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The Needs Analysis of the Instructional Media to Improve Students' Entrepreneur Motivation in Historical Academic Teaching

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Abstract: This research was conducted to know the needs of students and stakeholders in preparing entrepreneurial teaching materials for students who take the history education study program at PGRI Madiun University. It is necessary to build an independent attitude in seeking opportunities and taking all risks to become an entrepreneur. From some of the studies before, a hypothesis that can be drawn is that entrepreneurship education in higher education is very important, and of course, teaching materials that follow the curriculum must support it. The research method used in this study is a qualitative descriptive method. The data sources were obtained through interviews, questionnaires, archives, document studies, and direct observation. The authors used two methods. They are content analysis and interactive analysis. Systematization of data is from presentations in the form of tables, networks, or charts. From the data analysis, the results obtained: 1) 65% of students taking teaching materials must be related to entrepreneurs in the field of historical and cultural tourism, 2) 85% of students taking teaching materials must contain training in preparing historical and cultural tourism entrepreneur proposals 3) Tourism actors state the sector Historical and cultural tourism still really needs the involvement of history education graduates to manage tourism assets that have not been optimized in the City and District of Madiun.

Keywords: entrepreneur, history, needs analysis, teaching materials.

历史学术教学中提高学生创业动机的教学媒体需求分析

摘要: 本研究旨在了解学生和利益相关者在为参加大学历史教育学习计划的学生准备创业教材方面的需求。成为一名企业家,既要树立独立寻找机会的态度,又要独立承担一切风险。从之前的一些研究可以得出一个假设,即高等教育中的创业教育非常重要,当然必须有符合课程设置的教材来支持。本研究采用的研究方法是定性描述方法。数据来源通过访谈、问卷调查、档案、文献研究和直接观察获得。我们使用了两种方法。它们是内容分析和交互分析。数据的系统化来自表格、网络或图表形式的展示。从数据分析得到的结果:1) 65%的教材学生必须与历史文化旅游领域的企业家有关,2) 85%的教材学生必须包含准备历史文化旅游的培训企业家建议 3) 旅游参与者表示该部门 历史文化旅游仍然确实需要历史教育毕业生的参与来管理马迪恩市和区尚未优化的旅游资产。

关键词: 企业家, 历史、需求分析、教材。

1. Introduction

One of the biggest problems in our world of education today is that the output produced is not an opportunity to build a creator but a mental waiting for the opportunity to come. As a result, the queue for job seekers continues to grow, and education should prepare students not as job seekers but as job creators.

The Ministry of Manpower said the current open unemployment rate mostly comes from higher education levels. The Ministry of Manpower Secretary-General conveyed this in a webinar related to the National Job Market Information System Development Strategy on Tuesday (6/7/2021). "In terms of the open unemployment rate, many of them are highly

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educated," said Anwar as reported by *Tribunnews.com*, Tuesday (6/7/2021). According to him, many people from high school graduates and below are employed [1].

The Ministry of National Education has launched the Entrepreneurial Campus program to cultivate entrepreneurship in universities. The following are the ideas of strategies for implementing entrepreneurship education in universities: (1) developing a curriculum; (2) improvement of human resources for lecturers; (3) establishing an entrepreneurship center; (4) cooperation with the business world; (5) establish a business unit; and (6) cooperation with financial institutions (banking/non-banking) [2]. Minister of State-Owned Enterprises (BUMN) Erick Thohir realized that entrepreneurship in this country is still lower than in other countries in Southeast Asia. The number of Indonesian entrepreneurs is only around 3.47 percent of the total population. Meanwhile, in neighboring countries such as Malaysia and Thailand, entrepreneurship is already around 4.74 percent and 4.26 percent, respectively. Meanwhile, Singapore became the highest at 8.76 percent.

