

Effectiveness of Distance Learning Entrepreneurship Course with Credit Earning System at Universitas Andalas

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ABSTRACT

Distance Learning is an educational system with a broad reach not limited by space and time. At the beginning of 2020 or more precisely in March 2020, all education units in Indonesia implemented the Learning at Home program, or Distance Learning, since the Covid-19 Virus was declared to have entered Indonesia. At that time, the Chancellor of Andalas University issued a decision to conduct distance learning by utilizing Andalas University I-Learn as the primary learning medium. It was implemented to prevent the spread of the Covid-19 virus to not spreading throughout the community in Unand and Padang City. This study aimed to determine the effectiveness of the Distance Learning Entrepreneurship Course with a Credit Earning system for students from partner campuses of Dharma Andalas University and Taman Siswa University at Andalas University. This research uses qualitative research with descriptive qualitative design (case study). The data collection techniques using online questionnaires via a google form. This study indicates that distance learning with several methods is quite effective; this can be seen from the results of the questionnaire distributed to 40 respondents from 5 questions asked. On average, almost all of the respondents support and assess that distance learning is effective against the student.

Keywords: *Distance Learning, Student Learning Effectiveness, Entrepreneurship Course*

1. INTRODUCTION

In the era of the industrial revolution 4.0 and advances in Information and Communication Technology (ICT), universities' approaches, strategies, and learning and assessment methods. This makes study programs and lecturers continue to be creative and innovate to update approaches, strategies, and learning methods and assessments to optimize learning outcomes. The Higher Education Law number 12 of 2012 article 31 concerning Distance Education explains that teaching and learning process carried out remotely through various communication media will provide Higher Education services to community groups who cannot attend face-to-face or regular education and expand access and facilitate Higher Education services in education and learning. It is held in various forms, modes, and coverage supported by learning facilities and services and an assessment system that ensures the quality of graduates following the National Higher Education Standards.

Online learning by utilizing technology and information systems is a learning pattern that is expected to be an alternative to learning activities that initially apply traditional education patterns that are oriented as a whole on face-to-face tutorials in class (class-based learning). Online learning gives a new color to the learning environment supported by technology and information systems. Simulation activities and the use of multimedia can represent actual conditions, access to a wide-open knowledge database, interact with competent instructors and penetrate the boundaries of space and time. Andalas University (UNAND) already has a learning management systems (LMS) platform with a Moodle application called interactive learning (iLearn). This application is adequate for implementing entrepreneurship course is one of the courses given to students pursuing an education path at colleges or universities in Indonesia. Andalas University is one of the universities that require this course. The provision of entrepreneurship courses is not only in the Management Study Program, but this course is given to all majors and study programs, even becoming one of the mandatory courses that students must take. The obligation to give this course at the college or university level is a follow-up to the importance of entrepreneurship for students. The importance of entrepreneurship courses is given to students because students are the hope of the nation to advance the Indonesian nation. In the Management Study Program, Faculty of Economics, Andalas University, this course is mandatory and intended to

equip students with entrepreneurial knowledge so that they have competence in preparing, starting, and maintaining a business. So that it grows and develops and continues to develop for a long time. This course is offered in semester V with a weight of 3 credits.

The entrepreneurship course (AND 60102) will discuss various theories and practices in entrepreneurship. In this course, students will be taught how to do business properly, create a product, and market it. Not only that, students are also taught about managing company finances well and managing organizations. This course consists of entrepreneurship theory, developing ideas and opportunities, and entrepreneurial practices in the business field. The knowledge gained in this lecture is expected to shape the character of students or at least increase students' knowledge about the ins and outs of business so that students are able to take advantage of the opportunities that are around them in creating their businesses and can even open up job opportunities for many people when they are students or after graduating from college.

