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An Entrepreneurship Module Based on Successful Entrepreneur Character to Promote Students' Entrepreneurial Attitudes

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This research is aimed at producing an entrepreneurship module with the integration of successful entrepreneur character and science, which is feasible for the promotion of students' entrepreneurial attitudes. The subjects of this research were the students of a Social Science Education Study Program. To develop the module, the researchers went through five of the ten stages in Borg and Gall's research and development method. The module feasibility analysis was conducted through expert validation and empirically through a questionnaire survey to elicit students' responses. A t-test was then carried out on the results of the measurement by a questionnaire on the entrepreneurial attitude before and after the learning activities. As indicated by the research results, the module produced was declared as feasible under the predicate excellent according to the validators and, on average, the students. Based on the t-test results, there was a significant improvement in the students' entrepreneurial attitudes.

Key words: *Entrepreneurial attitude, Entrepreneurship module, Successful entrepreneur character.*

Introduction

Increasing the quantity of new entrepreneurs is considered as critical and urgent. This goes with the hope of the government to decrease unemployment figures. To address this issue, contribution from educational institutions is much expected. In relation to the aforementioned, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2008) issued a recommendation that educational institutions should provide entrepreneurship education in the hope that students would have the ability to take initiative, to assume responsibility, to take risks, to be creative, to be innovative, and to think outside the box. Entrepreneurship education's success in improving students' entrepreneurial intention was evidenced by Wahidmurni *et al.*, (2020), in their analysis of findings on the factors influencing the entrepreneurial intentions of the students of various universities. In that study, entrepreneurship education was proven to be the only variable and the only external factor to have a significant positive effect on entrepreneurial intention. Similarly, Liu and Ma (2018), inferred that both traditional and lecture-style entrepreneurship methods had a significant, positive effect on students' entrepreneurial intentions, with the latter having greater influence than the former.

Entrepreneurship education has become ubiquitous in numerous universities in Malaysia. However, Ahmad and Buchnan's research (2015), on 20 universities in the the said country revealed that students preferred engaging in high-paid jobs to establishing their own businesses, despite previously attending entrepreneurship classes and programs. The reason was that the instruction was generally conducted in a passive, lessinteractive manner. A similar finding was obtained by Chen *et al.*, (2015), through their research on a number of universities in Taiwan. Using a different method, they revealed that although having high degrees of satisfaction and success in learning, students did not find their entrepreneurial intention increased after going through a learning process with a lecture method over 12 meetings with lecturers and six meetings with practicing guest lecturers. This was partly attributed to the fact that the curriculum introduced by the universities was still unable to answer the society's demand.

A similar phenomenon in some universities in Indonesia was reported by Sulastri *et al.*, (2017), that is, there was an absence of commonality in the materials and learning methods applied in the entrepreneurship education in some of the universities, public and private, under the Ministry of Research, Technology, and Higher Education, and even a lack of relevance between the learning models applied and students' needs. Results of a preliminary study also suggested that there was no correspondence between the entrepreneurship course outcome standard formulated and the standard instructional materials used at the Islamic higher education institutions under the Ministry of Religious Affairs.

To address this problem, instructional innovations should be made, and one of such innovations may take a form of a module as instructional material. As suggested by Chen *et al.*, (2015),

following research should design an entrepreneurship module by integrating entrepreneurship and relevant knowledge for an improvement effect. Shane (2019), stated that the advantage of integration of general and religious sciences in a contemporary culture is that interest can be directed from students and lecturers and opportunities for multidisciplinary engagement can be created.

A module is preferable as it is self-instructional, self-contained, stand-alone, adaptive, and user-friendly. Such character features are advantageous for students' learning independence and are relevant to the spirit of independence, self-confidence, and task and result-orientedness necessary in entrepreneurship. Independent learning is characterised as supportive of students being active in learning. As implied by Koesworo *et al.,* (2007), one's ability to work in an independent, knowledge-guided way is positively correlated with his/her motivation to engage in entrepreneurship.

