DEVELOPING AN ENTREPRENEURSHIP LEARNING BOOK USING THE SOCIETY 5.0-BASED BLENDER LEARNING MODEL FOR UNIVERSITAS BINA MANDIRI GORONTALO STUDENTS

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ABSTRACT

This research delivers the final product of an entrepreneurship learning book using the society 5.0-based blended learning model for Universitas Bina Mandiri Gorontalo students. The research type was research and development using Dick and Carey's model. Data were collected using interviews, questionnaire distribution, and observation. The approaches were qualitative, and the research type was descriptive. Research procedures were: (1) preliminary study, (2) design development, (3) expert and practitioner validation, (4) limited test, (5) model implementation, and (6) model recommendation. We then acquired the following results. The society 5.0-based entrepreneurship learning book developed in the COVID-19 era for undergraduate management students taking their semester 4 at Universitas Bina Mandiri Gorontalo using Dick and Carey's model was considered very practical in terms of its practicality. The book was also considered effective. The same result was demonstrated by the Wilcoxon Signed Ranks Test. It was attested that the entrepreneurship learning book was effective. Lecturer and student assessment results, acquired from distributed questionnaires, exhibited high effectiveness (student assessment, 85.23%; lecturer assessment, 89.77%, on average). The results brought about a new model, i.e., the IMAM Model, referenced from two learning models, namely Dick and Carey's and blended learning models. The IMAM model as a learning model began by identification, class management, adaptiveness and activeness, and independence, becoming the representatives of the spirit of Gorontalo local wisdom values, i.e., *mooluhu*, which was independence.

Keywords: *Learning Media, Learning book, Blended Learning, Dick and Carey*

INTRODUCTION

The aims of higher education are to cultivate the potencies of students, making them believe in and fear of God, have noble morals, health, knowledgeable, capable, creative, independent, skillful, competent, and cultured for national interests; create graduates which master scientific disciplines and/or technology to cater to national interests, augment nation competitiveness; bring on science and technology through research concerned about and implementing humanist values, accordingly contributing to national advancement, advanced civilization, and human being prosperity, and manifest community service based on reasoning and research work useful in the betterment of public welfare and the intellectual life of the nation. Achieving the goals comes with various challenges, e.g., changes and development due to the educational era which is now in entering the Society 5.0 era.

The Society 5.0 concept is human-centered, using technology as its base. This concept endeavors to enable human roles to remain in their positions in the digital era. Humans, who live as a society, also act as the center of civilization. They hence need

support from all components to face off the Society 5.0 era, such as the ability to use IT, human resources, information systems, and social conditions.

Welcoming the Society 5.0 era is accompanied by the COVID-19 pandemic, which is also a big challenge the educational world is putting up with. Learning processes during the COVID-19 pandemic era, which are mainly online, confront a range of issues, e.g., 1) limited use of information technology among lecturers and students, 2) inadequate facilities and infrastructures, 3) limited internet access, 4) irresponsive budget provision, 5) unattained standard competencies targeted, and 6) unimplemented lesson plans prepared by lecturers (Aji & Syah, 2020). The challenge is also identified in Universitas Bina Mandiri Gorontalo (UBMG) in education and teaching implementation. UBMG subsequently capitalizes on learning media online (WhatsApp, Google Classroom, Zoom Cloud Meeting, and Google Meeting), offline, or hybrid (online and offline) to address the issues.

Universitas Bina Mandiri Gorontalo makes many different attempts, such as designing a curriculum oriented to entrepreneurship, which is made a compulsory course in each department of the university. The course is envisaged to create young entrepreneurs who can contribute to cutting unemployment rates after graduating. Engendering such graduate competency, however, will never succeed devoid of supporting parties/components. One of the components is lecturers who are competent in planning, implementing, and evaluating learning processes, and realizing expected learning outputs and outcomes.

Learning device as the development output has innovative values if featured with more substantive and comprehensive learning materials in the form of learning books, dictates, practicum guidance, models, supporting tools, audio-visual media, tutorial manuscripts, and job sheets associated with the course concerned. We will only focus on learning books henceforth. Learning books, in principle, are made and developed by lectures aligned with their expertise to complement and advocate extant referential books commensurately with the planned learning scenario. Learning books have to be designed as good as possible and compiled as effective and efficient as possible, helping students and lecturers in teaching-learning process attributed to certain disciplines (Kurniawan, 2019).