The Ministry of Industry stated that Indonesia needs at least 4 million new entrepreneurs to help strengthen the economic structure. Because currently, the ratio of entrepreneurs in the country is still around 3.1 percent of the total population. "Therefore, if Indonesia wants to become a developed country, the government should continue to spur the growth of entrepreneurship, including small and medium industries, while increasing productivity and competitiveness in the digital era," said Minister of Industry Airlangga Hartarto [3]. Entrepreneurship is one of the supporters that determine the economy's progress because the field of entrepreneurship has the freedom to work and be independent [4]. Therefore, to improve the current economic situation, the government seeks to foster the community's entrepreneurial spirit from an early age, entrepreneurship learning at the high school and college-level [5].

Entrepreneurship education is an effort to internalize the entrepreneurial spirit and mentality through educational institutions and other institutions such as training institutions [6]. Thus, in the teaching and learning process, the transformation of entrepreneurship is strongly influenced by the availability of teaching materials and adequate time allocation laboratories with content or material to be delivered by lecturers. For this reason, teaching materials must contain clearly defined goals, both final and intermediate goals. In addition, teaching materials will make it easier for students to learn thoroughly by providing learning materials that are packaged into more specific units or activities. This means that teachers must be more creative in facilitating the teaching and learning process in the classroom.

The teacher is the focus of the educational mission in the class and the most important pillar of educational success [7]. There is a consensus among teachers and policymakers that teachers play a critical role in current education systems. The success of these systems depends, at least in part, on how well teachers perform in their jobs [8]. Theoretical and experimental studies have shed light on the important role teachers can play in ensuring the efficiency and effectiveness of teaching and learning. Teachers' attitudes towards reflective practice are an important factor in improving teaching is because it can lead them to understand classroom instruction and promote self-reflective awareness of their assumptions related to the learning process [9].

Entrepreneurial teaching aims to embrace learner understanding as a result [10]. Entrepreneurial Reflective Teaching practice is one of the important processes in teacher education because it helps develop various skills, such as decision-making, metacognition, and logical thinking [11, 12]. Research showed that educators, especially the marketing department and educators of entrepreneurship subjects, are also strongly advised to improve and maintain the quality of their teaching to students so that students gain learning experiences that can then be practiced in the entrepreneurial world [5]. The purpose of entrepreneurship learning, which should shape entrepreneurship's attitude, behavior, and ability, can practically be achieved through entrepreneurship learning in universities [13]. For this reason, an entrepreneurial learning process is needed that can shape the mindset of an entrepreneur for students to have an entrepreneurial character and behavior [14].

Research [15] showed that the evaluation of entrepreneurship learning programs has been useful in improving learning outcomes, but on average, it has not been able to meet the effectiveness of achieving learning outcomes beyond the average results. In addition, research [16] about growing student interest in entrepreneurship through the production-based learning method has theoretical implications, namely: 1) Entrepreneurship Education-based activities in the form of project-based learning have an impact on increasing student entrepreneurship interest; 2) the use of production methods based learning can stimulate students' interest in entrepreneurship. Thus, the results of this study have practical implications as recommendations.

From some of the research above, a hypothesis can be drawn that higher-education entrepreneurship education is very important, supported by teaching materials that follow the curriculum. With specific teaching materials, graduated students of the history education study program certainly have entrepreneurial competencies. The entrepreneurial competence for graduates of history students is an effective way to build student independence. It also will be future supplies to develop businesses in the history sector.

The teaching of entrepreneurship, especially in the History Education Study Program, Universitas PGRI Madiun, still used reference books containing the notion of entrepreneurship, theories, and concepts generally given the same as other study programs. So that the teaching materials are not specific to the competencies expected of graduates of the history education study program. Starting from the problems mentioned above, in this study, the author wants to determine how the entrepreneurial material needed by students and stakeholders is used in compiling entrepreneurial teaching materials for students of the history education study program at the University of PGRI Madiun.