This entrepreneurship module, which integrates a successful entrepreneur character and science is developed by fusing materials derived from successful entrepreneurs' experiences (either by literature study or face-to-face meetings with the successful entrepreneurs concerned) and theoretical and empirical reviews on entrepreneurship or business practices. This is deemed necessary to allow students to gain learning experiences from a range of learning sources distinct from those used in previous learning practices. Wahidmurni *et al.* (2019), shows that entrepreneurship courses are carried out theoretically and supported by guest lectures by practitioners and business practices are able to produce candidate startup entrepreneurs. Regarding the advantages of module usage, Matanlukab *et al.,* (2013), held that, qualitatively, students' thinking skills will be increased when learning by using a module. This is an implication of the employment of a student-centered approach which encourages students' active participation in the discovery of knowledge, attitude, and skills.

Some evidence of the effectiveness of module usage in improving learning processes and outcomes is offered by a number of studies. Suratsih *et al.,* (2009), noted that students gave positive responses to the use of a localphenomena-based learning module. Meanwhile, Karnain *et al.,* (2018), found that a training module in metacognitive skills was proven able to improve teachers' instructional skills in the 21st century, and hence was recommended by some experts to be implemented in future training sessions. Kusuma and Wibawa (2020), suggested that practice modules to handle digital books can increase students' interest and creativity in writing. Similarly, Rahayu and Sudarmiatin (2010), found in their study that the entrepreneurship module they developed had increased teachers' and students' abilities. Sánchez (2010) also found that the entrepreneurial competence and intention of the experiment class was better than those of the control class. Other proofs that the use of a module in learning better increased entrepreneurial motivation than did the use of instructional materials in other forms were offered by Anggraini and Sukardi (2016), Prasetya and Sukardi (2016), as well as Rapii and

Junaidi (2017), underlying the fact that that entrepreneurship modules in a variety of forms have been proven successful in improving entrepreneurial intention.

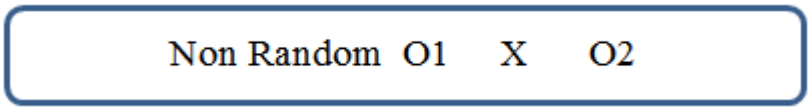
Materials and Method

Research and development of an entrepreneurship module with the integration of a successful entrepreneur character and science was carried out in five of ten Borg and Gall's (1983) development stages. The researchers went through the five stages of producing the module prior to the module try-out in the larger field, including the stages of research and information collection, planning, development of the preliminary form of the product, preliminary field testing, and main product revision.

The subjects of the preliminary try-out were students in their fifth semester of studying from one of four classes in the Social Science Education Program of an Islamic higher education institution in Malang City, Indonesia. The try-out class was determined, not by the random sampling technique, but by class appointment by the study program, from the classes where individuals shared similar characters .

This research is a quasi-experimental study with a non-randomised control group pre-test,post-test design.

Figure 1: Retreatment design



The data collection instrument used was one for measuring the feasibility of the module according to the material content, presentation, and language as adopted from the National Education Standards Board. Students' entrepreneurial attitudes were also measured by an instrument with indicators adopted from Saptono *et al.,* (2018) instrument for entrepreneurship effectiveness assessment. The attitudes measured included those toward (1) the ability to read, capture, and exploit business opportunities, (2) the ability to take business risk, (3) the ability to innovate, (4) self-confidence, (5) leadership, (6) future-orientedness, and (7) task and result-orientedness.

The module's validity in terms of material content, presentation, and language was determined by lecturers of at least doctoral level education background in fields relevant to each aspect assessed and experienced in developing instructional modules. The conclusion on the module feasibility in aspects of material content, presentation, and language was drawn based on the criteria in Table 1.

Table 1: Product Feasibility and Revision Criteria

Score Interval	Category	Determination
81–100	Excellent	Highly valid and applicable without revision
61–80	Good	Valid or applicable with minor revision
41–60	Fair	Less valid, not recommended due to the need for major revision
21–40	Poor	Not valid and not applicable
0–20	Very poor	Highly not valid, not applicable

Source: Akbar (2013)

The questionnaire data were analysed in a descriptive-statistical manner to determine the module average validity in aspects of material content, presentation and language. T-test was used to determine whether there was an improvement in the entrepreneurial attitude after the module use in learning.

