BLENDED LEARNING INNOVATION IN ENTREPRENEURSHIP COURSE WITH GEPPRAK METHOD TO IMPROVE ENTREPRENEURSHIP ABILITY OF UNISKA KEDIRI STUDENTS

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Abstract

Entrepreneurship learning aims to equip students with business competence, namely the ability to integrate knowledge, skills, and attitudes in running a particular business effectively so that students can benefit themselves and others. This study aims to explore student learning experiences while taking an entrepreneurship course at the Kadiri Islamic University (UNISKA) Kediri. The application of blended learning innovation with the GEPPRAK method is carried out to measure the level of student entrepreneurship ability. This type of research is qualitative descriptive. The Data collection techniques are conducted by using observation, interviews and documentation. The results of the study show that the application of Blended Learning learning by using the GEPPRAK method can hone students' entrepreneurial skills very well in the aspect of working with group teams, making decisions, taking risks, independent learning, conducting business competitions, seeing and assessing business opportunities. This learning method is quite good in honing creative and innovative skills, managing business, communicating, and analyzing business risks This research has not measured the sustainability of the business run by students, so further research is needed on this aspect.

Keywords: Innovation, learning methods, entrepreneurship, blended learning, entrepreneurial skills

Introduction

Learning innovation becomes one of the keys to the success of achieving certain competencies by students. Lecturers as professional educators in the higher education environment, need to continue to innovate in the field of teaching in the hope of obtaining quality learning outputs and outcomes. The purpose of entrepreneurial learning is to equip students with highly competitive business competencies. Business competence is an integration of knowledge, skills, and attitudes that enable students to be able to run a particular business effectively so that it can provide benefits for themselves and their environment. The narrower job opportunities available in the community environment requires active students to equip themselves with strong entrepreneurial competencies to be able to encourage the development of their entrepreneurial spirit. The profile of modern entrepreneurs in the digital age is having multi-intelligence, including intellectual, emotional, spiritual, adversarial, financial and social intelligence. Therefore, the learning process must be able to develop the soft skills (the art of entrepreneurship) and hard skills (the science of entrepreneurship) of the students, in addition, be able to generate, grow, and develop various dimensions of intelligence. Learning in the covid 19 pandemic period is implemented through various approaches, one of them is using the Blended Learning (BL) approach, which is a learning approach by way of face-to-face learning in the classroom with online or online learning (face-to-face in the network). The effectiveness of learning by applying the BL approach to various courses has been tested through various studies, including: (Astuti & Febrian, 2019), (Darma, Karma, & Santiana, 2020), (Widiara, 2018), (Inggriyani, Hamdani, & Dahlan, 2019), (Yunika Lestaria Ningsih, Misdalina, 2017). BL learning approach is also very effective in generating the learning independence of the students, this is supported by research (Diana, Wirawati & Rosalia, 2020). The approach of BL in entrepreneurship courses aims to provide students with a theoretical and contextual entrepreneurial learning experience. The previous research results show that there are various methods that educators can use in teaching entrepreneurship courses including: cooperative learning methods (Pratama & Triyono, 2015), academic game methods (Hidayat, 2018), business activity demonstration learning methods (Nurhadi, Menengah, & Ypm, 2021). Various learning applications can be used as a BL learning media to optimize the learning outcomes of the students, including: google classroom (Rusdiana, Sulhan, Arifin, & Kamludin, 2020), telegram application (Qamar, Riyadi, & Malang, 2018), website application (Desy & Setyoko, 2017) (Miftahul et al., 2020) (Chinsya, 2017), WhatsApp group application

(Amal, 2019). The various learning methods and applications that have been described can support the application of BL and have a positive impact in improving the students' activities and learning outcomes. The expected learning in accordance with the paradigm of Merdeka Belajar Kampus Merdeka (MBKM) is meaningful learning. So entrepreneurial learning needs to be designed according to the needs of the students so that every student can feel the real meaning based on the learning experience carried out. The previous research results showed that the learning method of GEPPRAK was considered able to instill entrepreneurial character values, the formation of Soft skills and Transferable Skills through exercises: administration skills, counselling skills, change skills, problem-solving skills, customer service skills (Murtini, 2016). This research aims to explore the learning experience of students during entrepreneurship courses at the Islamic University of Kadiri (UNISKA) Kediri through the application of blended learning innovation with GEPPRAK method.

