

# Need Assessments of Experiential Learning-Based Entrepreneurship Textbook Development

Efa Wahyu Prastyaningtyas<sup>1</sup>, Widi Wulansari<sup>2</sup>, Elis Irmayanti<sup>3</sup>,  
Farikhah Nur Afiah<sup>4</sup>

<sup>1,3,4</sup>Department of Economics Education, Nusantara PGRI University, Kediri, Indonesia

<sup>2</sup>Early Childhood Teacher Education, Nusantara PGRI University, Kediri, Indonesia

Corresponding Author: Efa Wahyu Prastyaningtyas

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## ABSTRACT

The success of the learning process, especially entrepreneurship, is strongly influenced by the availability of effective learning resources. The large number of available and easily accessible teaching materials does not necessarily stimulate students to learn. So it is necessary to make innovative entrepreneurship teaching materials to develop interesting learning activities and be able to arouse student interest in learning. This study uses a qualitative descriptive research method with the aim of obtaining responses from respondents as a needs analysis in developing entrepreneurship textbooks. The research subjects were students of Economics Education at Nusantara PGRI Kediri University level II class of 2021 with a research sample of 20 students and using a purposive sampling technique. Data collection was carried out using observation techniques, interviews and questionnaires on the needs of students. Analysis of the nature of this research is divided into three stages like data reduction by taking the essence of the focus on the main theme of the research. The results of this study indicate that it is necessary to develop entrepreneurship textbooks based on experiential learning (direct experience) for students.

**Keywords:** textbooks, entrepreneurship, experiential learning

## INTRODUCTION

The field of education is a very decisive factor in assessing the progress of a country in the world (Chairudin & Dewi, 2021).

Because education is a deliberate attempt to educate the nation and develop the whole human being, education has a strategic place in the context of development. Every educational institution must have teaching materials used in teaching and learning activities because these teaching materials can inspire students to fully understand the information contained in these learning resources (Wahyudi, 2022).

The availability of learning resources must be considered in any effort to improve educational standards. An important step for a teaching staff in delivering learning material in each lecture is to fulfill aspects of learning resources (Nuryasana & Desiningrum, 2020). Learning resources can be interpreted as a means of carrying out the learning process either in the form of individuals or teachers, data, or media aimed at students separately or in combination from several teaching sources where the goal is to achieve learning competence (Khoirotunnisa et al., 2023). Various learning resources have several functions, they are (Khoirotunnisa et al., 2023) : Offer opportunities for individual learning; 3) Concrete presentation of information; 4) The gap in abstract verbal learning that often occurs is different from the reality on the ground; 5) Enables presenting learning that is geographically impossible to reach.

To teach each subject effectively, each educator must have access to each appropriate educational unit. The availability of teaching materials is regulated by content standards and educational process standards in each educational unit. The success of the learning and learning process through a teaching material is strongly influenced by the role of an educator in making or compiling teaching materials (Nuryasana & Desiningrum, 2020). Innovative teaching methods are very important for developing interesting learning activities that can arouse students' interest in learning. The large number of available and easily accessible teaching materials does not necessarily stimulate students to learn. This is because one of them is a low interest in learning, because often what is learned is not relevant to the learning experience that has been had (Khoirotunnisa et al., 2023).

Teaching materials in the form of textbooks are expected to accommodate the learning needs and level of understanding of each student (Harahap et al., 2022). Learning activities, student worksheets, and lecturer guidelines for using teaching materials in the ongoing learning process at least contain some content in learning materials.

Making entrepreneurship teaching materials is one of the educational materials that must be developed. The best way to teach entrepreneurship in tertiary institutions involves students in active participation, plays an important role in cultivating their entrepreneurial interest, and has the potential to inspire students to start their own businesses even if they have not earned a university degree (Harianti et al., 2020). An attempt to learn how to become an entrepreneur involves developing new values while investing the required time and effort, taking financial risks, overcoming the accompanying psychological and social effects, and reaping financial and personal satisfaction in return (Rahmadani et al., 2020).

The implementation of entrepreneurship education shows that it is still not able to

realize the learning objectives. The tasks and challenges in the learning process are how students can develop entrepreneurial character that is qualified both in terms of soft skills and hard skills (Afwan et al., 2022). It is very important to instill and strengthen entrepreneurial values in students so that they are able to become individuals with strong and independent personalities that enable them to participate in a competitive society.