The department heads at Universitas Bina Mandiri Gorontalo conveyed a poor learning book implementation at the university. Several lecturers did not implement the book at class, and there were two departments with lecturers having never made learning books. More than 50% of the total number of departments came with teachers having never made learning books. However, there was a department with most of its lecturers having made and implemented learning books at class. 12 (30%) of 40 lecturers filling out Google Form were identified as having made learning books, while the rest, i.e., 28 teachers (70%) had never.

Developing learning books can be carried out using some models, such as the 4-D development model, IDI development model, PPSI development model, and Dick and Carey's development model. We select Dick and Carey's development model. That selection is grounded by several considerations, e.g., that steps required by the model are

complete, references to system approaches, and effective for designing more systematic learning. It helps us develop the entrepreneurship learning book.

We strive to design an entrepreneurship learning book designated for one-semester use by Universitas Bina Mandiri Gorontalo students. This effort is critical as the determined lecturing outcomes often do not comport with expectations. The causes are limited lecturers teaching the entrepreneurship course practically. Students are also the causes, which they must have been able to design their own businesses in semester 2. It impels us to develop a learning book focusing on enabling students to make excellent and effective business plans. We are anxious to afford motivations to other lecturers and induce them to design learning books conforming to recommended procedures which, accordingly, can identify weaknesses in the learning books designed. A good product comes from effective planning.

METHODS

It was research and development (R&D). This research used Dick and Carey's development model. The product was a learning book which had been tested for its reliability. The developed product was tested on a small scale by engaging students as research samples ad on a large scale by focusing on subject lecturers. Data were collected through interviews, questionnaire distribution, and tests. The data were then analyzed quantitatively using statistical analysis.

RESULTS AND DISCUSSION
Result
A. Dick and Carey's Model-Based Development of Entrepreneurship Learning book

We performed the following steps to develop an entrepreneurship learning book using undergraduate management students taking their fourth semester at Universitas Bina Mandiri Gorontalo as samples and Dick and Carey's research and development model.

1. Identifying Learning Needs and General Learning Objectives

We set new information and skills acquired by students after completing tasks as a learning objective.

2. Undertaking A Learning Analysis

The learning analysis was carried out considering the principle that course learning was equipped with learning stages to achieve measurable, systematic, and planned student competencies. The analysis was conducted to identify the final competencies acquired from each learning stage (sub-CPMK) as the description of CPMK. The entrepreneurship-4 course had three CPMK described in RPS, namely, **CMPK 1**: Students understand and indicate awareness of the definition of entrepreneurship, particularly in business plan concepts, **CPMK 2**: Students understand and can analyze pre-business plans, and **CPMK 3**: Students can compile their personal business plans by taking various measurable indicators into account.

3. Identifying Student Input Behaviors and Characteristics

We analyzed the behaviors and characteristics of students using our entrepreneurship learning book. This stage was crucial as student behaviors and characteristics determined learning/lecturing implementation. Uno (2012) defined student analysis as a study of the five characteristics of students: learning motivation, competencies, thinking skills, initial skills, and learning styles.

4. Formulating Specific Objectives

5. Developing Test Items

We developed test items referenced to the formulation of the specific objectives of the entrepreneurship-4 course for undergraduate management students. An initial skill test was conducted through a pretest activity before test items were developed. We also performed a posttest as an assessment tool after the implementation of entrepreneurship learning activities.

6. Developing A Learning Strategy

The selected learning strategy should manifest an effective implementation of entrepreneurship-4 material learning for undergraduate management students. The learning strategy applied was Project-Based Learning (PBL) composed of five phases, i.e., 1) Determining the project, 2) Designing the project completion, 3) Scheduling, 4) Evaluating the project process and outcome, and 5) Reporting and presenting the report.

7. Developing and Choosing Learning Materials

The learning materials developed and selected hinged on general and specific learning objectives, and the developed and selected learning materials would underlie considerations taken to develop the entrepreneurship learning book.

8. Revising Learning Materials

Revising was undertaken on the entrepreneurship learning book used in the lecturing process, specifically at the Management Department, undergraduate program, Universitas Bina Mandiri Gorontalo. The validators gave suggestions concerning the content, multimedia, layout, and language. We revised the entrepreneurship learning book following their correction and suggestions.

