

The Effectiveness of Entrepreneur Online Class Activities in Fostering Student Entrepreneurship Interest

By Atika Perwita



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Abstract. *This study aims to 1) Know the application of course topics that are applied in practice with the Entrepreneurship Online Class Activity method; 2) Know the effectiveness of the implementation of Entrepreneurship Online class activity on Entrepreneurial Interests; 3) Know the solutions needed to overcome the obstacles faced by students when implementing Entrepreneurship Online Class Activity in entrepreneurship learning. This study used qualitative descriptive research methods through in-depth interviews with informants who had participated in entrepreneurship learning by applying Entrepreneurship Online Class Activity. The results showed that entrepreneurship learning with the Entrepreneurship Online Class Activity was quite good and effective. It can describe that the application of EOCA is an entrepreneurial practice activity that can be done online (online) and in accordance with the aim of increasing student entrepreneurship interest. Indicators that determine the effectiveness of the implementation of Entrepreneurship Online Class Activity in increasing student entrepreneurship interest are student motivation, student competence, lecturer experience, lecturer communication style, up-to-date materials, and infrastructure.*

Keywords : Education; Learning; Entrepreneurship; Effectiveness; EOCA

Abstract. *Penelitian ini bertujuan untuk 1) Mengetahui penerapan topik-topik mata kuliah yang diterapkan secara praktik dengan metode Entrepreneurship Online Class Activity; 2) Mengetahui efektivitas penerapan Entrepreneurship Online class activity terhadap Minat Berwirausaha; 3) Mengetahui solusi yang diperlukan dalam mengatasi kendala yang dihadapi mahasiswa saat pelaksanaan Entrepreneurship Online Class Activity pada pembelajaran kewirausahaan. Dalam penelitian ini digunakan metode penelitian deskriptif kualitatif melalui indepth interview terhadap informan yang telah mengikuti pembelajaran kewirausahaan dengan penerapan Entrepreneurship Online Class Activity. Hasil penelitian menunjukkan bahwa pembelajaran kewirausahaan dengan penerapan Entrepreneurship Online Class Activity terbilang cukup baik dan efektif. Hal ini dapat mendeskripsikan bahwa pada umumnya penerapan EOCA menjadi kegiatan praktek kewirausahaan yang dapat dilakukan secara online (daring) dan sesuai dengan tujuan guna meningkatkan minat berwirausaha mahasiswa. Indikator yang menentukan efektifitas penerapan Entrepreneurship Online Class Activity dalam meningkatkan minat berwirausaha mahasiswa adalah motivasi mahasiswa, kompetensi mahasiswa, pengalaman dosen, gaya komunikasi dosen, kemutakhiran materi dan sarana prasarana.*

Kata Kunci : Pendidikan, Pembelajaran, Kewirausahaan, Efektivitas, EOCA

PRELIMINARY

The biggest challenge for universities at this time is to produce high-quality outcomes that can synergize with the business world. It is even hoped that these outcomes can create new jobs (job creators) for themselves and others so that they can contribute to employment and reduce unemployment. But in reality, the mindset of the Indonesian people still considers being a Civil Servant is an aspiration. It is still the desire of most college graduates rather than become entrepreneurs, so it is necessary to take strategic steps to increase students' interest and entrepreneurial spirit (Jusnita et al., 2020).

4 Entrepreneurship is a creative and innovative ability used as the basis for, and resources for, seeking opportunities for success (Sukirman, 2017). The creative process is only carried out by people who have creative and innovative personalities, namely people who have an entrepreneurial spirit, attitude, and behavior, with characteristics full of confidence; have the initiative; have an achievement motive; have a leadership spirit; and dare to take risks with complete calculation (Suryana, 2006). In an effort to increase students' entrepreneurial spirit, actions that should start from college are needed.

Many things must be learned in entrepreneurship courses, such as business planning, business feasibility analysis, attitudes and personality of successful entrepreneurs, business relationships with partners and competitors, and so on (Azhar, 2011). Entrepreneurship courses provide entrepreneurial motivation to students, change the mindset of problems into business opportunities, direct students to manage business systematically, and increase student entrepreneurship interest to reduce the number of educated unemployed and contribute to the country's economy.

