was carried out in two classes of cooperative management and SMEs. This integrated learning is designed in an online format, which is supported by network facilities with google meet, online laboratories, and field activities based on the premise that increasing the ability to innovate creatively, courage to face risks, and turn challenges into opportunities are the basic characteristics of business managerial behavior. Field data was obtained through online interaction and student performance assessments which were then analyzed descriptively according to the characteristics and content. The results of quantitative data analysis generally indicate that there is a significant influence of integrated online learning on the learning progress achieved by students. The results of field testing show that the ability to take business actions can be improved through training assignments that are integrated with previous learning experiences and the success achieved at each stage of the learning scenario.

Keywords: *integrative instruction, online media, ability to manage business, and act of learning*

1. INTRODUCTION

The development of learning models and competency tools for university graduates is an effort to increase output competitiveness in the labor market. One of the many ways that can be taken is to link key competencies with work skills and entrepreneurship development programs. In relation to the process of developing the entrepreneurial profession, [1] found that the integrated learning model has proven to be implemented in the process of forming independent entrepreneurial groups for college graduates. This finding is in line with the results of a study by [2] regarding online learning in universities to conduct business management. The question posed is how far learning can be in line with the program for accelerating the development of business management skills in the field. The results of the research

show that business management activities take place through formal learning pathways programmed in the curriculum and practical work programs in the field

Theoretically, integrated learning [7] is included in the integrated Entrepreneurial Intention model (EI) family which integrates the teachings of values, theoretical knowledge, the business object environment, and the ability to manage a business that is integrated from theory to application in business management actions that have proven superiority. Entrepreneurial Knowledge, experiential learning theory, and experiential learning theory define learning as "the process by which knowledge is created through the transformation of experience. Knowledge results from a combination of grasping and transforming experiences. Kolb's experiential learning theory builds on the early work of learning and human development carried out by many

renowned scholar. Kolb's experiential learning theory is a philosophy of education based on "theory of experience. While traditional education has little need for theory because practice is dictated by tradition, the new experiential approach to education requires a solid experiential theory to guide implementation from theory to application [3]

Experiential learning or active learning, interactive learning or "learning by doing" has yielded positive results. Most experts agree that when students play an active role in the learning process, learning can be more optimal [4].

The essence of business management is to create value-added products through new methods, techniques and approaches that are more effective and efficient. The secret lies in the program of innovation and creativity in thinking and acting to seize professional opportunities with high fighting spirit, empathy for others, honesty, trustworthiness, responsibility, and sincerity in carrying out the profession of Business Manager. [7]

To increase the relevance of higher education outputs to employment, a program for accelerating the development of business management culture in universities is needed. The program was carried out to foster the entrepreneurial spirit of students and teaching staff which is expected to be a vehicle for synergistic integration between mastery of science and technology with an entrepreneurial spirit (DP2M Dikti). With the growth and development of information technology culture in universities, the results of research and development in addition to academic value, are expected to have added value for the independence of the nation's economy and increase the welfare of its people.

The results of the information technology study are also supported by the results of the Management and Organization Study [5] regarding the performance of professional development and responsibility in teamwork. The results showed that the management behavior patterns of the professions and the influence of the conditions of the learning environment greatly determine efforts to increase professional opportunities. This key information becomes very important for the professional development and empowerment of micro, small and medium (MSME) professions related to programs for creating and increasing the expansion of business opportunities, as well as the growth and development of new information technology actors in Indonesia. Likewise, the understanding of professional actors about regional potential and community behavior patterns in the development of business management.

As explained by [6], to achieve the predicate of a successful entrepreneur, the basic qualities of business management must be cultivated in each individual with a high fighting spirit. There are five indicators that can be used as measures, characteristics, and ways to become a superior information technology, which are daring to take risks, able to work with higher quality, accommodating to environmental changes, being creative, always

working to increase competitive advantage, and self-image through new investments in related fields. economically profitable.

Theoretically, students' closeness to the real world can be achieved through mapping of graduate competencies, structuring discussion material, learning scenarios, and assessment techniques that are then used as a basis for developing learning plans, implementing KBM in class, and assessing learning outcomes by placing students as study subjects and learning. The trick is to involve students in designing, implementing, and assessing learning activities and assessing their own learning outcomes. The application of the intra-subject learning approach in learning is based on the postulate that self-recognition will increase mutual trust and trust will increase student learning responsibilities both to lecturers and to themselves.

The accompanying impact of the successful application of the intra-subject learning approach is an increase in student enthusiasm for learning and a fighting spirit to overcome the problems that have been brought up, including cases that occur in the professional world. The direct impact on learning is an increase in the achievement of learning objectives and targets for mastery of abilities that have been designed by students according to the targets that have been set with their lecturers [8].

From the results of the business management study, it can be synthesized that the growth and development of the information technology spirit generally begins with the desire to help oneself from all the burdens of dependence and uncertainty in living conditions. From that desire continues to the emergence of motivation to work, and from that motivation can give birth to the process of searching for new ideas and plans. From the plans made, a prospective profession will choose certain alternative actions and depart from the chosen alternative action, then a choice of new types of professions and new types of products that are imitations of similar professions or types of innovation products can emerge.

2. METHOD

Operationally, this development study uses the research and development (R&D) design of the procedural model of [11] by utilizing the results of previous studies which were designed using the PATRIOT learning theoretical model. which starts from the activities of mastering theoretical competencies to practical applications. Learning activities are designed to provide students with a learning experience in applying a set of principles, rules, and theories (PAT) that are in accordance with reality, information, and learning objects, so that they can increase competence in the form of business management actions.