2. Methods

This research belongs to the type of qualitative descriptive research [17]. The data was obtained from primary and secondary sources. As the name suggests, the researcher first collects primary data, while others already collect or produce secondary data [18]. Primary data in information or facts at the research location were obtained from resource persons and events or activities related to the research topic. Primary data collection was done using interview techniques, direct observation, and questionnaires to students and alumni. Interviews were conducted with heads of study programs, lecturers in entrepreneurship courses, students, and tourism business managers in Madiun City and Regency. Most of the secondary data sets contain quantitative data [19]. Secondary data in the form of documents and archives about the object of research, university vision and mission, academic guidelines, course syllabus, alumni tracking documents, and alumni feedback documents. Secondary data about the research object was obtained by collecting documents and archives found at the research site.

The procedure of investigating the quality of a data set and deciding whether it fits its purpose is a “data validation” procedure [20]. The data validation was carried out through source triangulation techniques and triangulation research. Triangulation can enrich research as it offers a variety of datasets to explain different aspects of a phenomenon of interest [21].

Source triangulation technique is to compare data from one data source with another data source. Obtaining information from various sources across settings and time was an important aspect of the data collection [22]. Data analysis was carried out using qualitative data analysis methods. Indeed, qualitative data analysis means various things, as it is often alight a particular methodology, theoretical perspective, research tradition, and/or field [23]. There are two methods used: content analysis and interactive analysis. Content analysis is used to describe the contents of a manifest communication text. Manifestation in content analysis refers to visible and explicit communication texts [24].

There are three components of the analysis: data reduction, data presentation, and concluding. Data reduction handles reducing the number of attributes and reducing the instances as well [25]. However, engaging in the data reduction process is very helpful in editing the data, summarizing it, and making it presentable [26]. The major of data reduction depends on attributes reduction. A method of presentation must be chosen after carefully weighing the advantages and disadvantages of different presentation methods [27]. The conclusion can provide a more detailed set of procedures for analyzing and reporting data [28]. The activities of the three components are carried out in an interactive forum with the data collection process as a cyclical process. The researcher only moves between the three components of the analysis after data collection is complete in each unit by utilizing the remaining time in this study. For more details, the interactive analysis process can be described in the following scheme.

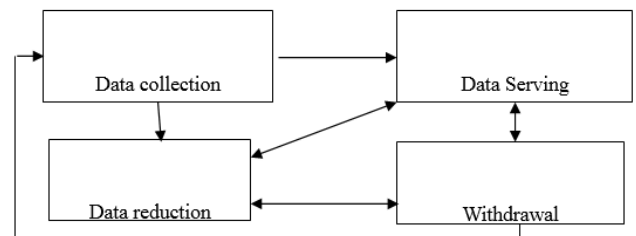


Fig. 1 The scheme of interactive data analysis

If the raw data at the research site is reduced to collect, then the next step is to organize the data into a more systematic and important point then focus on the themes and patterns being sought. Furthermore, data reduction was carried out. They are selection, focusing on simplification, abstracting, and transforming rough data that emerged from written notes in the field. Systematization of data is done by making data presentations in tables, networks, or charts. From the systematization of the data, important findings, themes and patterns will be found that is consistently applied in the research locations. In the end, these findings are used as a reference in concluding.

After we get the raw data, the next stage is the development step. This stage aims to produce a final draft of learning media revised based on input from experts and data obtained from trials. At this stage, there is validation by experts, which include:

2.1. Expert/Practitioner Validation

In an initial draft, three experts, namely material experts, language experts, and learning technology experts, will validate the learning media design.

2.2. Readability Test

After media experts and material experts validated the initial draft, the next step was to carry out empirical validation or readability tests to 10 7th semester students to find out the ease of users in learning

teaching materials and the ease of users in understanding vocabulary and sentences so students could understand those teaching material materials.

2.3. Practicality Test

After a limited trial has been carried out, the next step is a practicality test to determine whether this teaching material is easy or practical to implement based on the time that has been designed and then the range to achieve the learning objectives. The lecturers who have prepared courses ask this implementation test for input.

2.4. Effectiveness Test

This test was conducted to determine the effectiveness of the product carried out to determine the increase in the attitude of independence to students.