Results and Discussion

Entrepreneurship Module Development Process

In the **first stage** of research and information collection, it was found that no standard for entrepreneurship course outcome (CO) in Islamic higher education institution settings was in place. This finding is supported by Sulastri *et al.*, (2017) findings in their research on the higher education institutions under the Ministry of Research, Technology, and Higher Education that there was a high degree of diversity in the materials and methods applied in the entrepreneurship instruction, even between study programs at universities. Moreover, there was an absence of instructional material in the form of a module for entrepreneurship instruction. This is unfortunate given that the module is highly fitting for the entrepreneurship spirit with independence offered.

In the **second stage**, module planning was performed by formulating the CO and program plan per semester through a compilation of the experiences of educational management and entrepreneurship instruction at Universitas Bina Nusantara Jakarta and the CO formulations included in Guide to Curriculum Development for Islamic Higher Education Institutions issued by the Directorate of Islamic Higher Education in 2018. The CO and program plan for every semester formulated were then discussed in a forum group discussion with experts in entrepreneurship education from Universitas Pendidikan Ganesha Singaraja Bali. The results from the discussion were to be used as a reference for developing the entrepreneurship module, as presented in Table 2 and Table 3.

Table 2: Formulated Entrepreneurship Course Outcome, Final Competence, and Material

CO Formulation	Expected Final Competence	Material
Attitude: Internalising the spirits of independence, struggle, and entrepreneurship	To accept and implement entrepreneur character	Successful entrepreneur character
General Skills: Teamwork skill, creativity skill, innovation skill, critical-thinking skill, and problem-solving skill in scientific development and task performance in job world.	To collaborate, think critically and creatively, and communicate well	Field practice, successful entrepreneur character
Specific Skills: Able to design business plans that can be followed up in real business development	To design business plans and exhibit product prototype	Field practice, exhibition
Knowledge: Mastering entrepreneurship theories in creative and innovative frameworks for scientific development	To acknowledge, understand, apply, analyse, evaluate, and create entrepreneurship and business theories	Theories and basics of entrepreneurship and business