Although the provision of entrepreneurship courses has been carried out, the number of unemployed in Indonesia does not necessarily decrease; college graduates dominate it. The number of educated unemployed tends to increase from year to year. The high school open unemployment rate in 2020 experienced a very significant increase compared to 2019. In 2020, the high school open unemployment rate was 7.51%, while in 2019, it was only 5.71% (Mardiyah, 2020). The condition is exacerbated because the Covid-19 pandemic has caused more limited human interaction, so many companies have laid off their employees.

Based on data on open unemployment in Indonesia reported by BPS, the unemployment rate with a higher education background is greater than those with low educational background. This shows that higher education graduates have difficulty accessing employment due to the orientation of job seekers who rely more on diplomas and academic degrees (Najib, 2007).

This is contrary to the purpose of learning Entrepreneurship in higher education which is intended to change the mindset of diplomas and graduates from job seekers to job creators who open up many job opportunities. Educators need to construct entrepreneurship education so that there is a unification of theory and practice, not only from a scientific point of view but also the ability to analyze and strategize. Entrepreneurship education needs to innovate in learning methods to stimulate students to be active and creative. Students need to learn through their participation in knowledge acquisition by gathering information and processing it by solving problems and articulating what they have found.

6 RESEARCH METHODS

The research approach used combines qualitative and quantitative⁸: descriptive (mix method). According to Azwar (2011), descriptive qualitative research emphasizes the process of deductive and inductive inference and the analysis of the dynamics of the relationship between observed phenomena using scientific logic through systematic, accurate descriptions of facts and characteristics regarding certain fields. The research data was obtained from informants using in-depth interviews with the research instrument.

After the data was collected, it was triangulated and analyzed using the qualitative method of Miles & Huberman, observed (observation), and interviewed in an in-depth way (in-depth interview) through the Discussion Group Forum (FGD) with several respondent representatives. Meanwhile, to measure the level of effectiveness⁹, the quantitative data collected from the questionnaire will be tabulated for further analysis using descriptive statistical analysis techniques by comparing the actual score to the ideal score on each research indicator.

The scale used in preparing the questionnaire in this study is a Likert scale which contains five levels of value/score to represent the respondents' answers. The analysis used in this research is descriptive statistics and effectiveness analysis. Descriptive research is research that is intended to investigate circumstances, conditions, or other things that are described in the form of research

reports (Arikunto, 2010). For effectiveness analysis, Yulistiana (2008) in Safitri (2011) states that the mathematical effectiveness formula is:

$$\text{Effectiveness} = (\text{Real score} : \text{Expected score}) \times 100\%$$

To measure the effectiveness of entrepreneurship learning in increasing student interest in entrepreneurship, the researchers used the following qualification standards:

Table 3 Effectiveness Ratio Percentage

No.	Effectiveness Ratio (%)	Qualification
1	0,00-0,20	Not Effective
2	0,21-0,40	Less Effective
3	0,41-0,60	Quite Effective
4	0,61-0,80	Effective
5	0,81-1,00	Highly Effective

RESULTS AND DISCUSSION

1. Research Results

The application of entrepreneurship learning using the e-learning method begins with the lecturer's preparation of the Semester Learning Plan (RPS) in entrepreneurship courses. Rosenberg (2001) emphasizes that *E-learning refers to the use of internet technology to deliver a series of solutions that can enhance knowledge and skills. E-learning is a type of teaching and learning that allows the delivery of teaching materials to students using the internet, intranet, or other computer network media* (Hartley, 2001). The entrepreneurship course teaching team then selects relevant topics to be taught in e-learning-based practice. A literature study was also carried out in an effort to design entrepreneurship learning methods in the form of classroom activities that can be done online during the COVID-19 pandemic.

The Entrepreneurship Online Class Activity is designed to be able to provide students with an understanding of business and entrepreneurship starting from the planning stage, market research, risk analysis, HR organization, branding & packaging, production, and marketing, to the soft launching of businesses made by students in the form of an Online Shop either in social media such as Instagram and E-commerce (shopee, tokopedia, Bukalapak, etc.).