Seeing the importance of this course and the facilities for carrying out online learning, Andalas University (UNAND) has owned and functions well through the UNAND iLearn (Interactive Learning) System. In addition, the abundance of platforms for carrying out online learning on the internet that can be accessed for free as well as various choices of Learning Management Systems with Open Source status, the Management Study Program of the Faculty of Economics, Andalas University sees an opportunity to organize Entrepreneurship Courses with a Credit Earning system and provide opportunities to other universities to enjoy studying at the Management Study Program, Faculty of Economics, Andalas University (UNAND). Moreover, this follows Permendikbud No. 3 of 2020, which has regulated the Independent Learning Campus (MBKM) Article 15 paragraph 2. For the implementation of distance learning to be effective, it is necessary to pay attention to several factors, including the experience of educators, the ability to use equipment, creativity in using equipment, and the ability to interact in the classroom.

Research conducted by Prawiyogi et al. in 2020 found that distance learning was effective for students of SDIT Cendekia Purwakarta. Another study conducted by Sari Dewi et al. in 2020 also showed the effectiveness of distance learning at the Surabaya Aviation Polytechnic showed results that were categorized as effective. So, based on the results of these previous studies, it can be

hypothesized that distance learning Entrepreneurship courses with the Credit Earning system at Andalas University are effective.

2. METHODS

The method used in this research is the qualitative method. According to (Moleong, 2002), qualitative research is conducted to explore, understand, and describe a research project in a descriptive way in words and language. The approach in this research is descriptive qualitative (case study). According to (Nawawi, 1996) research describes or describes the current situation based on the facts found in the field as they are. In this study, the researcher wanted to know the effectiveness of the distance learning Entrepreneurship Course with a credit-earning system at Andalas University. In this study, researchers also act as data collectors and observers based on factual data obtained from 40 students. The questions posed to the respondents were as follows:

1. Distance learning materials are easy for students to understand
2. The material provided is in accordance with the ability of students
3. The distance learning method used is easy for students to understand
4. The distance learning media used is in accordance with student interests
5. The evaluation given follows the student's ability.

These questions were given to respondents in written form to be answered without any intervention from researchers and other parties (Creswell, 2016). The distribution of questionnaires was carried out through Google forms. At the same time, the researchers conducted data analysis in accordance with what was stated (Sugiyono, 2011), namely data reduction, data presentation, and concluding.

3. RESULTS AND DISCUSSION

Based on the questionnaire distributed to 40 students, the researcher can use the data to be calculated and calculated in graphical form. After that, the researcher will be able to describe and explain the results of this study so that later the researcher can draw clear conclusions. From 40 questionnaires distributed consisting of 5 questions, the following results were obtained:

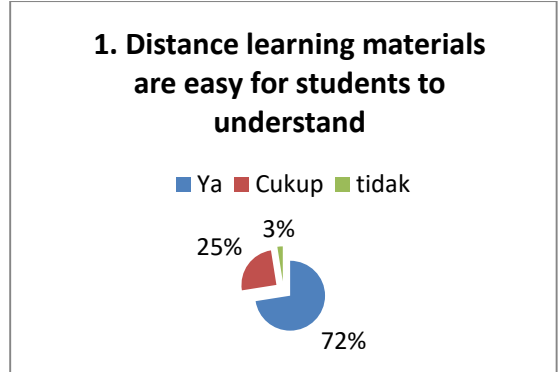


Figure 1. The results of data processing Distance learning materials are easy for students to understand.

Based on the data in Figure 1 above, 72% of students stated that distance learning materials were easy for students to understand, 25% said it was sufficient, and only 3% said no. This shows that most students stated that distance learning materials were easy to understand.

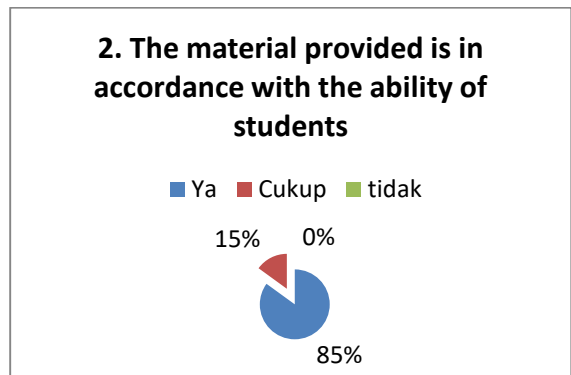


Figure 2. The results of data processing The material provided is in accordance with the student's abilities.

