

EFFECTIVENESSTHE USE OF ENTREPRENEURSHIP LEARNING MODULE BASED TUTORIAL MULTIMEDIA IN VOCATIONAL HIGH SCHOOL

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The purpose of this research was to examine the effectiveness of the use of Entrepreneurship learning modules based tutorial multimedia consists of two indicators, namely: (1) effectively enhance students' creativity, and (2) effectively enhance the learning outcomes of students. The entrepreneurship Module-based multimedia, equipped with CD tutorials that can provide motivation and inspiration for students to assess the material well and put it into practice through tasks, to produce graduates students who are qualified, productive and able to compete in the era of the Asean Economic Community (AEC). The method used to test the effectiveness of the use of Entrepreneurship module based multimedia tutorial is a Quasi experimental with the shape of Time Series Design, using one group was given treatment. Before the treated group were given a pretest to four times, with a view to determine the stability and clarity of the circumstances of the group before being treated. Samples were taken proportionately of students in class XI numbered 30 people. The research located in SMKN 5 Makassar, South Sulawesi, on even semester 2015/2016. Based on observations and analysis of data on the use of Entrepreneurship module based tutorial multimedia, the results of this research are: (1) The use of Entrepreneurship learning modules based tutorial multimedia effectively improve the creativity of learners, (2) The use of Entrepreneurship learning modules based tutorial multimedia can enhance the learning outcomes of students. Thus, it was concluded that the entrepreneurial learning modules based on effective use of multimedia in vocational high schools, because it can raise achievement motivation of learners, so that creativity and achievement of learners can be increased.

Keywords: Effectiveness, Module, Multimedia, Tutorials, Creativity, Motivation

Introduction

The era of globalization is now needed a high quality human resources, that able to adapt to technological development, responsive to the changes that occur due to the increasing complexity of global economic competition. Moreover, with the implementation of the Asean Economic Community (AEC) began in 2016 is the higher competition. AEC, occur through the implementation of free trade in the Asean region. An Asean economic integration in the face of free trade between ASEAN countries. Thus, ASEAN countries including Indonesia must prepare the human resources (HR) who has high skilled, intelligent, and able to compete in this era of AEC.

Zuhal (2010: 14)¹ explains that the main measure in perspective of competitiveness of the nation lies in the performance of the power of the human

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resources (HR) company and the State against other competitors in a given time frame. The low quality of human resources able to narrow the capability for Indonesian workers, so unemployment can increase from year to year, because the institution will continue to add graduates job seekers is not the creator of the work.

Most dominant factor in the cause of unemployment is the imbalance between supply and demand, or the number of job seekers is not comparable with the available vacancies. Another factor is still not exploited business opportunities derived from the potential of local wisdom, which can make people become an entrepreneur rather than being an employee (Anita Anggraini&Sukardi, 2015: 288)².

Therefore, educational institutions should be able to prepare graduates who has high skilled, intelligent and competitive. One of the existing educational institutions in Indonesia is a vocational institution. The vocational high schools is a form of vocational education at the secondary level to prepare students especially for work in a particular field. In the Law on National Education System, explained that the purpose of vocational high schools is to produce graduates who are able to work in accordance with the level of competence acquired, able to adapt to the work environment and to develop themselves professionally (Act No. 20 of 2003)³.

In order to prepare graduates who can create jobs and be competitive in the era of the Asean Economic Community (AEC), then students at vocational high school should be equipped with entrepreneurial knowledge as early as possible to develop the entrepreneurial character. Therefore graduates are not just job seekers, but it can create jobs or independently after they graduate. Need innovation in vocational entrepreneurial learning to develop the creativity and independence of learners.

Based on preliminary observations have been conducted by researchers on subjects of Entrepreneurship in several vocational schools in South Sulawesi province, teaching materials that used by teachers is still a regular teaching materials, which have not been based multimedia. This situation led the students feel bored and saturated follow the lesson. As a result, students are less interested in following the lesson.