Results And Discussion

Entrepreneurship is the process of creating something new and taking all the risks and rewards. Salim Siagian (1999) defines entrepreneurship as the spirit, behaviour, and ability to give a positive response to the opportunity to gain benefits for ourselves and/or better service to customers/ communities; By always trying to find and serve more and better subscriptions, and create and provide more useful products and apply more efficient ways of working, through the courage to take risk, creativity and innovation as well as management skills. An entrepreneur is an innovator who is able to develop things in unique and different ways. An entrepreneur is a person who takes risks, manages, and runs a business. Entrepreneurs are people who have the ability to see and assess business opportunities, gather the necessary resources to take advantage and appropriate actions to ensure success. Education plays an important role in developing entrepreneurial potential through student involvement in entrepreneurial activities, increasing students' desire to move forward into enterprise creation by highlighting the benefits, values and advantages of entrepreneurship (Segal et al., 2005), and encourage and support students to start their own businesses. According to Joko Sutrisno (2003) in Muladi Wibowo (2011), entrepreneurship-oriented education is education that applies principles and methodologies towards the formation of life skills in students through the curriculum integrated system developed on campus. Entrepreneurship education should require students to run their own real businesses, not just simulations in lectures. Students must be given the opportunity to be involved and committed to developing their business, so that they can live up to the attitudes and behaviour of an entrepreneur in facing risks, innovating, facing failure, and so on (Pittaway & Cope, 2007).

The entrepreneurial learning implemented with the BL approach requires lecturers and students to adapt to new ways of learning. The goal of entrepreneurial learning is to develop the business competencies of students. Spencer and Spencer in Hamzah B. Uno (2007: 63), competency is a characteristic that represents a person and becomes a way of behaving and thinking in all situations, and lasts for a long period of time. Competency refers to a person's performance in a job that can be seen from thoughts, attitudes, and behaviours. Thomas W. Zimmerer and Norman Scarbough (1996;6-7) in (Sudrajat, 2015) declare that entrepreneurial characteristics include: 1). Having a sense of responsibility for the efforts being done 2). Preferring calculated risks 3). Believing in his ability to succeed 4). Always craving immediate feedback 5). Future-oriented, perspective, and far-sighted 6). Having a spirit of work and hard work to realize the desire for a better future 7). Having skills in organizing resources to create added value. Spencer and Spencer in Hamzah B. Uno (2007: 63), divide the following five competencies characteristics:

1) A motive is something that people think and want that causes something.
2) Character is a physical characteristic of a consistent response to a situation.
3) Self-concept is a person's attitude, values, and image.
4) Knowledge is information that a person has in a particular field.
5) Skill is the ability to perform tasks related to physical and mental.

GEPPRAK method is a learning method by applying five (5) stages of the learning process, namely (1) Formation of Small Groups, (2) Exploration, (3) Development of Business Ideas, (4) Compiling and presenting business plans, and (5) Business Action and Competition. The procedure of implementing BL learning with GEPPRAK method is as follows:

1) Lecturer formulates the learning achievements of entrepreneurship courses and prepare learning tools (RPS, RPP, materials, evaluation) and online and offline learning facilities.
2) Lecturer prepares forms of instrument group assignments in the form of observation sheets, interview sheets, and student assessment sheets.

3) Lecturer implements the GEPPRAK model learning process and include observing elements, collecting data, associating and communicating according to its application in phases: (1) Formation of small groups, (2) Exploration of entrepreneurship, (3) Development of business ideas, (4) Preparation of business plans, presentation of business plans, and implementation of businesses, (5) Business competitions.