B. Effectiveness of Dick and Carey's Model-Based Learning book for the Entrepreneurship Course Taken by Semester-4 Undergraduate Management Students

1. Testing the Dick and Carey's Model-Based Entrepreneurship Courses Taken by Semester-4 Undergraduate Management Students at Universitas Bina Mandiri Gorontalo

a. Small Group Test

We tested the validation of Dick and Carey's model-based entrepreneurship learning book on 18 undergraduate management students taking their fourth semester. This test aimed to elicit the results of assessing the practical aspects of the learning book

based on assessments or responses from students. The student response-based assessment results determined our next steps carry out a large group test.

1) Student Responses to the Practicality of the Developed Learning Book

Students were instructed to assess or give responses to the appearance, material presentation, and uses of Dick and Carey's model-based entrepreneurship learning book. Student responses to the practicality of Dick and Carey's model-based entrepreneurship learning book at Universitas Bina Mandiri Gorontalo resulted in the lowest and highest scores of 57 and 61, respectively, at the lowest and highest percentages of 83.82% and 89.71%, respectively.

2) Material Presentation Aspect

There were ten items of indicators assessed by students, concerning the material presentation aspect. The percentage of each response was the result of dividing the student response score by the maximum score and multiplying it by 100. Student response results indicated the practicality of the developed learning book in terms of the material presentation aspect. Student responses to the entrepreneurship learning book practicality, in terms of the presentation aspect observed in all indicators, resulted in the lowest and highest scores of 57 and 61, respectively, at the lowest and highest percentages of 83.82% and 89.71%, respectively.

3) Use Aspect

There were nine items of indicators assessed and responded to by students. The percentage value of the assessment of each student response was the result of dividing the student response score by the highest score and multiplying by 100. Student responses to the practicality of Dick and Carey's model-based entrepreneurship learning book at Universitas Bina Mandiri Gorontalo, in terms of the use aspect examined in all indicators, resulted in the lowest and highest scores of 58 and 60, respectively, at the lowest and highest percentages of 85.29% and 88.24%, respectively.

a. Large Group Test

The results of the validation test by the expert team and based on student responses to the developed learning book through a small group test are shown above, and here we will discuss the large group test, conducted on 40 undergraduate management students taking their even semester in 2022 at the Faculty of Economics and Business Universitas Bina Mandiri Gorontalo. This test was performed to test the effectiveness of the developed learning book through lecturer assessment of the learning book implementation and an analysis of the test results in the form of a pre-test and posttest.

4) Lecturer Assessment of the Entrepreneurship Learning book

a. Learning Book Appearance Aspect

There were seven indicators to be assessed by lecturers using a 1-4 assessment scale in connection to this aspect. The percentage of each assessment was the result of dividing the acquired lecturer assessment score by the maximum score and multiplying by 100. Lecturer responses to the effectiveness of Dick and Carey's model-based entrepreneurship learning book at Universitas Bina Mandiri Gorontalo, in terms of the

appearance aspect investigated using all indicators, resulted in the lowest and highest scores of 17 and 19, respectively, at the lowest and highest percentages of 85% and 95%, respectively.

b. Learning Book Content Aspect

There were eight items or indicators to be assessed in terms of the entrepreneurship learning book content aspect. The percentage of each lecturer assessment was the result of dividing the acquired lecturer assessment score by the maximum score and multiplying by 100. Lecturer responses to the effectiveness of Dick and Carey's model-based entrepreneurship learning book at Universitas Bina Mandiri Gorontalo, in terms of the material content aspect, tested based on all indicators, resulted in the lowest and highest scores of 16 and 18, respectively, at the lowest and highest percentages of 80% and 90%, respectively.

c. Learning Book Efficiency Aspect

There were 15 indicators to be assessed by lecturers in terms of the learning book efficiency aspect. The percentage of lecturer assessment score was the result of the acquired lecturer assessment score by the maximum score and multiplying by 100. The effectiveness of Dick and Carey's model-based entrepreneurship learning book, in terms of the learning book efficiency aspect analyzed based on all indicators was scored 16 at the lowest and 17 at the highest at the lowest and highest percentages of 80% and 85%, respectively.

d. Analysis of the Learning Outcome Identified through a Pre-Test and Posttest

A pre-test was given to measure the initial competency or knowledge pertaining to entrepreneurship materials before testing the developed learning book on undergraduate management students who were taking their fourth semester at the Faculty of Economics and Business Universitas Bina Mandiri Gorontalo. Dick and Carey's model-based entrepreneurship learning book was then tested after the pre-test on students and continued by the next treatment, i.e., an evaluation in the form of a posttest. The posttest constituted a form of evaluation to obtain the information about the final learning outcomes of students after learning using the developed learning book.