2.5. Final Teaching Materials

The results of validating the large-scale trial, the final teaching material, will then be tested for effectiveness. In the effectiveness test, students will be given a press test before using the media. The post-test will be given after using the media. The effects test results will be used as a reference for concluding the effectiveness of the developed learning media.

3. Results and Discussion

3.1. Effectiveness Test

The homogeneity test or test aims to ensure that the data set to be measured does come from a homogeneous

(same) population. Researchers calculate homogeneity when comparing two population groups' attitudes, intentions, or behavior (variance). The steps are through a prerequisite test. A normality test was carried out on both classes to know whether the two classes came from a normally distributed population. Normality test using the Liliefors method with a significant level of 5%. The summary of the normality test can be seen in the table below.

Table 1 Pre-action normality test

| No. | Class | N | \bar{X} | Sd | Lmaks | LTab | Decision |
|-----|------------|----|-----------|-------|--------|-------|-----------|
| 1 | Experiment | 25 | 76,200 | 6,340 | 0,1574 | 0,173 | Accept H0 |
| 2 | Control | 25 | 74,400 | 9,170 | 0,1521 | 0,173 | Accept H0 |

Based on the calculation results compared with the table values, the decision to test H0 is rejected for the two classes tested. Thus, it is concluded that both classes come from a normally distributed population. From the limited test results, the researchers tested the teaching materials on a large scale on students. For students of the History Education study program, they are divided into regular classes. The students who focus on the large-scale trial are the History Education study program semester 5 B. However, before being subjected to a trial, the two regular classes are held first to determine the participants' initial abilities. Related to the material to be delivered and ended with a post-test is to determine the success of the learning process and measure the mastery of student competence on the material presented by the lecturer.

Table 2 Summary of entrepreneurship test results

| No. | Class | n | \bar{X} | Sd | Sp | tobs | ttab | Decision |
|-----|------------|----|-----------|--------|-------|-------|-------|-----------|
| 1 | Experiment | 25 | 89,200 | 5,140 | 8,708 | 2,463 | 2,011 | Reject H0 |
| 2 | Comparison | 25 | 72,400 | 11,192 | 8,708 | 2,463 | 2,011 | Reject H0 |

Based on the table above, it shows that $tobs = 2.463 > 2.011 = ttab$, so the decision H0 is rejected. Thus, it can be concluded that the experimental class subjected to the model book is better than the control class, which does not use the model book.

3.2. Teaching Materials Following the Curriculum

This research is a follow-up study from previous research. The initial research noted that the entrepreneurship course was applied to the 5th-semester students of the history education study program in the 2013/2014 academic year. Based on data on alumni entry for the 2014/2015 academic year, 65% of the waiting period for a job is under three months. Then, for alumni of the 2016/2017 academic year, it was noted that 80% of the waiting period to get a job was under three months. This means that the history education study program alumni at the PGRI Madiun University know that they are not selective in looking for work. However, when it is associated with the competence of graduates who are absorbed in the world of work until

the end of the 2016/2017 academic year, 5% are absorbed in education as teachers, lecturers, and education staff. As much as 1.2% absorbed as an entrepreneur. At the same time, the rest work as employees or employees of private companies, temporary jobs, or homemakers.

From the data above, it appears that graduates of the history education of the PGRI Madiun University will be ready when they enter the world of work, especially in the field of education and education staff. In the curriculum structure, students have been provided with materials that include the basics of education, the educational profession, teaching and learning strategies, evaluation of education, philosophy of education, microteaching, to teaching practices, all of which are divided from semester 2 to 7. While entrepreneurial learning is based on, the curriculum 2013 is generally given in semester 5 for all study programs. Because it is given together, the lecture material also uses material used by other study programs.

Material development had trouble entering the identification of business opportunities related to historical and cultural tourism because, until then, there were no teaching materials containing entrepreneurship material related to historical and cultural tourism. Lecturers only link several economic opportunities obtained by graduates of history study programs with tourism, including handicraft and culinary businesses located in tourism objects. Besides that, it is difficult for lecturers to explain graduate opportunities concerning the Penta helix concept in historical and cultural tourism, namely business, government, community, academics, and media, which are references for areas that want to develop tourism. From this data, researchers can conclude that teaching lecturers need teaching materials that contain material about the theories and concepts of entrepreneurship or entrepreneurship and contain fields of cultivation and opportunities that can be taken by graduates of the history education study program, especially in the tourism sector, history, and culture.