So that in its application, lecturers look for activities/activities that are suitable and related to these topics so that students not only learn theory but also understand step by step the steps that must be taken if they are going to create/build a business, that the business is not done. Without consideration, planning and analysis must be carried out at the beginning.

The activities designed in the Entrepreneurship Online Class Activity are:

1. Business Model Canvass & HR Planning
Applied to deepen understanding of business planning material.
2. Market survey & Market evaluation
Applied to deepen understanding of market research material.
3. Risk Table Analysis & Risk Management
Applied to deepen understanding of business risk material.
4. Create a Business Logo & Tagline
Applied to deepen understanding of branding & packaging materials.
5. Video Marketing
Applied to deepen understanding of marketing materials.
6. Launching Online Shop
Applied to deepen understanding of e-commerce material.

Table 4 Research Indicator Effectiveness Ratio

Item	Indicator	1	2	3	4	5	Ratio	Information
P1	Student activity in participating in EOCA	0	0	1	12	7	0.86	Highly Effective
P2	Student enthusiasm in participating in EOCA	0	0	1	10	9	0.88	Highly Effective
P3	Student spirit in participating in EOCA	0	0	1	8	11	0.90	Highly Effective
P4	Students' internal motivation in participating in EOCA	0	0	2	12	6	0.84	Highly Effective
P5	Students' ability to work together with friends in a group during EOCA implementation	0	0	0	13	7	0.87	Highly Effective
P6	The ability of students to participate in all entrepreneurial practice activities with the application EOCA	0	0	4	10	6	0.82	Highly Effective
P7	The ability of students to understand the explanations and instructions of lecturers when implementing EOCA	0	0	3	8	9	0.86	Highly Effective
D1	The ability of lecturers to provide explanations & learning instructions	0	0	1	9	10	0.89	Highly Effective
D2	Lecturer skills in providing material reinforcement	0	0	0	7	13	0.93	Highly Effective
D3	Lecturer skills in providing examples and experiences	0	1	0	8	11	0.89	Highly Effective
D4	The ability of lecturers to inspire students through the application of EOCA	0	0	1	5	14	0.93	Highly Effective
D5	Lecturer's communication skills when implementing EOCA	0	0	0	7	13	0.93	Highly Effective
D6	The ability of lecturers to guide the implementation of EOCA	0	0	0	5	15	0.95	Highly Effective
S1	The feasibility of the communication tool owned as a medium for online lectures	0	0	3	5	12	0.89	Highly Effective
S2	College quota assistance from campus	3	2	4	6	5	0.68	Effective
S3	Ability to buy your own data quota	0	1	5	9	5	0.78	Effective
S4	Signal conditions in the domicile/home area during online learning	0	3	3	9	5	0.76	Effective
S5	Eligibility of classrooms and facilities for online learning	0	1	4	10	5	0.79	Effective

M1	The material received during the implementation of EOCA is very useful	0	0	2	10	8	0.86	Highly Effective
M2	Activities carried out during EOCA are in accordance with the aim of increasing student entrepreneurship interest	0	0	3	9	8	0.85	Highly Effective
M3	The suitability of the material with the times	0	0	0	6	14	0.94	Highly Effective
	Descriptive Measurement Category: Ineffective: 0.00 – 0.20 Less Effective: 0.21 – 0.40 Quite Effective: 0.41 – 0.60 Effective: 0.61 – 0.80 Highly Effective: 0.81 – 1.00						0.86	Highly Effective

According to Hidayat (1986) effectiveness is a measure that states how far the target (quantity, quality and time) has been achieved. Where the greater the percentage of targets achieved, the higher the effectiveness. Meanwhile, Handoko (2001) explains that effectiveness is the ability to choose the right goals or the right equipment to achieve the goals set. Steers (1985) explains that effectiveness is the extent of the effort of a program as a system with certain resources and means to meet its goals and objectives without crippling the means and resources and without putting undue pressure on its implementation. In learning, careful planning is needed, making learning tools, choosing strategies, media, techniques, learning models, to learning evaluations that are all mutually sustainable.