Table 3: Basic Competence Outline in Knowledge Domain and Module Subtitles

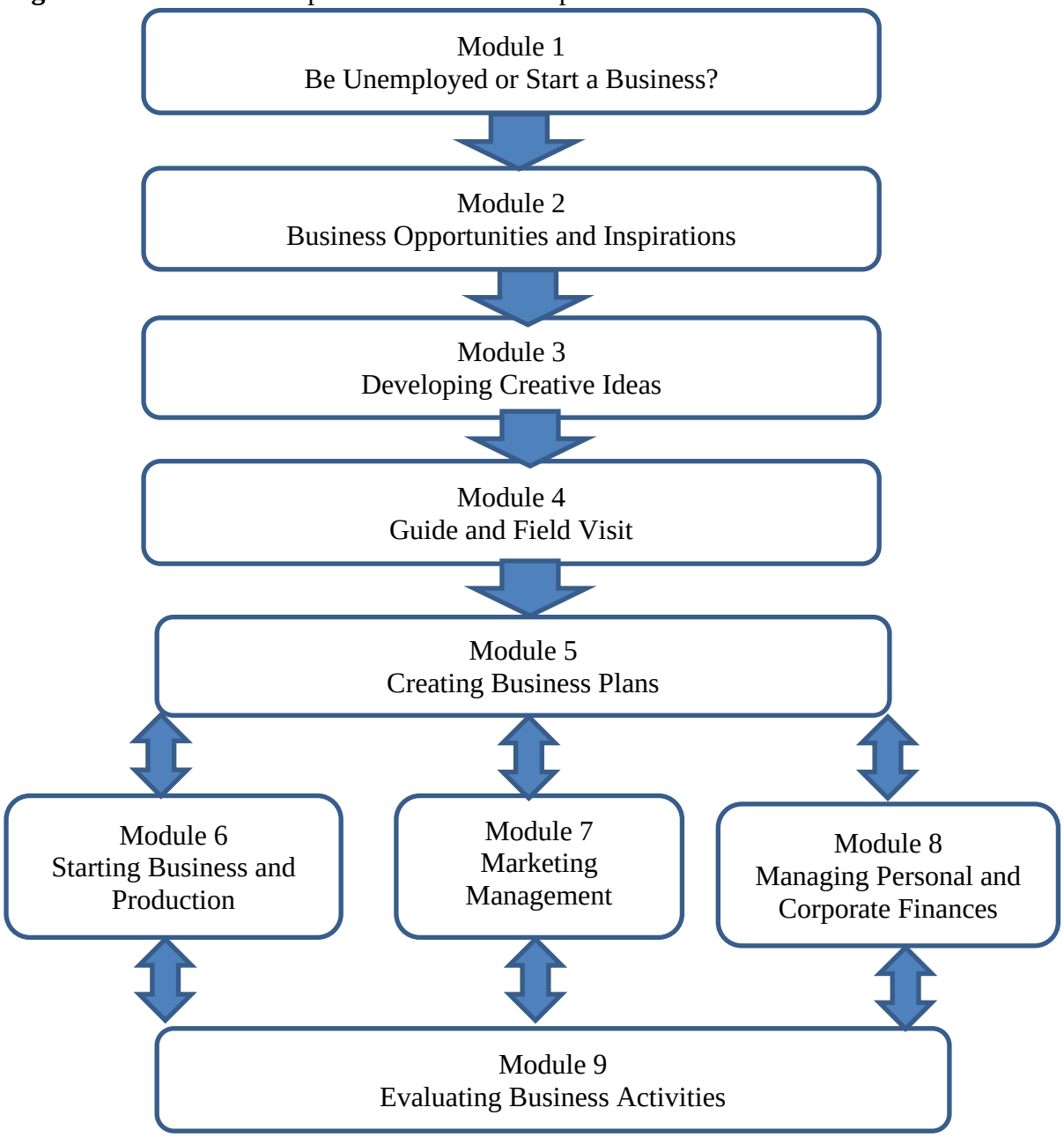
No.	Basic Competence	Module Subtitle	Meeting
1	To analyse entrepreneurship significance	Be Unemployed or Start a Business	1x
2	To analyse the spiritual and social character of successful entrepreneurs	Business Opportunities and Inspirations	2x
3.	To build creative ideas	Developing Creative Ideas	1x
4.	To analyse business opportunities and challenges To transform challenges into opportunities	Guide and Field Visit	1x
5.	To analyse basic business capitals: market, human resources, product, money	Guide and Field Visit	2x
6.	Mid-term test		1x
7.	To develop business plans	Creating Business Plans	1x
8.	To develop business products	Starting Business and Production	1x
9.	To analyse marketing strategies	Marketing Management	1x

10.	To analyse personal and corporate finances	Managing Personal and Corporate Finances	1x
11.	To evaluate business activities	Evaluating Business Activities	2x
12.	To design follow-up business plans	Evaluating Business Activities	1x
13.	Final test		1x
	Total Meeting		16x

The relationship between basic competences as course outcomes is illustrated in the relationship chart presented in Figure 2.

The learning outcomes in the attitude toward, knowledge of, and skills in entrepreneurship as listed in the Guide to Curriculum Development for Islamic Higher Education Institutions clearly show the imperative role of the Entrepreneurship course at Islamic higher education institutions, while the specific skill "being able to design business plans" is stressed in the course. "Business planning," including competence in business planning and recommendations for developing certain business ideas, as concluded by Souitaris *et al.*, (in Potishuk and Kratzer, 2017), constitutes one of four important components in developing an entrepreneurship module.

Figure 2. The Relationship Between Basic Competences



In the **third stage**, development of the preliminary form of the product, the module produced was then subjected to validity testing by experts in material content, presentation, and language. Based on the validity testing results, the product was declared highly valid in the material content with a score of 93.43% (Table 4), highly valid in material presentation with a score of 81.68% (Table 5), and highly valid in material language with a score of 88.88% (Table 6).