The data presented shows that most countries see higher education institutions as highly positively correlated with economic and social development. Most people also believe that higher education has an important role in getting a job and determining career success. With this demand, every university must be aware and willing to make serious efforts to improve the quality of its performance.

If one cannot do that, then the real impact will cause the lives of the Indonesian nation and people to worsen. Awareness of moral responsibility may need to be used as a starting point for learning development strategies to increase entrepreneurship in students. Not a few universities have produced graduates, but some have become unemployed in various fields of expertise. Theoretically, this happens partly due to the low entrepreneurial spirit of higher education graduates [29]. Even if the entrepreneur material is given to students, it must be packaged in one course with credits following the provisions that apply in each university.

The learning process in higher education must produce job creators so that there must be systematic changes in objectives, methods, and the learning material itself to transform new values and norms. The norms in question are the curriculum, academic atmosphere, effective governance, institutional management, etc.

Concerning the business world, university activities in entrepreneurship development can focus on learning or research related to entrepreneurship, including the industrial world. Because to increase the creation and growth of entrepreneurship, a synergistic integration is needed between the mastery of science and technology (including the commercialization of research and development results). Finance and production management is also called socio-techno-economic.

3.3. Entrepreneurial Competence for Students of History Education Study Program

There is a tendency for graduates to be ready to engage as educators, while to enter the field of entrepreneurship is not ready because they do not have sufficient provisions regarding the description of their field of work, 2) during the lecture; the entrepreneurship material presented by the lecturer is more theoretical. There are no relevant examples of the competence of graduates from the history education study program. It was also added that graduates are better prepared to work as teachers because of teaching practices through internship programs 1, 2, and 3.

The results of observations on post-graduation absorption: 1) based on data from graduates of the history education study program, information was obtained that the number of graduates involved in entrepreneurship was very few. Less than 1% of the total graduates since it was applied to the 2012/2013 class; 2) Based on data from the tracer study team for the history education study program, information was obtained that most graduates preferred to become educators or education staff. If not absorbed in the teaching staff or education, work as an employee or employee in a private company. Meanwhile, those truly involved in historical entrepreneurship are only 0.35% of the total graduates recorded by the tracer study team.

Starting from this case, the author tries to examine how the absorption and readiness of alumni to enter the world of entrepreneurship. From the results of interviews and questionnaires with respondents consisting of alumni and students of semesters 5 and 7 of the history education study program, it was revealed that entrepreneurial learning provides understanding 1) Graduates do not have to focus on becoming civil servants, 2) Aware of always seeing opportunities and challenges 3) Be aware of all the risks or consequences of a failure. However, if it is related to the fact that the percentage of graduate absorption is only 1.2% in the entrepreneurial world, 75% of the respondents from alumni say that they cannot harmonize the field of history education in the entrepreneurial world. This means they have never practiced or received training or practice of historical education science competence in making entrepreneurship programs while being students.

The researchers collected data through a questionnaire to the fifth and seventh-semester students about their desires to learn entrepreneurship. After the data was collected, it was noted that 65% of students expected the teaching materials to contain examples related to entrepreneurs in historical and cultural tourism. Especially in Madiun, the pre-historic period, the history of Hindu Buddhism, the history of Islamic culture, the history of the glory of the national kingdom, the history of the colonial era are included to contemporary. Then 85% of students want the teaching and learning materials for entrepreneurship should

include examples of developing tourism and cultural entrepreneur proposals.