Creating entrepreneurial teaching resources based on experiential learning is one solution to this problem. In order to help students develop life skills, entrepreneurship learning or entrepreneurship is a learning strategy that refers to entrepreneurial values or entrepreneurship by connecting learning material with everyday life. This educational approach focuses more on teaching students the basic principles of entrepreneurship, such as being imaginative and creative, daring to take calculated risks, being able to communicate effectively, and being able to devise strategies to solve problems.

Experiential learning as a learning model that has an emphasis on the process of building or constructing information through the transformation of previously acquired knowledge (Banua et al., 2020). Where experiential learning is a learning process that emphasizes learning experience as a medium of learning and learning.

University of Nusantara PGRI Kediri students come from various regions both in Kediri and outside the city or district of Kediri. The variety of student learning environments gives rise to different student learning experiences. Learning experiences play an important role in shaping the construction of thinking. Students who are prepared to become prospective teachers are expected to have teacher competence, namely professional, pedagogical, personality and social competence. Therefore the development of teaching materials in accordance with the needs of students is very necessary.

The purpose of this research is to analyse the need for developing entrepreneurship teaching materials that focus on experiential learning approaches. In addition, it is also to identify what is needed by students in understanding the concept of entrepreneurship through direct and interactive experience. So as to produce teaching materials that are more relevant and effective in supporting entrepreneurship learning.

## **LITERATURE REVIEW**

### **1. Teaching Materials**

Teaching materials are one aspect of learning that contains instructional material for students as an effort to increase independence in learning (Khoirotunnisa et al., 2023). Teaching materials are tools that educators use consciously and methodically to convey information more effectively and ensure that students are competent in the learning process (Santosa et al., 2021).

So that teaching materials can be interpreted as material or learning resources used to assist the learning process. Where teaching resources can be in the form of text, images, videos, presentations, or various other types of material designed to convey information and knowledge to students. The main purpose of teaching materials is to help communicate concepts and facts effectively so that they can be better understood by students.

### **2. Entrepreneurship**

Entrepreneurial learning has an important aspect of encouraging the spirit of creativity and innovation, which is one of the goals of maintaining entrepreneurship in education and will be useful in the future (Damayanti & Effane, 2022). This entrepreneurial concept requires efforts to read opportunities carefully, view every aspect of educational institutions as something new or innovative, explore resources in a practical and realistic way, control risks, achieve prosperity (benefits), and generate profits.

Entrepreneurship can be likened to a science that investigates the growth of an innovative

spirit and the courage to take calculated risks for the work done to make that work happen (Alimuddin et al., 2021). The dynamic process of creation, change, and vision is called entrepreneurship, where this requires the use of passion and enthusiasm in developing and implementing new value-added concepts and inventive solutions (Purnomo et al., 2020). Entrepreneurship is the ability to assemble an effective business team, the ability to take calculated risks with one's time, money, or career, the ability to find resources creatively, and the dynamic process of visioning to see opportunity where others see chaos, contradiction, and confusion, all of which are important (Purnomo et al., 2020). An entrepreneur is someone who has a tendency to work hard, make sacrifices, put all of his effort into it, and take calculated risks to bring his ideas to life. This trait is known as entrepreneurship (Firmansyah & Roosmawarni, 2019).

So that entrepreneurship can be defined as the ability or attitude to identify opportunities, create innovative ideas, organize resources, and manage businesses or projects with the aim of achieving profits or positive impacts. Entrepreneurship involves the ability to take risks, adapt to change, and manage resources efficiently to achieve business goals. The scope of entrepreneurship includes planning, product or service development, production, marketing, and financial management.

### **3. Experiential Learning**

Experiential learning is a learning approach that is able to change the teacher's paradigm in the classroom regarding the competencies that must be possessed to meet the needs of Indonesian students so as to increase participation in class (Aryati et al., 2020). An approach centered on the premise that the best learning comes from experience is known as experiential learning (Priatmoko & Dzakiyyah, 2020). The entire learning wheel must be used during a learning experience to be truly effective, including goal setting, observation and

experimentation, double checking, and action planning. Four stages form the experiential learning process, namely the concrete experience stage, the observational reflection stage, the conceptualization or abstract thinking stage, and the active experimentation stage (Priatmoko & Dzakiyyah, 2020).