Entrepreneurial learning that had been held at vocational high school only use the manual teaching module-centered approach to the teacher (Teacher Centre Learning), learning materials is very monotonous and less entrepreneurial practices. This caused students are less motivated to develop creativity and independence. So the purpose of this research is to test the effectiveness of Entrepreneurship learning modules based tutorial multimedia that is in use in vocational high school, with two assessment indicators, namely: (1) to determine the effectiveness of an increase in the creativity of learners, and (2) to assess the effectiveness of the learning outcome of students. The entrepreneurship Module-based multimedia, equipped with CD tutorials that can provide motivation and inspiration for students to assess the material well and put it into practice through tasks given, so as to

produce graduates who are qualified, productive and able to compete in the era of the Asean Economic Community.

Research Methods

This types of research is the R & D (Research and Development), but the method used to test the effectiveness of using this multimedia-based entrepreneurship module, is a Quasi experimental with Time Series Design, using one group given treatment. Before the treated group were given a pretest as many as four times, with a view to determine the stability and clarity of the circumstances of the group before being treated. When the results of the pretest for four times that its value is different, mean the group the situation is unstable and inconsistent. After the stability of the state of the group can be seen clearly, then just given treatment (Sugiono, 2008: 115)⁴. The study design uses only one group, so it does not require the control group. Design research as follows:

$$\boxed{O_1 O_2 O_3 O_4 X O_4 O_5 O_6 O_7}$$

The samples were taken proportionately of students of class XI and numbered 30 people. SMKN 5 research sites in Makassar, South Sulawesi, on even semester 2015/2016. Data collection technique used observation sheet to observe the activity level of creativity of learners and sheet tests to assess learning outcomes. Variable consisted of independent variables and the dependent variable. The independent variable was the use of craft and Entrepreneurship module-based multimedia, while the dependent variable is the creativity and the learning outcomes of students. The observed indicators of creativity consists of four indicators, namely: (1) The creative individual, (2) Booster, (3) the creative process, and (4) Product. While indicators of learning outcomes is the result of the pre-test and post-test.

Research Results

Based on the results of testing the use of craft and Entrepreneurship Module multimedia based tutorial through methods Quasi experiment, the Time Series Design, using one group given a treatment which consists of 30 students of class XI Vocational High School 5 Makassar. In addition there are two indicators achieved in this study that the use of this module is said to be effective, namely: (1) increase the creativity Learners, and (2) Improvement of learning outcomes. The results can be presented as follows:

Increased Creativity of Students

Based on data from direct observation during use of the module with a sample of 30 students, so that the average increase in the creativity of learners in terms of two aspects: aspects of the process and the product, then the result can be seen in Figure 1 below.

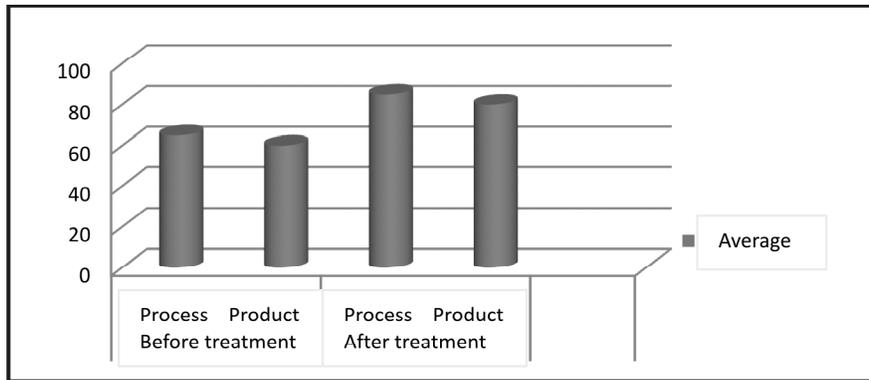


Figure 1: Level of Creativity of students

The results of the study are presented in Figure 1 above, seen a significant improvement after the treatment was given, namely that class provide on entrepreneurship learning modules based multimedia. In the process of learning, of students are very enthusiastic and motivated to learn the contents of the module well, so grows the creativity of learners try to execute any command that is in the module to produce the initial product that can be developed into a marketable product.