Table 4: Results of Validation Testing in Aspect of Material Content

No.	Indicator	Mean Score	Determination
1.	Suitability of the Materials to the Basic Competences	91.75%	Highly Valid
2.	Material Accuracy	96.75%	Highly Valid
3.	Supporting Learning Materials	91.75%	Highly Valid
4.	Material Recency	93.50%	Highly Valid
	Mean	93.43%	Highly Valid

Table 5: Results of Validation Testing in Aspect of Material Presentation

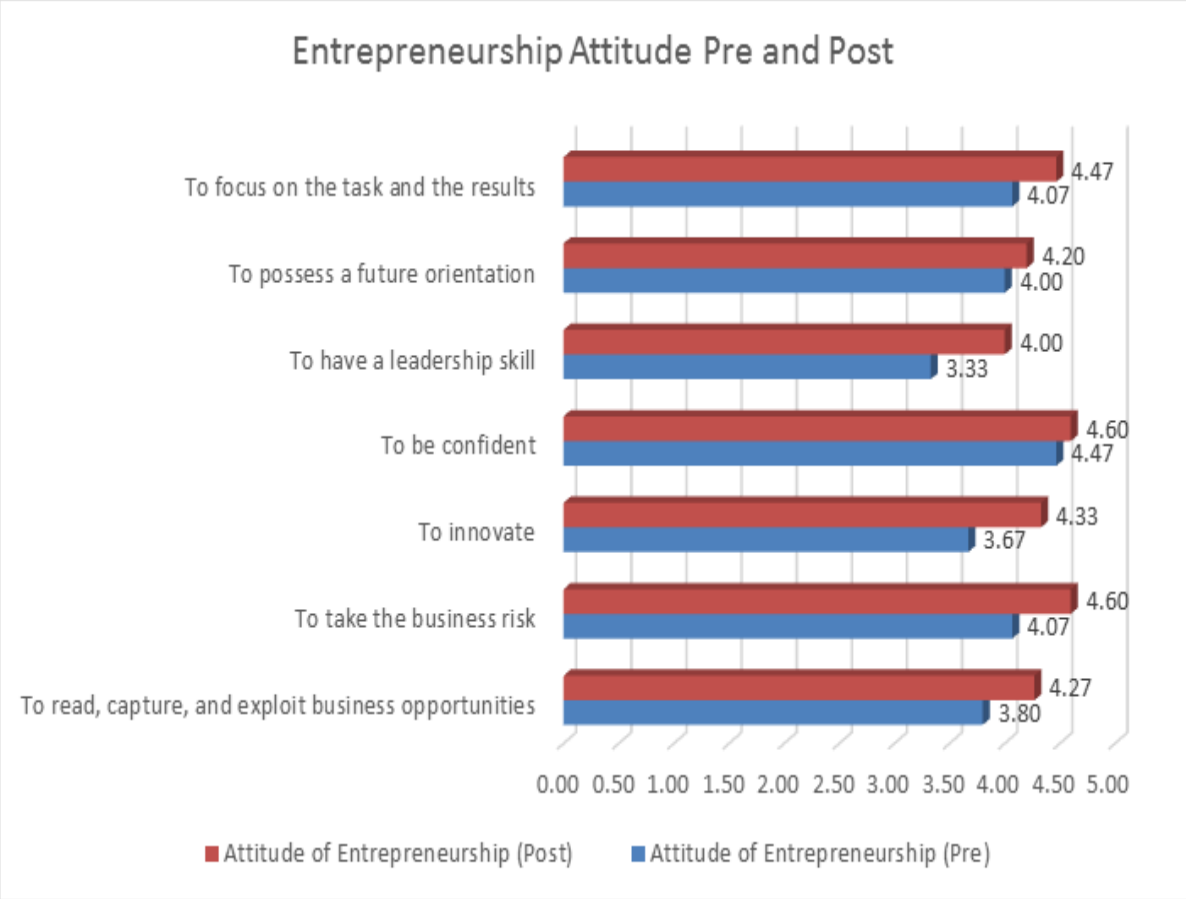
No.	Indicator	Mean Score	Determination
1.	Presentation technique	75.00%	Valid
2.	Presentation support	85.00%	Highly Valid
3.	Instructional presentation	75.00%	Valid
4.	Presentation completeness	91.75%	Highly Valid
	Mean	81.68%	Highly Valid