Based on the effectiveness measurement results using the effectiveness ratio, an overall score of 0.86 was obtained, which was included in the very effective category. So it can be concluded that applying EOCA effectively grows PAI students' interest in entrepreneurship. The effectiveness of the implementation of Entrepreneurship Online Class Activity in Fostering Entrepreneurial Interest in PAI UIN Walisongo Semarang students was also obtained through observation of respondents' answers on indicators of students, lecturers, materials, and infrastructure. A detailed explanation of the training indicators resulting from data observation is as follows:

Student

Students enthusiastically participate in entrepreneurship learning by implementing Entrepreneurship Online Class Activity (EOCA). The favorite material that students like is market research by making market research questionnaires and making reports from the results of feedback received from potential consumers. This enthusiasm is because the implementation of EOCA provides an overview of how to take practical steps to build a business and what methods are suitable to be applied in today's digital era. They argue that applying EOCA provides not only theory but also tips and tricks for using the theory in entrepreneurship practice.

In addition, the material and learning of entrepreneurship with the application of EOCA are quite easy for students to understand. This is like what was said by most students that the material is quite easy to understand, considering that the lecturer always gives clear explanations and instructions before implementing learning. Lecturers also provide discussion rooms through virtual meetings, youtube channels, and WhatsApp groups so that students understand and study the material first. Thus, students have sufficient ability to understand the material because their enthusiasm and enthusiasm are very high.

Lecturer

The level of the lecturer's ability to master the development material is manifested by the mastery of the material provided by the lecturer, followed by the lecturer's ability to answer questions from students communicatively and easily understood. This shows that the lecturer has good communication skills so that the communication process in learning runs effectively. According to the lecturers, suggestions, and input from entrepreneurship practitioners and students are always accommodated to become joint evaluation materials for implementing entrepreneurship learning by implementing Entrepreneurship Online Class Activity to run better. For lecturers, opening a question and answer session can explore students' understanding further so that the question and answer session is crucial and not to be missed.

On the other hand, there are weaknesses in students. A few students said they did not understand the explanations from the lecturers when delivering some material because the entrepreneurship course was not a field of science they were engaged in in the study program. This can happen in a learning method because the abilities and competencies of each student are different. In addition, there is an asymmetry of experience between the communicator (lecturer) and the communicant (student).

The level of ability of lecturers in presenting entrepreneurship material with the application of Entrepreneurship Online Class Activity can attract students' interest and communicate with students is unique. Lecturers use many methods in entrepreneurship courses, including:

1. Group discussion of the case/video
2. Case studies of phenomena in the field
3. Sharing personal experiences of lecturers/inspirational figures
4. Motivating students to stay enthusiastic about practicing online entrepreneurship in the pandemic era through the Entrepreneurship Online Class Activity method
5. Random appointment of students to have an opinion

Learning materials

The interview results show that the Entrepreneurship Online Class Activity (EOCA) learning method provides an understanding of students regarding actual conditions. The material presented in the EOCA learning adapts to current conditions so that it helps students regarding the development of the current business world. This is indicated by the students' answers, who answered that the material presented was very contemporary and examples could be found in the environment around students. Real examples related to the material presented following current conditions, namely the presentation of case studies regarding the role of e-commerce and other digital technologies in today's business development. In addition, the material given to students can encourage them to have an entrepreneurial spirit with an active role of students in making business plans.

Entrepreneurship practitioners say there need to be EOCA learning activities by adding other topics to increase students' knowledge about entrepreneurship. The suggested topics include digital marketing, personal branding, organizational behavior, marketing intelligence, and B2B (Business to business) business models. The material benefits of interest in entrepreneurship include increasing entrepreneurship skills and skills, building mental readiness to start a business with all the risks, and generating self-confidence and better communication skills. Students think that strengthening entrepreneurial competence and professionalism is the impact of implementing Entrepreneurship Online Class Activity which can add insight, experience, and knowledge supported by strong reinforcement and enrichment by lecturers.

Facilities and infrastructure

The location/place where lecturers hold entrepreneurship learning is the main standard in providing the best service for students during the Covid-19 pandemic. The academic community jointly implements health protocols such as providing a handwashing area in every building and hand

sanitizer in every class. The academic community is required to wear masks and check the temperature before entering the UIN Walisongo Semarang campus area. The Faculty of Tarbiyah and Teacher Training (FITK) also has a smart class that supports virtual learning. Thus it can be said that the facilities to support learning are complete.