Increased Learning Outcomes

The group of selected before the treated group were given a pretest to four times, with a view to determine the stability and clarity of the circumstances of the group before being treated. The results of the pretest for four times that its value is different, mean the group the situation is unstable, erratic and inconsistent. After the stability of the state of the group can be seen clearly, then just given treatment. Pretest results that have been done four times, but the result is stable, as shown in Figure 2 below:

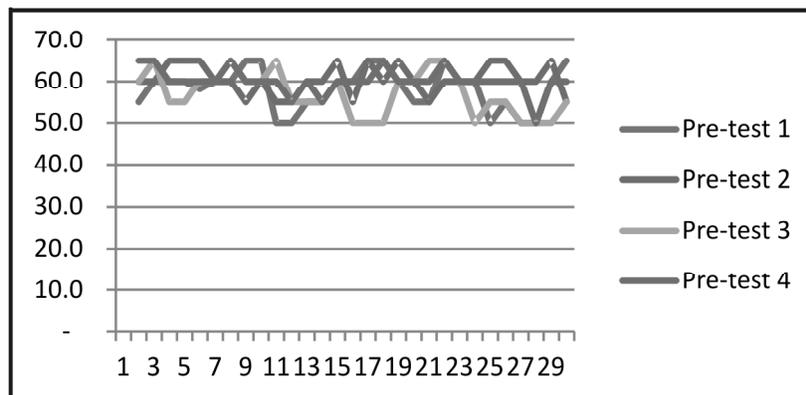


Figure 2: Results of the pretest before being given treatment

Based on the results presented in Figure 2 above, that the state of the sample is stable after being given a pretest four times, then continued with the treatment in the group with application modules for 4 meetings. Each completed application module for each meeting, then continued by giving posttest. Learning outcome is measured from the average results of pretest before the application modules and the average posttest results after the implementation of the module. The result can be seen in Figure 3.

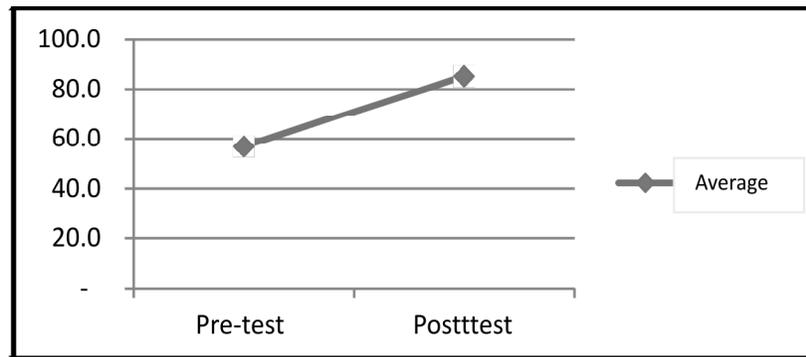


Figure 3: Increased Learning Outcomes after Treatment

As explained above, that the sample is stable after being given a pretest four times the average value was 57.0 and the average posttest results was 85.0, significantly the use of multimedia-based entrepreneurial learning modules to improve learning outcomes.

Discussion

Based on the results presented above, then this section will discuss the results of the study in accordance with the indicators of achievement, as follows:

Increased Creativity Students

Based on observations and analysis of data on the use module craft and Entrepreneurship based multimedia tutorial, the average increase in the creativity of learners in terms of two aspects: aspects of the process and the product according to figure 1 above, it can be concluded that the use of module-based learning the multimedia tutorial effectively enhance the creativity of learners. These results are supported by the results of relevant studies and literature review of some experts.

Results of research conducted by NunuyNurAfiah (2008)⁵ found that entrepreneurship can play a role in meeting the challenges faced by small and medium enterprises (SMEs), which is how SMEs should be able to act in an innovative, creative thinking, and dare to take risks. According to Kris (2009: 25)⁶

that creativity does not just happen, but requires a process. The process of creativity is the main condition for the emergence of entrepreneur and presenting an idea in which individuals and groups that are processing to produce new something with a more effective and efficient in a system.