Based on the data in Figure 2 above, 85% of students stated that the material provided was in accordance with the student's abilities, 15% said it was sufficient, and 0% said it was not. This shows that the majority of students stated that the material provided was in accordance with the student's abilities.

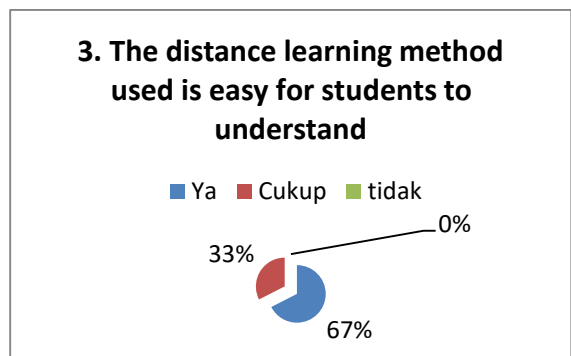


Figure 3. The results of data processing The distance learning method used is easy for students to understand.

Based on the data in Figure 3 above, 67% of students stated that the distance learning method was easy to understand, 33% said it was sufficient, and 0% said it was not. This shows that most students stated that the distance learning method used was easy for students to understand.

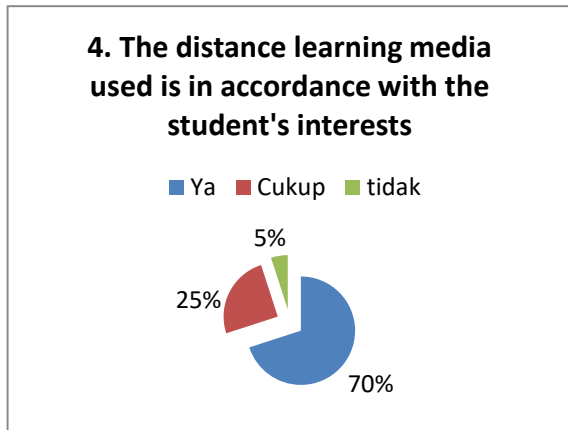


Figure 4. The results of data processing The distance learning media used is in accordance with student interests.

Based on the data in Figure 4 above, 70% of students stated that the distance learning media used was in accordance with student interests, 25% said it was sufficient, and only 5% said no. This shows that the majority of students stated that the distance learning media used was in accordance with student interests.

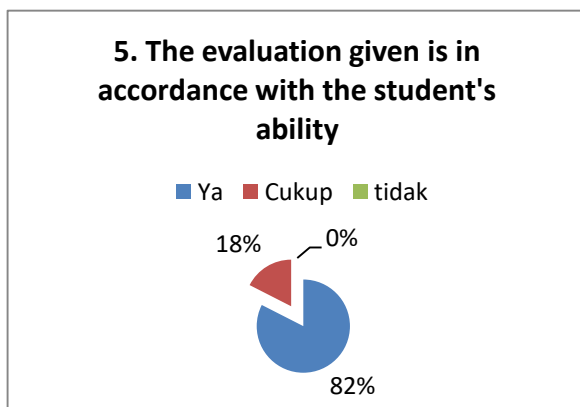


Figure 5. The results of the processed evaluation data provided are in accordance with the student's abilities

Based on the data in Figure 5 above, 82% of students stated that the evaluation was in accordance with the student's abilities, 18% said it was sufficient, and 0% said it was not. This shows that the majority of students stated that the

evaluation given was in accordance with the student's abilities.

4. CONCLUSION

Based on the results of research conducted by researchers on the effectiveness of distance learning, entrepreneurship courses with a credit-earning system at Andalas University, several conclusions can be drawn, namely:

1. Distance learning entrepreneurship courses with a credit-earning system at Andalas University are effective. This can be seen from the 5 questions given to 40 respondents who agreed that distance learning was effective for students.
2. Appropriate and interesting methods and media will make students feel satisfied and enthusiastic about participating in this lecture.

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