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Portraying Entrepreneurship Learning with Video Production Process Media using WhatsApp Application

Ninik Sudarwati^{1)*}, Agus Prianto²⁾, Siyono³⁾ Hari Subiantoro⁴⁾

1) Economic Education, STKIP PGRI Jombang, Indonesia

2) Economic Education, STKIP PGRI Jombang, Indonesia

3) Mathematic Education, STKIP PGRI Jombang, Indonesia

4) Economic Faculty, Universitas Bhinneka PGRI Tulungagung

Abstrak

Artikel ini membahas tentang kegiatan pembelajaran kewirausahaan menggunakan aplikasi WhatsApp dan media video kewirausahaan, meliputi tanggapan siswa terhadap pembelajaran kewirausahaan dalam teks tertulis yang diberlakukan di WhatsApp, dan tanggapan belajar kewirausahaan dalam proses produksi video yang disampaikan di WhatsApp. Penelitian ini menggunakan pendekatan kualitatif. Kami merekrut 400 mahasiswa dari STKIP PGRI Jombang, STKIP PGRI Nganjuk, STKIP PGRI Tulungagung, dan UNWAHA untuk mengikuti studi ini. Temuan menunjukkan bahwa mayoritas siswa mencapai motivasi berkelanjutan dalam pembelajaran kewirausahaan. Mereka juga terlibat dalam pembelajaran kreatif menggunakan video dalam pemberlakuan WhatsApp. Studi kami menyerukan keputusan pedagogis bagi guru untuk menggunakan model pembelajaran ini dalam mata pelajaran kelas lainnya.

Kata Kunci: Pembelajaran Kewirausahaan, Video, WhatsApps, Respon Siswa

Abstract

This article is discusson entrepreneurial learning activities using WhatsApp application and entrepreneurial video media, including student responses to entrepreneurship learning in written texts enacted on WhatsApp, and the entrepreneurship learning responses in the video production process was delivered on WhatsApp. This study employed a qualitative approach. We recruited 400 students from STKIP PGRI Jombang, STKIP PGRI Nganjuk, STKIP PGRI Tulungagung, and UNWAHA to participate in the study. Findings suggested that the majority of the students attained sustained motivation in entrepreneurship learning. They also engaged in creative learning using video in the WhatsApp enactment. Our study calls for pedagogical decisions for teachers to employ this learning model in other classroom subjects.

Keywords: Entrepreneurship Learning, Video, WhatsApp, Student Response

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*Corresponding author:

E-mail: ninik.stkipjb@gmail.com

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INTRODUCTION

Recently, advances in science and technology have an impact on the use of teaching aids according to technological developments. The use of technological devices can make learning effective and efficient. One of the educational teaching aids is learning media. The learning media put forward by teachers in the forms of interactive technology and communication in cyberspace networks drive to change lives in society. They are described as two-way communication, which is democratic and can raise individual awareness and orientation (Hernandez et al, 2018). The new media is more maximized for more open and flexible communication so that humans can develop orientation in new knowledge in a democratic world in society quickly.

The enactment of technological devices in learning and classroom teachings enable teachers to deliver tasks to students effectively. Currently, there are many forms of social applications that can be installed on smartphones, from the results of research on social applications that are often used as a means of an activity method, WhatsApp application is often used in university classes [Sha, 2019]. For instance, the WhatsApp application is used to provide a learning module that done in a tutorial model. This method can facilitate learning employing discussion and question and answer. Theoretically, WhatsApp has become a "communication portal" for social networks that are changing the way people communicate with people faster and stay connected in reciprocating information.

Several studies have shown that the use of WhatsApp can trigger pedagogically implemented learning activities. WhatsApp is not only easy to use but also helps encourage independent learning in the social environment for students and places control for student learning (Susilo, 2014). The advantages of WhatsApp include being able to send text, video, recorded sound, images. The use of video in WhatsApp provides the benefits of audio-visual media in learning for students. Previously, [Webb, 2017] explained that the purposes of using Information Communication Technology (ICT) in education, including WhatsApp, are to improve various educational services and learning methods, promote equal opportunities, obtain information, introduce literacy technology, civilize the use of instructional media openly, and enhance learning skills.