Online practice activities using BMC, risk tables, market surveys, etc., also help implement the Entrepreneurship Online Class Activity. Means for presenting and mediating the course of learning, such as zoom meetings and quotas, also support online entrepreneurship learning.

2. Discussion

The results of the analysis that become an indicator of the effectiveness of the application of Entrepreneurship Online Class Activity in fostering entrepreneurial interest in PAI FITK UIN Walisongo Semarang students are the enthusiasm and high enthusiasm of students, lecturers and entrepreneurship practitioners. In addition, students' abilities and competencies also support and influence students in understanding the learning material. Based on the results of observations, the effectiveness of the implementation of Entrepreneurship Online Class Activity in the growing interest in entrepreneurship for PAI FITK UIN Walisongo Semarang students from the student side has been effective by the objectives of entrepreneurship learning with Entrepreneurship Online Class Activity to study business planning to launch an online shop with practical steps that can minimize the risk of entrepreneurship and provide knowledge, experience, and improve student skills.

The level of ability and experience of lecturers in implementing Entrepreneurship Online Class Activity to foster interest in entrepreneurship in PAI students is comprehensive enough to support learning effectiveness. The level of ability of lecturers in presenting lecture material, attracting students' interest, and communicating with students is unique, among others, through group discussions, sharing experiences, case studies, and raising students' enthusiasm constantly to be active when learning entrepreneurship with the Entrepreneurship Online Class Activity. Based on the observation results, the effectiveness of the implementation of Entrepreneurship Online Class Activity in fostering entrepreneurial interest in PAI FITK UIN Walisongo Semarang students from the instructor/lecturer perspective has been effective in accordance with the objectives of entrepreneurship learning by implementing Entrepreneurship Online Class Activity.

The suitability and usefulness of the material to implement the Entrepreneurship Online Class Activity are appropriate. Entrepreneurship lecture material is also in accordance with the times. Thus, the effectiveness of implementing Entrepreneurship Online Class Activity in the growing interest in entrepreneurship for PAI FITK UIN Walisongo Semarang students in terms of material has been effective.

The convenience of the lecture location is quite good and according to standards. Students are very enthusiastic and happy because the practice of entrepreneurship can be partially carried out virtually in their respective homes through the implementation of the Entrepreneurship Online Class Activity so that both lecturers and students feel comfortable carrying out these activities. The UIN Walisongo Semarang campus also always applies health protocols in the era of the covid-19 pandemic. The Faculty of Tarbiyah and Teacher Training also already has many smart classrooms that support entrepreneurial learning by implementing Entrepreneurship Online Class Activity.

The presentation of the data is described more deeply in the discussion points. Here the objectives are systematically followed by deepening the analysis results regarding the effectiveness of the implementation of Entrepreneurship Online Class Activity in the growing interest in entrepreneurship in PAI FITK UIN Walisongo students, Semarang. At this stage, research question problem-solving has been described in depth.

Indicators that determine the effectiveness of the implementation of Entrepreneurship Online Class Activity in fostering entrepreneurial interest in PAI FITK UIN Walisongo students, Semarang

The indicators that determine the effectiveness of the implementation of EOCA in fostering entrepreneurial interest in PAI students at UIN Walisongo Semarang are as follows:

- a. High student motivation. If the enthusiasm and enthusiasm of the participants are high, then the implementation of Entrepreneurship Online Class Activity (EOCA) in increasing students' interest in entrepreneurship will be more effective, and vice versa; when motivation is low, it can reduce the effectiveness of the implementation of EOCA.
- b. Student Competence, If the ability and competence of participants are high, then the application of Entrepreneurship Online Class Activity (EOCA) in increasing students' interest in entrepreneurship will be more effective, and vice versa when the ability and competence of participants are low, it can reduce the effectiveness of the training.
- c. Lecturer experience. High lecturer experience can increase the effectiveness of participants' understanding and vice versa; low lecturer experience can reduce the effectiveness of participants' understanding
- d. Lecturer communication style. The lecturer's communication style is very useful for attracting the attention of participants and exploring students' understanding.
- e. Up-to-date material. Up-to-date materials supported by modern training methods can support effective training.
- f. Infrastructure. Infrastructure facilities such as training locations, online learning equipment such as quotas, and supporting applications will determine the effectiveness of the training.