From interviews with lecturers who support entrepreneurship courses, information is obtained that entrepreneurship learning is based on learning outcomes. The students can carry out business independently outside the field of education with the provision of entrepreneurship. According to the entrepreneurship lecturer in the history education study program, it was explained that the person concerned had tried to harmonize the main material that students must understand. Understanding the characteristics of entrepreneurs and identifying entrepreneurial individuals is needed to make students identify possible business opportunities. After that, this part aims to make students understand and explain the sources of new business financing with the learning outcomes of courses. They need to carry out business independently of education with entrepreneurship and be creative in the historical-cultural tourism business.

3.4. Entrepreneurial Competence of History Students to Develop Businesses in the Field of History

The researchers interviewed stakeholders involved in the entrepreneurial world, especially historical and cultural tourism, to complete the linkage and continuity between teaching materials and learning outcomes. From the five tourism actors, it was revealed that:

Cities and regencies in the Madiun Raya area have many historical and cultural assets that can be developed in the tourism business sector;

The Madiun City and regencies in the Madiun Raya area have the same vision, which is to make tourism an icon as well as an asset to boost local revenue;

The local government has pioneered package regional cultural events to attract tourists through the tourism office.

The potential of historical tourist destinations in the City and Regency of Madiun to attract tourists was also confirmed by the Director of Alfin Tour and Travel Ponorogo. It was also explained that very few individuals and community groups are currently involved in the tourism business, especially historical tourism (Interview. Muhammad Alfin: 3 September 2018). Muhammad Alvin also explained that in addition to the potential for nature tourism, there is also the potential for historical tourism in both the city and Madiun Regency. The historical tourism business opportunity is very large, especially in Madiun Regency with the famous Kresik monument. Alvin also added that tourism stakeholders have provided supporting infrastructure through easy transportation access and supporting facilities such as hotels and shopping areas. At least there are requests for historical tourism businesses in the city and Madiun Regency. Not many historical tourism business entrepreneurs make historical tourism objects and natural tourism into one

travel package on a wide regional scale, such as Southern East Java (Interview: 3 September 2018).

It is not enough to be given theoretical material and concepts about entrepreneurship to grow the entrepreneurial spirit. Entrepreneurship must be built in the first semester through understanding the need to see economic opportunities obtained from lecture material in their respective study programs. Entrepreneurship can be encouraged through education. A significant amount of literature on this issue acknowledges the positive contribution of entrepreneurship education on developing people's knows [30]. Economic opportunities obtained from history education study program students should be built and stimulated since semester 1. They received introductory material from lectures on the history of Indonesian culture, socio-economics, and politics until they were reflected in local history.

The strengthening of entrepreneurial teaching materials for students of the history education study program at the PGRI Madiun University has been carried out by analyzing the needs of students and stakeholders. This is very important to achieve sustainability considering the entrepreneurial learning system that has been developed so far. It has not guaranteed the formation of creativity or business/entrepreneurial competence in its graduates so that higher demands are placed on university graduates as job seekers and job seekers. Universities must reorient the learning that they have been carrying out so far. With these demands, the expected reorientation is how to build an entrepreneurial spirit in students through the availability of teaching materials.

The needs of students and stakeholders can meet the standards as set by the Directorate of High School Development. The availability of teaching materials must be under the demands of the curriculum and the characteristics of the target. This means that the teaching materials developed can be adapted to the characteristics of students as targets; these characteristics include the social, cultural, geographical environment, and the stages of student development. The implication is the demand for educational institutions and entrepreneurship units that focus on handling all aspects of entrepreneurship learning, from curriculum development and learning processes to delivering graduates to new entrepreneurs.

4. Conclusion

From the discussion above, it can be concluded that the strengthening of entrepreneurial teaching materials for the history education study program at the University of PGRI Madiun through an analysis of student needs shows that 65% of students expect teaching materials to contain examples of arable fields related to entrepreneurs in the field of historical and cultural tourism, especially in Madiun. Then 85% of students want the teaching and learning materials for

entrepreneurship to contain training examples to prepare tourism and cultural entrepreneurs proposals. Meanwhile, based on the analysis of the needs of stakeholders in the Madiun Raya area, it is emphasized that the local government's policy towards the world of tourism is very positive.

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