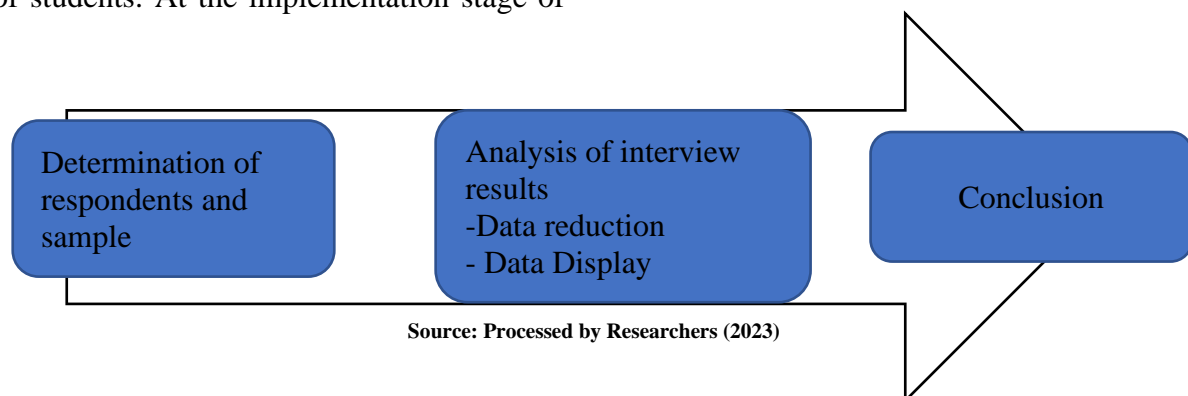
So that experiential learning can be interpreted as a learning approach that focuses on direct experience and practice to assist individuals in understanding, applying, and contemplating new concepts or skills. In their activities students are encouraged by learning experiences to think deeper, investigate, ask questions, decide, and use what they have learned.

## MATERIALS & METHODS

This study used a qualitative descriptive research method. The research subjects were students of Economics Education at Nusantara PGRI Kediri University level II class of 2021. The research sample consisted of 20 students using a purposive sampling technique. Data collection was conducted by using observation techniques, interviews and questionnaires on the needs of students. At the implementation stage of

this research as a first step to collect observational data from student respondents in entrepreneurship learning, methods in entrepreneurship learning, learning media used by entrepreneurship subject educators, as well as students' responses regarding the development of digital media in the learning process so that they know the implementation and media used in entrepreneurship learning so far, conducting interviews with educators regarding the implementation and problems of entrepreneurship learning that has been carried out so far, conducting student documentation like lesson plans and learning outcomes, and interpreting data based on analysis of problems and needs and drawing conclusions.

The analysis phase is divided into three stages, they are data reduction by taking the essence of the focus on the main theme of the research. Then display the data from the summary results which are realized in the form of graphs, tables, and brief descriptions. The final stage is drawing conclusions from a series of analyzes that have been conducted. So the framework of the method used in this study is:



## RESULT

The results obtained from this study focused on digging up information related to students' responses in carrying out the entrepreneurship learning process that has been taking place in the Economics Education Study Program, Nusantara University PGRI Kediri. The responses of students are in accordance with the learning

experiences experienced and the needs needed by students who are in accordance with direct experience in entrepreneurship.

### 1) Implementation of Entrepreneurship Learning Process

The results of the analysis of related needs and challenges of entrepreneurship learning are shown in Figure 1.



Figure 1. Entrepreneurship Learning Process Diagram

Based on Figure 1 above, it shows that in the entrepreneurship learning process, the results of the entrepreneurship learning process were 10% stated very well, 50% said it was good, 30% said it was not good and 10% said it was very bad. The good and very good results obtained in the learning process are related to completing courses based on the grades obtained. While those who stated that they were not good and very

poor in the learning process were due to the learning outcomes obtained that were not as expected. Then, so far what has happened is that students see the dominance of the perspective of learning success on the cognitive aspect. Next, look at the results of the teacher's assessment in the entrepreneurship learning process which is presented in Figure 2.