Table 6: Results of Validity Testing in Aspect of Language

No.	Indicator	Mean Score	Determination
1.	Straightforwardness	83.33	Highly Valid
2.	Communicativeness	87.50	Highly Valid
3.	State of being dialogue-engaging and interactive	75.00	Valid
4.	Suitability to students' level of development	100.00	Highly Valid
5.	Flow of mind coherence and integrity	87.50	Highly Valid
6.	Use of terms and symbols	100.00	Highly Valid
	Mean	88.88	Highly Valid

In the **fourth stage**, product try-out was conducted in a limited class based on the processed data from the returned, completed questionnaires by 15 students. Prior to the lecture, the subjects, on average, scored 3.91 in a scale of 6 (65.16%) in entrepreneurial attitude, and after the lecture, the score increased by 0.44 (7.33%) to 4.35 (72.5%), as presented in Figure 3.

Figure 3: Bar Chart of Students' Entrepreneurial Attitude Before and After Instruction



The students' responses to the use of a module in instruction are presented in Table 7.

Table 7: Students' Responses to the Entrepreneurship Module

No.	Aspect and Indicator	Mean Score		Conclusion
		Scale 4	Percentage	
	Attractiveness			
1	Module appearance	3.76	94.11	Excellent
2	Learning motivation	3.44	86.00	Excellent
3	Increasingly fun learning	3.35	83.75	Excellent
4	Support material mastery	3.47	86.75	Excellent
5	Integration of religious teachings and sciences	3.52	88.00	Excellent
6	Entrepreneur character material	3.47	86.75	Excellent
7	Illustration	3.52	88.00	Excellent
		3.50	87.50	Excellent
	Material			
8	Contextual	3.44	86.00	Excellent

9	Easy to understand	3.44	86.00	Excellent
10	Open to new concept discovery	3.12	78.00	Good
11	Encouraging for discussion	3.20	80.00	Good
12	Encouraging for reflection	3.41	85.25	Excellent
13	Containing tests for evaluation	3.35	83.75	Excellent
		3.32	83.00	Excellent
	Language			
14	Clear and easy to understand	3.41	85.25	Excellent
15	Simple, uncomplicated	3.38	84.50	Excellent
16	Fonts are simple and easy to read	3.55	88.75	Excellent
		3.44	86.00	Excellent

Table 7 presents the students' responses to the use of the entrepreneurship module in their learning in aspects of attractiveness, material, and language. All indicators were considered excellent, except for the indicators "open to new concept discovery" and "encouraging for discussion," which were considered as good. This calls for a review on these two indicators, primarily on the definition of the new concept concerned.

These findings are in support of the findings of previous studies regarding the success of module use in instruction. For instance, the module developed by Pratiwi et al., (2017), was considered highly feasible to be used as an instructional material for the practicum of HOTS assessment instrument development, and the module developed by Parmin and Peniati (2012), was considered feasible to be used with all of the students saying they were interested in using the module and 68% of them scoring AB and A. Through an entrepreneurship module try-out involving adolescent drop-outs as measured by pre-test and post-test Usman *et al.*, (2012), showed an increase in ability, to the delight of the education and training attendees, while the module was declared as feasible for use in entrepreneurship education in order to lower poverty and unemployment rates.

In the **fifth stage**, revision was performed on the module based on the suggestions of the validators, peers, and students according to the results of the small-group try-out. Pictures were added in contrasting colours, and links to online sources of learning were inserted. Revision was intended for the betterment of the module to allow for optimum usage in the upcoming big-group try-out.