The pre-test generated minimum and maximum scores of 40 and 60, respectively, while the posttest generated minimum and maximum scores of 65 and 95, respectively. The standard deviation was accordingly 7.02 (from the pre-test) and 7.86 (from the posttest).

The developed entrepreneurship learning book effectiveness was procured by analyzing differences in learning outcomes through a pre-test given before the use of the learning book and a posttest given after the use of the learning book The tests aimed to give the description of the test results of Dick and Carey's model-based entrepreneurship learning book at Universitas Bina Mandiri Gorontalo. A statistic test was conducted the identify the difference between paired data, namely data from the pre-test and posttest. Both data were tested using Wilcoxon Signed Ranks Test with SPSS. If the Asymp. Sig < 0.05, H0 was rejected, or H1 was accepted, and if the Asymp. Sig. > 0.05, Ho was

accepted, or H1 was rejected. Wilcoxon Signed Ranks Test results are pointed out in Table 1.

Table 1. The Statistical Test Results of Learning Outcomes through A Pre-Test and Posttest

Ranks

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	12[b]	6.50	78.00
	Ties	0[c]		
	Total	12		

a. Posttest < Pretest
b. Posttest > Pretest
c. Posttest = Pretest

Test Statistics[a]

	Posttest - Pretest
Z	-3.076[b]
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.
Source: Data processed using SPSS

The Wilcoxon Signed Ranks Test results suggested a significant difference between data from the pre-test and posttest pertinent to the use of the Dick and Carey's model-based entrepreneurship learning book at Universitas Bina Mandiri Gorontalo. H0, which stated that there was no difference between the pre-test and posttest regarding the use of the learning material, was hence rejected, while H1, which stated a difference between the pre-test and posttest related to the use of the developed learning book, was accepted at Asymp. Sig. < 0.05, which was 002.

The Wilcoxon Signed Ranks Test proved that Dick and Carey's model-based entrepreneurship learning book was effective for entrepreneurship learning at Universitas Bina Mandiri Gorontalo, especially undergraduate management students who were taking their fourth semester (entrepreneurship 4). Effectiveness identified from the learning outcome test through a pre-test and posttest indicated that the learning book developed for undergraduate management students taking their fourth semester could be employed by lecturers and designs in entrepreneurship learning.

C. The Effectiveness of Learning Using the Society 5.0-Based Blended Learning Model for Universitas Bina Mandiri Gorontalo Students

1. Lecturer Assessment of the Blended Learning Model Implementation

The effectiveness of the blended learning model used in the entrepreneurship course given in semester 4 at the Management Department, undergraduate program, Universitas Bina Mandiri Gorontalo, as assessed by lecturers in terms of its material content, based on all indicators, was scored 83 at the lowest and 100 at the highest. The mean score of

effectiveness was hence 89.77% and rounded to 90%. The percentage indicated that the developed blended learning model was considered very effective.

2. Student Assessment of the Blended Learning Model Effectiveness

The recapitulated student assessment scores of the effectiveness of the blended learning model used at Universitas Bina Mandiri Gorontal indicated that need assessment, planning, developing, implementation, and evaluation aspects had percentages of 81.88%, 86.25%, 89.06%, 86.61%, and 83.85%, respectively. The mean of the percentages was, therefore, 85.23%, rounded to 90%. The effectiveness of the blended learning model used by students thus scored 85.23% on average, indicating that the developed blended learning model was effective.

Discussion
A. The Development of Dick and Carey's Model-Based Entrepreneurship Learning Book

The following is the explanation of Dick and Carey's model stages implemented in this research.

1. Identifying Learning Needs and General Learning Objectives

We performed a need analysis for education by taking the COVID-19 condition in mind in identifying learning needs and the general objectives of this learning. The need analysis was undertaken by specifying student needs on skills, particularly business sector-related skills. The general objectives of learning could be determined after the need tendency for business skills was identified.

2. Carrying Out a Learning Analysis

We chose congenial learning content to manifest more contextual learning students could absorb effectively, considering the COVID-19 era which demanded online learning processes. There might be offline learning yet in a limited time, where only 30-minute face-to-face meetings were allocated for one credit, and students were needed to study independently for the rest of the time.