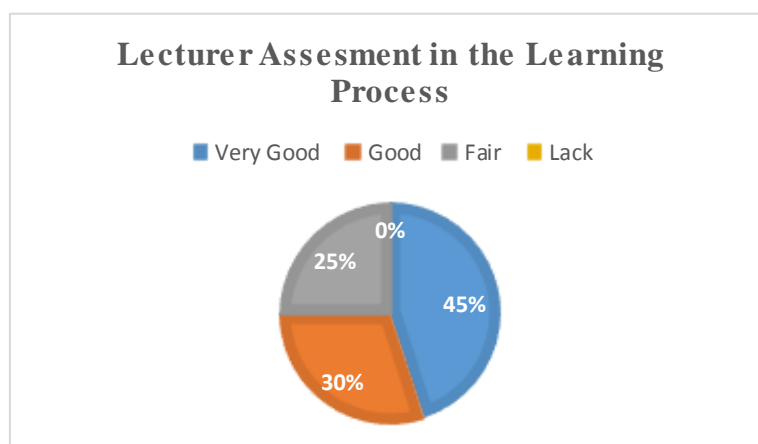


Figure 2. Lecturer Assessment Diagram in the Learning Process

Lecturer evaluation by students is very necessary in the learning process. Based on Figure 2, the lecturer in teaching entrepreneurship learning to students resulted in that 40% rated it very well, 30% rated it good, 30% rated it not good and 0% rated it very poorly. Very good and good ratings are based on the lecturer's abilities in class management and assignments that are

not troublesome. Meanwhile, poor and very poor ratings are based on the absence of lecture in class learning meetings both online and offline.

The next thing that needs to be reviewed is the use of learning media used by educators during the learning process. Following are the results of using learning media which can be seen in Figure 3.

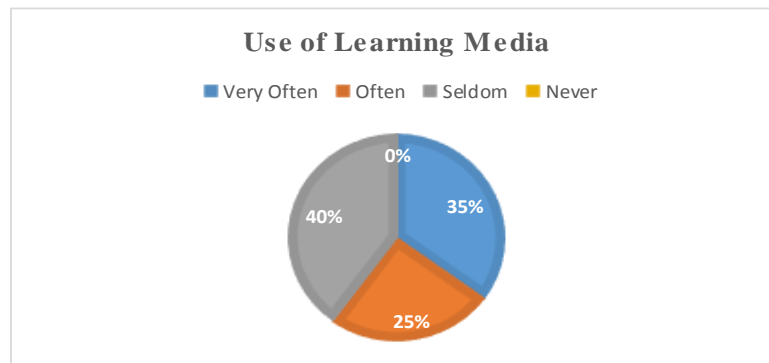


Figure 3: Use of Learning Media

Based on Figure 3 above, it shows that the use of instructional media by educators in the entrepreneurship learning process shows as much as 35% shows very often, 25% shows often, 40% shows rarely and 0% shows never. So in outline according to the data above it can be concluded that

educators during the learning process have used learning media. But what kind of learning media is used in learning in the classroom. The following in Figure 4 is presented the learning media used by lecturer in teaching and learning activities in class.

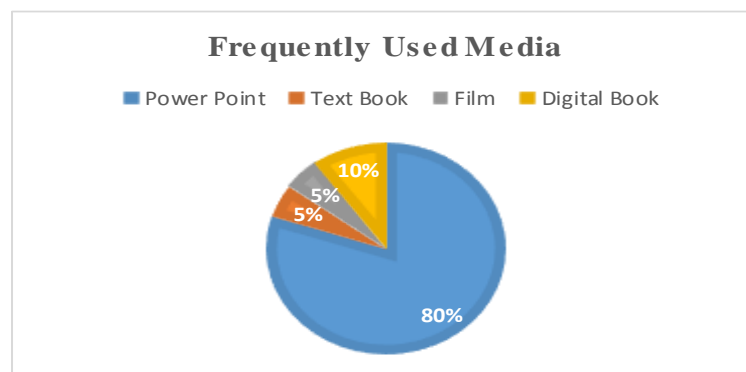


Figure 4. Frequently Used Media by Entrepreneurship Lecturers

Based on the data in Figure 4 above, it shows that the learning media used by lecturers are quite diverse and varied, starting from power points, textbooks, films and digital books. Where the use of power point media shows data as much as 80%, textbooks as much as 5%, films as much as 5% and digital books as much as 10%. Most educators use power point in delivering

entrepreneurship material in class, because the preparation process is easier, practical and economical. Another thing that needs to be considered by lecturers is in terms of power point effectiveness because this media has not been able to facilitate a two-way interaction process.