The present study explored the implementation of entrepreneurship learning carried out in the WhatsApp application by displaying entrepreneurial text material specifically about entrepreneurship and displaying entrepreneurial videos. The WhatsApp application was chosen because it is based on data published by <http://infomuria.umk.ac.id>, instant or mobile applications messenger has successfully grabbed the market and was "loved" by the world's population with the exception of Indonesian youth. Indonesia is included in the mobile internet users with The youngest vulnerable age in Southeast Asia, with a percentage of 21% of mobile users internet in Indonesia is under the age range of 18 years, followed by 32% of users at the age of 18-24 years, 33% in the age range 25-35 years, and finally as much as 14% of users mobile internet in Indonesia is in the age range of more than 35 years. WhatsApp application is not only easy to use but also helps encourage independent learning in the social environment for students and places control for student learning (Susilo, 2014). According to Isla (2018), entrepreneurship is a systematic process of applying creativity and innovation in meeting the needs and opportunities in the market. Entrepreneurship learning is significantly given to students to motivate creativity and innovation. Our

objective is to investigate the entrepreneurial learning activities enactment using the WhatsApp application and entrepreneurial video media, including uncovering the student responses to entrepreneurship learning in written texts conveyed on WhatsApp and the entrepreneurship learning responses in the video production process delivered on WhatsApp.

METHOD

The present study employed a qualitative approach to data gathering and analysis. We recruited 400 students from STKIP PGRI Jombang, STKIP PGRI Nganjuk, STKIP PGRI Tulungagung, and UNWAHA to participate in the study. Their responses were collected through WhatsApp group sharing. Data collection with a questionnaire in the form of 10 questions which were distributed during the pre-test and post-test. Furthermore, we also conducted a document analysis to obtain a more reliable picture of the student responses. This study was done in three months from April to June 2020. We focused, in this study, on examining how student respond to the learning activity using video on the WhatsApp application.

RESULT AND DISCUSSION

The study was carried out in an entrepreneurship learning class with the course of creativity. The learning process was carried out by conveying creative texts that contain creative deviations, characteristics of creativity, the benefits of creativity with various examples of creativity. Students provided comments with various examples of business creativity that become their expectations and ideals. The findings captured students' positive responses. Most of them enjoyed the learning processes.

In this finding, the students are proven to provide many examples of entrepreneurial creativity and innovation that are worthy of business. Students are welcomed to comment on the emergence of ideas and thoughts.

Furthermore, we also found that some students shared comments on emerging creative ideas. Some ideas for creativity include 66% of students giving comments wanting to be creative in lecturing activities, 74% of students giving comments really like friends who have the creativity, and some of them do not like lazy friends. In general, students preferred creativity in their learning.

Our finding also showed that the integrated entrepreneurship video provides information on the process of catfish cultivation, *batik* making, interviewing successful entrepreneurs, and the process of making manic beads. Systematic video content includes titles, basic competencies, steps of activities. Video design is a blend of text, voice text, film activities. Students are given the freedom to comment on the video that has been played.

Several student comments after seeing the entrepreneurship video on WhatsApp, including 85 % of them stated that they got information that made entrepreneurship and made goods, 67% gave motivating comments to be creative in making things they liked, 65% gave comments wanting to start learning entrepreneurship in the environment closest, 30% gave mediocre comments and were not yet motivated to learn entrepreneurship. In general, students, after watching the video give motivating

comments to make items that are easily accessible. The thought of activities proves it as a form of creativity. The implementation of entrepreneurship learning with entrepreneurship texts and videos in WhatsApp delivery begins with the delivery of creativity texts, student comments about creativity, entrepreneurship video delivery, student comments after studying the video and learning proceeds quickly, directly, openly.

Discussion

Entrepreneurship learning that has been done in the WhatsApp application runs smooth in the discussion of creativity, because according to respondent of questionnaire most of students (50 % more) got positive impact, including 85 % of them stated that they got information that made entrepreneurship and made goods, 67% gave motivating comments to be creative in making things they liked, 65% gave comments wanting to start learning entrepreneurship in the environment closest, 30% gave mediocre comments and were not yet motivated to learn entrepreneurship. In general, students, after watching the video give motivating comments to make items that are easily accessible. Entrepreneurship learning is carried out persuasively. The learning was echoed using both persuasive and coercive approaches. Persuasive communication is a communication technique that uses words of persuasion so that persuasive communication is usually used more frequently in daily activities directly. Meanwhile, coercive communication is a communication technique using words. This communication also uses power [Mishra, 2018]. Various comments from students indicated their desires, which are proved to be favorable for creativity by finding new ideas that are developing and in collaboration with creative people. The development of entrepreneurship education is very significant to foster interest in entrepreneurship and start a business after graduating from college [Malm, 2020]. Higher education institutions, therefore, need to encourage students to improve skills that concentrate on innovation [Sabahi, 2020]. Creativity and innovation are needed to start learning entrepreneurship.