3. Identifying Student Input Behaviors and Characteristics

Compiling the learning book content and how to deliver it to students should be conducted and determined by considering student behaviors and characteristics to make the delivered materials well received.

4. Formulating Specific Objectives

We identified student learning achievements by a range of aspects, which were attitude, knowledge, general skills, specific skills, and changes in student learning outcomes, encompassing positive changes in knowledge, attitude, and skill aspects.

5. Developing Test Items

Test items to measure student competencies related to the learning book were developed. The development referenced to CPMK was addressed on RPS, which was subsequently mapped in test item lattice.

6. Developing Learning Strategies

The COVID-19 era required us to implement learning using cyberlink with online media and hybrid learning using tutorial and peer tutor methods.

7. Developing and Selecting Learning Materials

Selecting materials was carried out by mapping urgent materials students necessitated to develop their skills in entrepreneurship fields.

8. Revising Learning Materials

We improved and refined the learning materials by accommodating recommendations from the learning book assessment expert team, and notes for improvements from the expert/validator team comprising content, language, and multimedia layout validators. The revised learning book was then tested on students and lecturers.

9. Designing and Implementing a Summative Evaluation

This final stage determined whether the developed learning book could improve student learning quality. The results exhibited an increase in student learning outcomes after using the learning book.

Entrepreneurship learning at Universitas Bina Mandiri Gorontalo during the COVID-19 era imposed some restrictions. The time allocated for the learning was cut, wherein it was used to be 50 minutes for each credit but cut to 30 minutes for each credit during the COVID-19 era. Restrictions were also imposed on learning implementation, which had to be 50% offline and 50% online, even could be 100% online. Lecturers were expected to remain focused despite the restrictions and specify the learning target by deciding on which had to be emphasized: whether it was knowledge or skills. Learning stages suggested by Dick and Carey's model could be implemented normatively in ten steps during the new normal.

B. The Effectiveness of Learning Using the Society 5.0-Based Blended Learning Model for Universitas Bina Mandiri Gorontalo Students

Questionnaires were distributed to two respondent groups: subject lecturers and undergraduate management students taking their fourth semester. The recapitulated questionnaire distribution results, concerning five assessment aspects, i.e., 1) Need assessment, 2) Planning, 3) Developing, 4) Implementation, and 5) Evaluation, indicated that the blended learning model applied on undergraduate management students taking their fourth semester at Universitas Bima Gorontalo, also based on lecturer assessment, was scored 89.77% on average, considered very effective accordingly. Student assessments gave a score of 85.23%, pointing out the model's effectiveness.

The results were congruent with Setiawan et al. (2019), who investigated the effectiveness of blended learning related to educational innovations in the 4.0 Industrial Revolution era for the classical test theory course. They concluded that blended learning was active learning-based and suitable for higher education or universities. Several key criteria needed to pay attention to were 1) system facility preparedness and effective planning, 2) complete and attractive content development, and 3) routine monitoring and evaluations of the learning process.

The results were also consistent with Marito & Riani (2022), observing the effectiveness of the blended learning model in elevating critical thinking skills and learning independence of UPMI students in the statistics course. They concluded that 1) Learning using the blended learning model was well implemented at a percentage of 94.12%, 2) The implementation of the blended learning model in the statistics course, based on student responses, was scored 89.50%, hence categorized good and thereby effective to be implemented during the COVID-19 pandemic and new normal eras, 3) There was a difference in learning dependence levels as pointed out by the average or total score of learning independence between experimental and control classes. The first was scored higher than the latter (2.88 > 2.77). That was, treatments using the blended learning model on the experimental class were proven effective to enhance student learning independence, 4) There was a difference in critical thinking skills between students learning using the blended learning model and those learning conventionally. The Sig. (2-tailed) 0.00, which was less than the significance level of 0.05, therefore 0.00 < 0.05, showed a difference in posttest scores between two classes. The experimental classed acquired a mean score of 76.12, while the control one acquired 58.50. There was thus an identified increase of 17.62 or 12.04%.