4) Collecting observational data, interviews, and assessments

Table 1. Steps for Blended Learning GEPPRAK Method

Stage	Lecturer Activities	Student Activities	Entrepreneurial Ability	Indicator
Preliminary G = Group E = Exploration	Conducting interviews and discussions about the entrepreneurship experience of students and forming study groups consisting of 4-5 people.	• Sharing entrepreneurship experiences and selecting study groups according to the direction of the lecturer.	1) The ability to make decisions. 2) The ability to work with group teams.	Choosing a business field to be practiced with the group, drawing up a task division plan for each member of the group.
	Delivering learning achievements of courses, lesson plans, materials, and assessments to students.	• Reading and studying the learning achievements of courses, lesson plans, lesson plans, materials, and student assessments.	3) Ability to learn independence.	Reading material, seeking references from various sources, being disciplined and confident, not depending on others, having personal initiative, and being responsible for learning.
Core P = Business idea development P RA = Preparation of business plans, presentation of business plans, and business implementation.	• Lecturer invites students to identify problems that arise in the community and find solutions. • Exploring students business ideas, identify business ideas owned and provide examples of business activities that are already running.	• Exploring problems and solutions based on literature and facts in the field. • Discussing with groups and conveying business ideas they have.	4) Ability to see and assess business opportunities. 5) Ability to take risks. 6) Creative and innovative abilities. 7) Ability to communicate.	Explore business ideas based on the results of literature review and field observations and present the results.
	Guiding techniques for	• Conducting SWOT analysis	8) Ability to manage a	Presenting business ideas

	preparing SWOT analysis and business plans.	and preparing a simple business plan and then present the business plans. • Running the business as planned.	business. 9) Ability to run a business. 10) Ability to analyze business risk.	that will be run by the group, running a business, and gaining experience in running a business.
Closing K = Business competition	Delivering the technical business competition and determine the qualifications of the winner.	• Preparing reports on the implementation of business activities. • Collecting evidence of running a business.		Collecting business activity reports and supporting portfolios in the form of photos and videos.

Table 2. The results of the assessment of students' entrepreneurship abilities in the Blended Learning Study GEPPRAK Method

Stages and activities	Entrepreneurial Ability	Group Assessment Results										Average
		Lecturer					Student					
		1	2	3	4	5	1	2	3	4	5	
preliminary G = Group E = Exploration	1) Ability to make decisions.	4	3	4	4	4	4	3	3	4	4	3.7
	2) Ability to work with group teams.	4	4	4	4	4	4	3	3	4	4	3.8
Core P = Business idea development PRA = Preparation of business plans, presentation of business plans, and business implementation.	3) Ability to learn independence.	4	3	3	4	4	4	3	3	4	4	3.6
	4) Ability to see and assess business opportunities.	4	4	2	4	4	4	3	2	4	4	3.5
	5) Ability to take risks.	4	3	4	4	4	4	3	3	4	4	3.7
	6) Creative and innovative abilities.	4	3	3	4	3	4	3	3	4	3	3.4
	7) Ability to communicate.	3	3	2	4	4	3	3	3	4	4	3.3
	8) Ability to manage a business.	4	3	2	4	4	4	3	3	3	4	3.4
	9) Ability to run a business.	3	3	3	4	4	4	3	3	4	4	3.5
	10) Ability to analyze business risk.	2	3	2	4	4	3	3	2	4	4	3.1
Closing K = Business competition L Reports business activities and supporting portfolio in the		4	3	3	4	4	4	3	3	4	4	3.6

form of photos and video.

Description of the score and assessment criteria :
4 = Very Good (SB)
3 = Fairly Good (CB)
2 = Not Good (KB)
1 = Very Poor (SKB)

Based on table 2, it can be seen that the application of blended learning using the GEPPRAK method can sharpen students' entrepreneurial skills in working with group teams (3.8%), making decisions (3.7%), taking risks (3.7%), independent learning (3.6%), conducting business competition (3.6%), seeing and assessing business opportunities (3.5%), creative and innovative (3.4%), managing business (3.4%), communicating (3.3%), analyzing business risk (3.1%).

Figure 1. Student Business Documentation

Conclusion

The application of Blended Learning GEPPRAK method can hone student entrepreneurship skills very well on the aspect of working with group teams, making decisions, taking risks, independent learning, implementing business competition, conducting business competitions, seeing and assessing business opportunities. This learning method is quite good in honing creative and innovative skills, managing the business, communicating, and analyzing business risks. This research has not measured the sustainability of the businesses run by students, so further research is needed on this aspect.

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