Meanwhile, according to Suryana (2008: 3)⁷ that the process of creativity is only done by those who have a spirit and an entrepreneurial attitude, namely: 1) those who believe in themselves, 2) initiative, 3) has the achievement motive, 4) have a spirit of leadership, and 5) took a risk by calculating. The final goal of creativity is to achieve the transformation and acceleration of the business to a higher level. With creativity, can be created ideas or ideas about the product or how to run a business. Then the idea was developed so that it can become an innovation, which is an idea that can be run and add value or benefit for the company, which then can accelerate business growth and drive business transformation process became larger and growing (Prijosaksono & Bawono, 2008: 72-73)⁸.

Based on the expert opinion of some of the above, that the creativity of learners can be observed from the process of creativity and product creativity, so it can drive knowledge transformation process became larger and growing. Thus, the use of multimedia based tutorial Entrepreneurship module effectively enhance the creativity of learners in vocational high schools.

Increased Learning Outcomes

The effectiveness of the learning outcome is measured from the result of pretest and posttest. Learning outcome is measured from the average results of pretest before the application modules and the average posttest results after the implementation of the module, as shown in Figure 3. Based on data analysis that has been done, it can be concluded that the use of multimedia based tutorial module Entrepreneurship can improve learning outcomes of students. The result can be seen from the significant differences between the results of the pretest and posttest results that have been made against the group. Entrepreneurship means that the use of multimedia based tutorial effectively improve learning outcomes. This is supported by the literature review and some relevant research results. Factors affecting the learning achievement by Murphy (2009: 22)⁹ are:

“the extent to which educators, students, and the total educational environment reflect culture competence significantly affects the nature and type of schooling conditions of learning as well as learning outcomes”.

That fact implies that the factors that influence learning preastasi them are educators, and educational environment that reflects the culture of competence. The educators factor can be seen from the performance of teachers, learners can be seen factors of achievement motivation and discipline of study, while the learning environment can be seen from the school facilities and infrastructure. Purwanto (2007: 20-21)¹⁰ says that the achievement motivation as the desire or tendency to do things that are

difficult and as best as possible. Therefore with the use of multimedia based tutorial module can motivate of students to study harder to accomplish tasks with good entrepreneurial practices, so that the whole can improve learning outcomes.

Setiawatiand Putu (2015: 325-339)¹¹. State that the effective achievement motivation and improve learning outcomes. This is in line with the results of research Gota (2012: 5)¹², which concluded that the achievement motivation has direct and significant effect on students' academic achievement. Another study conducted by Noprianti and PutuSudira (2015: 222-235)¹³ learning tools of multimedia use, concluded that the use of multimedia interactive learning effectively used in the learning process and can improve learning outcomes. Based on the review of relevant literature and research results described above, it can be concluded that the use of multimedia based tutorial Entrepreneurship modules effectively improve learning outcomes.

Based on the research results that have been put forward, that most successful entrepreneurs, is determined by personality traits (creativity and motivation) that can be nurtured from an early age through entrepreneurship education and training. With the use of interactive modules it is also can provoke interest and motivation of learners to be creative and develop their creativity. In an effort to build self-reliance as the core of the principles of entrepreneurship, education should be able to play an active role in preparing educated human resources capable of facing the challenges of life both locally, regionally, nationally, and internationally.

Conclusion

Based on observations and analysis of data on the use of Entrepreneurship module based tutorial multimedia, so that the average increase in the creativity of learners in terms of two aspects: aspects of the process and the product, it can be concluded that the use of Entrepreneurship learning modules effectively increase creativity of learners. Moreover the use of Entrepreneurship module based tutorial multimedia can also improve learning outcomes of students. The result can be seen from the significant differences between the results of the pretest and posttest results that have been made against the group.

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