We implemented these two models (learning using the blended learning model and learning using the blended learning model collaborating with Dick and Carey's model) in universities, particularly the entrepreneurship course. It called for integrating a whole concept, which was subsequently visualized in the IMAM model. A more detailed explanation of the IMAM model is delineated in Figure 1.
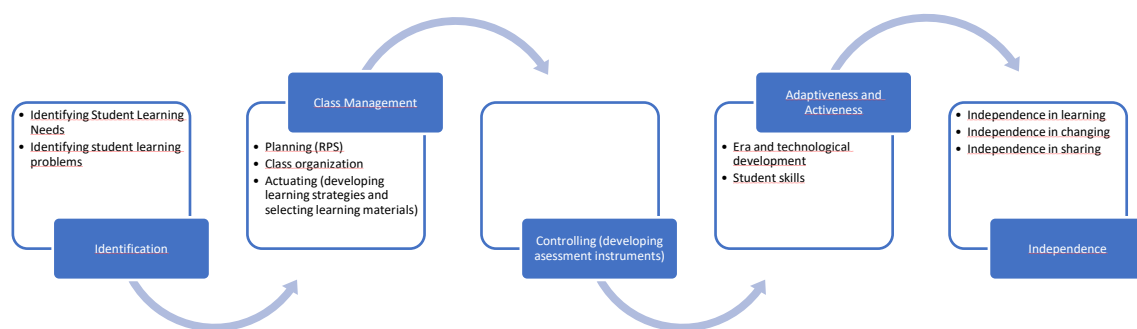

Figure 1. IMAM Learning Model

Figure 1 shows that the IMAM model had four learning stages, each had indicators to attain. The stages included identification, class management, adaptiveness and activeness, and the final stage.

1. Identification

This stage required lecturers to understand student conditions before commencing the learning. Lecturers should collect data on student skills and learning problems. It was the requirement of learning implementation, especially related to the entrepreneurship course, which was oriented on how to be an entrepreneur.

2. Class Management

This stage was essential for ensuring the successful implementation of the IMAM model in class. The class management developed was grounded on the theory of George R. Terry in his book Principles of Management (1985), which proposed four elements in management functions, namely Planning, Organizing, Actuating, and Controlling (POAC).

3. Adaptive and Active

This stage highlighted that classroom learning needed to be adjusted to era development, learning environment development, and student development. This stage was imperative to optimize student learning outcomes, related to either cognitive or attitude facets. There were two indicators concerned, namely 1) being adaptive and active corresponding with the era and technological development and 2) being adaptive and active in escalating student skills, especially skills required in the 21st Century, in which 4C (Critical Thinking, Collaboration, Communication, and Creativity) evolved to 6C (Critical Thinking, Collaboration, Communication, Creativity, Citizenship, and Character).

Developing student skills was a consistent topic, whereby it should be focused on academic and character reinforcement realms to welcome the Society 5.0 era. It was in concert with Kamarudin & Djafri (2023), who posited that character education was important in the Society 5.0 era because a multitude of people nowadays were individualistic in nature. Character education would allow individuals to make their life better, such as, by helping them grow cares for others, act based on correct considerations, and confront external pressure and temptation. Characters created human beings who had moral values and self-control amidst modernization and were able to create a better life in their community and nation.

4. Independence

This stage served as the closing stage after identification, class management, and adaptiveness and activeness. Independence was a national concept proposed by Kemendikbud through a Circular Letter of GTK Kemdikbud Number 1919/B1.B5/GT.01.03/2022 dated April 19th, 2022, which categorized independence into three: independence in learning, independence in changing, and independence in sharing. Universitas Bina Mandiri Gorontalo, as the research site, endorsed the vision of becoming an independence-pioneering campus.

CONCLUSION

The developed Society 5.0-based entrepreneurship learning book designated to be used during the COVID-19 era by undergraduate management students who were taking their fourth semester at Universitas Bina Mandiri Gorontalo using Dick and Carey's model was very practical and effective. Wilcoxon Signed Ranks Test results showed that the entrepreneurship learning book was effective. Lecturers and students, assessing through questionnaires distributed, contended that the blended learning model was very effective (based on the mean score of 89.77% given by lecturers) and effective (based on the mean score of 85.23% given by students). The results gave off a new model, which was the IMAM Model referencing from two learning models, i.e., Dick and Carey and blended learning models. The IMAM Model, as a learning model embarking upon by identification, class management, adaptiveness and activeness, and independence, became a representative of the spirit of a Gorontalo local wisdom value, i.e., *mooluhu*, which meant independence.

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