## 2) Needs in Entrepreneurial Learning

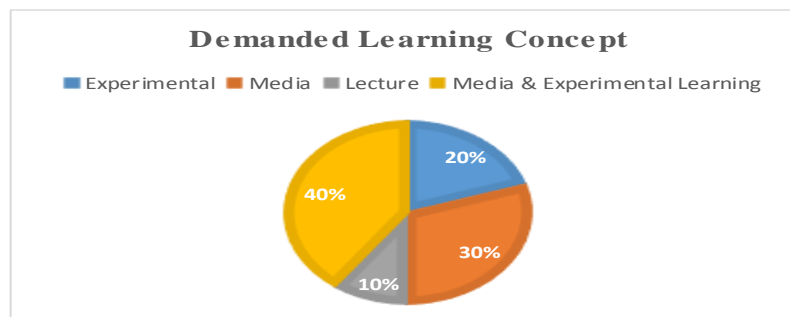


Figure 5. The Demanded Concept of Entrepreneurship Learning

Based on Figure 5 above, it shows that entrepreneurship learning that students want shows that 20% want experiential learning (direct experience-based), 30% want to use media, 10% want lectures and 40% want media collaboration and experiential learning.

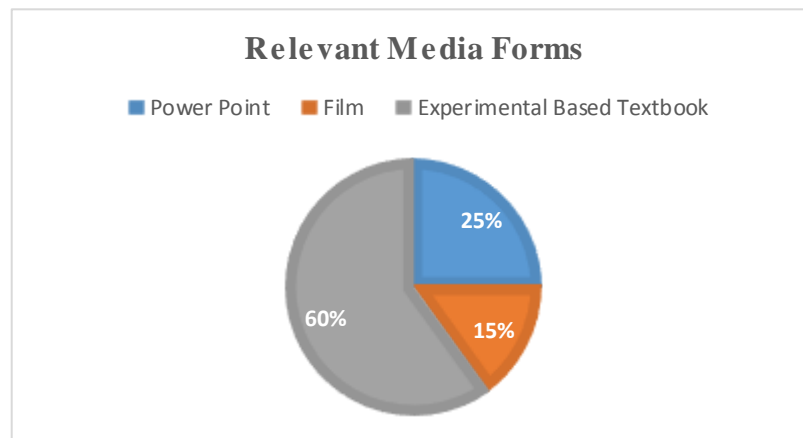


Figure 6. Forms of media that are relevant to entrepreneurship courses

Based on Figure 6 above, it shows that the relevant media according to students are power point gets a response of 25%, film media gets a response of 15% and textbook media based on experiential learning as much as 60%.

## DISCUSSION

Based on the results of observations related to the needs of entrepreneurship course textbooks in the Economic Education Study Program at Nusantara PGRI University Kediri, it shows that students want entrepreneurship teaching materials based on direct experience. Where so far there is no textbook that is used as a reference material for entrepreneurship courses, because the teaching materials used by lecturers are still in the form of power points. While the learning methods are still lectures, observations and assignments, so it is necessary to develop a textbook for this course.

This experiential learning-based entrepreneurship textbook was developed based on students' direct learning experiences in the field. Where students will be invited to find: 1) concrete experiences (for example, students carry out field work to find entrepreneurial opportunities), 2) reflective observation (for example, students carry out class discussions based on field

work to describe the experience gained), 3) abstract conceptualization (for example, students link field work experience with relevant theories or concepts to formulate the best entrepreneurial opportunities and create business model designs based on the Business Model Canvas or BMC). 4) Active experimentation (for example, students try out new concepts by implementing more fieldwork such as market triangulation).

## CONCLUSION

Entrepreneurship learning in accordance with current conditions is based on direct experience for students. Learning that is based on students' direct experience will be absorbed more effectively so that learning can be more meaningful. Thus it can be concluded that it is necessary to develop experiential learning-based entrepreneurship textbooks for students.

### Declaration by Authors

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