In the learning phase, students commented that entrepreneurship in a systematic and coherent craft production process is necessary. Student comments are the indication of assessments of videos uploaded by students. Our findings are in line with previous research uncovering that there was peer review through feedback that can improve one's writing capabilities [Popta, 2017] and also according to the opinion of [Secer, 2015], the use of adequate audio-visual material is very much needed by lecturers and students in learning and needs to be provided in higher education in terms of quantity and quality of media. According to Pattemore[2020], the ability of audio-visual media is considered better and more attractive and reliable. It is according to the quality of the information. The quality information is accurate information that reflects the real situation. To find out the accuracy of the data, it can be done by asking several different people. If the results are the same, then the information is considered accurate. Second, quality information is information that is timely or in accordance with needs. Third, quality information must match the required data. Fourth, quality information must be given in full and in full. The availability of audio-visual media is very beneficial for lecturers and students in learning. The role of educators and parents to get involved in the world of the application becomes a necessity, even an obligation to find out. With the aim of parents and educators can provide choices for positive applications that support

the development of students, especially in supporting their education. Positive smartphone applications can support the achievements of a student participant [Sari, 2019].

Students directly quickly download entrepreneurship videos and learn and give responses that have obtained information about the entrepreneurship process of producing goods and are motivated to look for ideas to make something. Similarly, [Ratten, 2020] argued that entrepreneurship (entrepreneurship) is the creative ability and innovation in creating something new and added value to be marketed through the process of managing resources in new and different ways, such as (1) technology development; (2) the discovery of scientific knowledge; (3) improvement of existing products and services; (4) finding new ways to get more products with more efficient resources. From the two opinions above, it is known that the common point of perception of entrepreneurship is creativity and innovation. This finding is in line with [Wallace, 2020], stating that the problems faced are not only because students are not able to display performance successfully but because students are unable to believe that they can perform successfully.

Some stages of the implementation of entrepreneurship learning ranging from introductions, giving entrepreneurship text material, student discussions, and comments about creativity and innovation, giving entrepreneurship videos, discussions, and comments about entrepreneurship motivation. According to Gagne's theory, there are eight phases in the learning process, namely motivation, understanding, acquisition, retention, recall, generalization, treatment, and feedback. This theory explains that in learning activities, information processing will differ between individuals who are one with individuals who are the other. This is determined by one's interpretation or interpretation of information obtained through the learning environment [Hein, 2019]. The difference can be seen from the comments of students who show a variety of motivation to learn entrepreneurship. [Lin, 2015] contended that two dimensions underlie innovation, namely, creativity and risk-taking.

Similarly, Putra [2019] argued that all innovations begin with creative ideas. In addition to creative ideas, Domínguez[2019] unveiled that innovation still consists of two other behavioral aspects in the promotion of ideas and implementation of ideas. Based on the above explanation, Dabbagh[2012] stated that personal learning also enhances learning performance. Research on standards that focus on e-learning learning, one of which is its use through social networking Facebook has been widely carried out. By using the concept of e-learning as a content-based learning infrastructure, it is possible that the material presented can be adjusted (flexibility) to the needs of users [Shi, 2020].

CONCLUSION

This study has documented that entrepreneurship learning serves students for effective learning. It can be seen from student comments in the form of WA texts indicating that they are motivated by entrepreneurship after getting entrepreneurial text material and viewing entrepreneurship videos. Entrepreneurship learning using entrepreneurship video media provides more transparent and more tangible information about the production process and interview tips for successful entrepreneurs and in WhatsApp that can be quickly accessed and learned by students. Thus, entrepreneurship learning

with video media in the WhatsApp application provides written freedom of writing, and students are motivated to be creative and innovate.

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