The Effect of Entrepreneurship Module Usage on Students' Entrepreneurial Attitude

Hypothesis testing was conducted by a paired sample t-test to account for the effectiveness of the entrepreneurship module which integrates successful entrepreneur character and science in

improving students' entrepreneurial attitude. Data analysis was performed with the aid of SPSS 16.0, the results of which are presented in Table 8.

Table 8: Results of t-test on Entrepreneurial Attitude

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-attitude - Post attitude	-3.06667	4.96368	1.28162	-5.81546	-.31787	-2.393	14	.031

According to Table 8, the probability value obtained was 0.031. Smaller than 0.05, this value suggests that Ho_1 should be rejected in favour of Ha_1. In other words, the use of the entrepreneurship module which integrates successful entrepreneur character and science was proven able to improve students' entrepreneurial attitude, indicating the significance of merging together successful entrepreneur character and science in developing an entrepreneurship module. Successful entrepreneur character here serves as a strong supporting factor in shaping better attitudes. These findings support the suggestion of Chen *et al.*, (2015) for following research to design an entrepreneurship module with integration of entrepreneurship and relevant knowledge to understand the improvement effect.

In line with previous findings, this research affirms the module's advantages over instructional materials in other forms due to its being self-instructional, self-contained, stand-alone, adaptive, and user-friendly, fitting to encourage students' learning independence and relevant with the spirits of independence, self-confidence, and task and result-orientedness in entrepreneurship. Proofs of the module's superiority in triggering entrepreneurial motivation over other forms of instructional materials are provided by Anggraini and Sukardi (2016), Prasetya and Sukardi (2016), as well as Rapii and Junaidi (2017). One instance is demonstrated by Matanlukab et al., (2013), finding that, qualitatively, students' thinking skills could be improved if they studied using the CSAA Geography module. This is the implication of the use of a student-centred approach which encouraged students to actively participate in knowledge discovery.

With regard to the effect of entrepreneurship education programs on entrepreneurial attitudes, this research's findings are consistent with the findings by Fayolle and Gailly (2015), that

entrepreneurship education in the medium term (six months after the completion of the program) had a significant positive effect on students' entrepreneurial attitudes and perceived behavioural control. Daliman *et al.*, (2019), shows that entrepreneurship education directly influences the attitudes and perceptions of entrepreneurial control, and indirectly influences student' entrepreneurial intentions. They are also in agreement with the findings by Raposo dan do Paço (2011), that entrepreneurship education was positively related to follow-up entrepreneurial activities. Entrepreneurship education and training programs should be oriented more towards corporate entrepreneurial culture promotion, and instructional process should be focused more on personal change of attitude than on knowledge, as the former has a more significant effect on business creation process and the handling of perceived obstacles to entrepreneurship than does the latter.

Conclusion

The entrepreneurship module which integrates successful entrepreneur character and science to promote students' entrepreneurial attitudes was developed in five stages in Borg and Gall's (1983) development method. In the first stage, where a preliminary study was conducted and information was collected, it was found that no entrepreneurship course outcome standard was in place in the environment of Islamic higher education institutions, and neither was the instructional material. In the second stage, the module development was planned in accordance with Guide to Curriculum Development for Islamic Higher Education Institutions and with the results of the preliminary study through a forum group discussion with some experts in order to formulate the course outcome standard. In the third stage, the module was developed and later subjected to assessment in aspects of material content, presentation, and language; according to the expert validation process, the module was declared as feasible to be used with excellent assessment results. In the fourth stage, the module was tried out in one class; the results showed that there was an improvement in the students' entrepreneurial attitude in all indicators after the usage of the module in the lecture.

The results of the t-test indicated the reception of the hypothesis that learning using the entrepreneurship module would significantly improve students' entrepreneurial attitudes. The students showed great responses to the use of the module in learning; the module was considered able to make learning more interesting and to trigger motivation as the language was easy to understand and the material was contextual. In the fifth stage, revision was performed on the module based on the suggestions from the validators, peers, and students for the betterment of the module to be used in larger-class try-outs.

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