As described by [9] and [10], there are five steps taken in online learning product development activities. This systematic step begins with (1) initial analysis of the need

for business management personnel, followed by (2) designing the main components and specifications for their supporting components. The next step is (3) Making product prototypes and supporting product devices, with specifications, target users. The prototype is then (4) pre-tested to individuals and expert-tested for revision. Next step is (5) Implementation, to explore the field data segment. The data from the field test were then analyzed and used as the basis for revising the learning engineering product.

This study was conducted by exploring variations in learning patterns in an effort to develop entrepreneurial behavior among students. Learning activities are carried out by integrating independent, interactive learning activities with audio-visual media programs, real environments in the field, and online virtual worlds (synchronous and asynchronous) combined with activities for working on training tasks, and assessments of sustainable productive performance. This study was conducted in two classes of cooperative and MSME management. This integrated learning model is virtual with network facilities with google meet, online laboratories, and field activities based on the premise that increasing the ability to innovate creatively, have the courage to face risks, and turn challenges into opportunities are the basic characteristics of entrepreneurial managerial behavior for college graduates. Field data were obtained through online interaction and student performance assessments at SIPEJAR-UM which were then analyzed descriptively as a basis for revising product development

3. DISCUSSION

3.1 *Research Result*

This development study targets product outputs in the form of learning tools with five integrated components, namely: (a) study guides, (b) syllabus and Business Management Education programs, (c) alternative packages of learning activities, (d) value-based teaching materials, and (e) assessment of learning and learning outcomes acting as a business management group.

Efforts to produce a true business management group can only be done in the classroom and in the field in an integrated manner. Theoretical knowledge that is well mastered by students becomes more meaningful based on the teachings of socio-cultural-religious values, basic scientific concepts, and communication strategies for their disclosure. The ability to manage a business in the form of action can be more in line with its functions by including the character of identity in every step of planning, implementation and supervision. More operationally, the conclusions of the results of this study can be presented as follows:

First, the Learning Guide, there are five types of competency standards set in the development of business management education. Of the five competencies, the

highest proportion is work behavior offered for both academic education programs and vocational diploma education. The work behavior is characterized by the existence of activities to create added value for goods or services with new methods, techniques and approaches that are more effective and efficient

Second, the syllabus and the Business Management Education program. Business Management Program is a value system of creative thinking and innovative behavior that can be learned and taught with certain strategies, from theory to application. Learning activities based on problem-solving models that are proven to lead to the development of a work culture and high fighting spirit, dare to take risks, are accommodative to change, and professionally increase competitive advantage, and strengthen self-image as independent people. The values of the struggle for life are implanted into the memory of the students' brains so that they can be used as a basis, a source of driving force, tactics, and tips in facing the challenges of a more prosperous future.

Third, an alternative package of learning activities, in order to grow and develop a work culture, a set of teaching materials that can be uploaded in the form of content-oriented theoretical knowledge information is needed; principles, rules and theories. Meanwhile, at the same time, you can also get to know the environment more (reality, information, and professional objects), as well as learning materials that can stimulate professional action through access to training materials and feedback prepared in various forms of display.

Fourth, value-based teaching materials. The ability to act in business management is carried out in stages through the points of discussion with the help of designed learning media and a professional environment that is presented by showing the activities of the human economic profession to meet their needs. Media is designed to increase mastery of theoretical knowledge, tends to be downloaded by students more than material about field cases. Efforts to produce a true business management group can only be done in the classroom and in the field in an integrated manner. Theoretical knowledge that is well mastered by students becomes more meaningful based on the teachings of socio-cultural-religious values, basic scientific concepts, and communication strategies for their disclosure.

Fifth, assessment of learning and learning outcomes act as a business management group. In line with the characteristics of the competence to act in the form of actions, then in its implementation it can be optimized by increasing fighting spirit, empathy, honesty and responsibility with learning activities from theory to application, an instrument for assessing the learning process and learning outcomes can be prepared that can make both students and learners mutually learn and teach.

3.2 *Discussion*

In empirical reality, learning itself should be designed,

implemented, and continuously refined according to the spirit of being up-to-date with programming techniques and other supporting skills. The assessment technique that students prefer is self-assessment with an effective one-week completion grace period. However, the originality aspect of student answers still needs to be tested further so that it can be detected that most of the assessment answers are similar or have the same structural pattern.

From the results of statistical analysis of the learning outcomes scores of participants in the empirical test, it can be concluded that there are variations in learning outcomes in the six groups of students. Likewise, the magnitude of the difference in the mean of each class group. The results of this empirical data analysis show that, within detectable limits, that lecture participants have a background of previous learning experiences about business management which are relatively heterogeneous so that it affects the learning dynamics and implementation of business management courses as a whole. However, the level of difference in the learning effectiveness of each individual and group of students who attend lectures with web-based business management course packages across study programs is still in the variation of differences that need to be studied further, their significance and impact on the process of developing the soul of information technology among management group students. service business, trading business, and industry, or their integration

4. CONCLUSION

There are five learning components that are tested for their implementation in the field and their integration in the process of developing business management abilities. The components tested are: The results of quantitative data analysis in general show that there is a significant integrated online learning effect on the learning progress achieved by students. The results of field implementation show that the ability to take business actions can be improved through training assignments that are integrated with previous learning experiences and the success achieved at each stage of the learning scenario. The ability to manage a business can be improved through the mechanism of cooperation in group work, together with supervisors and project partners. Qualitatively, it was found that there were deficiencies in optimizing the accessibility of learning activities. The results of the field implementation test are then used as input for the improvement of integrated field work activities and the practice of managing their own business with their business partners in a sustainable manner

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Research an Introduction