Affiani's research (2020) supports this study's results, which also explains that effective online learning implementation can be seen from the readiness of facilitators, facilities, and infrastructure for application capabilities, responses, and benefits obtained.

The model for implementing an effective Entrepreneurship Online Class Activity is in accordance with the objectives of entrepreneurship learning

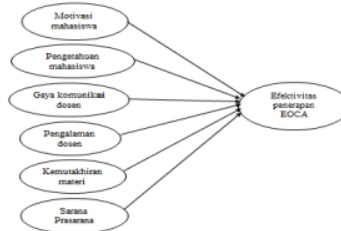
The implementation model of Entrepreneurship Online Class Activity (EOCA) that is effective in accordance with the objectives of entrepreneurship learning is to use several factors that are indicated to increase the effectiveness of the implementation of EOCA. The six factors, based on the results of the interviews, indicate the effectiveness of implementing Entrepreneurship Online Class Activity indicators. The six indicators are:

- a. Student motivation
- b. Student Knowledge,
- c. Lecturer experience.
- d. Lecturer communication style.
- e. Up-to-date material.
- f. Infrastructure.

Several influencing factors can be formulated from the perceived advantages and disadvantages of EOCA implementation as follows:

- a. Student commitment
- b. Availability of internet network
- c. Interesting material
- d. Lecturer competence

Several models based on the description above regarding the effectiveness indicators of the implementation of Entrepreneurship Online Class Activity (EOCA) in increasing students' interest in entrepreneurship are as follows:



Gambar 1 EOCA Implementation Effectiveness Model

Instruments that are precise on each factor should be arranged in such a way as to overcome obstacles and maximize the benefits of entrepreneurship learning by implementing the Entrepreneurship Online Class Activity. Until now, the issue faced by students in learning entrepreneurship with the application of EOCA is their limited internet quota. This is the main obstacle because the current learning method is done online. The online learning method requires much internet quota compared to normal conditions.

The solution expected by students regarding obstacles in EOCA learning is improving access to the internet network. During this COVID-19 period, students participate in online learning activities. The condition of the scattered student areas, uneven infrastructure, and a decrease in the income of parents of students make online learning activities less effective. As a result, students have difficulty understanding the context of the material given. Therefore, to overcome this, it is hoped that support from the university will help provide students with internet quotas on an ongoing basis, open free internet access in the campus area and encourage lecturers to make textbooks or modules to increase student understanding of the teaching materials provided.

10 CONCLUSION

Based on the research findings, it was revealed that entrepreneurship learning with the implementation of Entrepreneurship Online Class Activity was quite good and effective. This can describe that, in general, the application of EOCA is an entrepreneurial practice activity that can be done online (online) and in accordance with the aim of increasing student entrepreneurship interest. Indicators that determine the effectiveness of the implementation of Entrepreneurship Online Class Activity in increasing student entrepreneurship interest are student motivation, student competence, lecturer experience, lecturer communication style, up-to-date materials, and infrastructure. So that the implementation model of Entrepreneurship Online Class Activity, which is effective in increasing students' interest in entrepreneurship, is to use several factors that are indicated to increase the effectiveness of the implementation of EOCA. The six factors based on the results of the interviews indicate indicators of the effectiveness of the implementation of EOCA with the addition of other supporting factors such as budget availability, internet network availability, interesting material, and lecturer competence.

In this study, the approach used still raises subjective perceptions of a limited number of informants considering that it uses a qualitative approach that only uses perceptions of very good/good/enough/less/bad/no effect. There is no precise measurement scale, and the results are objective. In the future research agenda, it is necessary to apply the model proposed in the second discussion, where the model determines the effectiveness of the implementation of Entrepreneurship Online Class Activity which is formulated from related indicators and the advantages and disadvantages of implementing Entrepreneurship Online Class Activity. Further research is recommended to use a quantitative approach by formulating a hypothesis that examines the factors that affect the effectiveness of the implementation of Entrepreneurship Online Class Activity. The object of study is also expected to be wider for all students from various majors.

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