

University Students' Perspectives on the Effectiveness of Entrepreneurship Learning During Covid-19 Pandemic

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ABSTRACT

Online learning is now widely applied in universities, including in the entrepreneurship courses. However, the effectiveness of the learning is still not optimal. The purpose of this study was to determine the effectiveness of learning entrepreneurship courses during the Covid-19 pandemic. The research method was descriptive quantitative with an evaluation approach. The population in this study were 90 students of Physical Education, Health and Recreation (PJKR) study program who participated in entrepreneurship learning at a university in Bandung, West Java. The research instrument was questions related to entrepreneurship materials. The results showed that from before being given treatment on the nature of entrepreneurship, an average score of 187 was obtained, and it increased after being given treatment to 222.17. Moreover, based on the significance test, it is also known that the value of Sig. (2-tailed) shows a score of 0.000 which means it is smaller than 0.05. This means that online entrepreneurship learning by using online media has a significant effect or can be said to be effective to be given to students, especially in the cognitive aspect.

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1. INTRODUCTION

The Covid-19 pandemic has made almost all aspects of the system change, in terms of operational, procedural and standardization. The pandemic itself was caused by the outbreak of the corona virus which spread rapidly, where the initial cases were found to come from China, and until now this virus is still spreading in Indonesia. Thus, it has an impact on changes in various aspects of human life (Lee, 2020; Herliandry et al., 2020). One aspect affected by this case is education which makes learning has to be done online (Hambali et al., 2021). Many schools and universities switched the learning mode into online as the response to that situation.

Education is one of the aspects affected by the COVID-19 pandemic, one of which is in the learning process activities, where previously teaching and learning activities were carried out offline or face to

face, but during the pandemic, it is carried out online which involves the use of the internet (Handayani & Irawan, 2020). Starting from the elementary level to the higher level, the learning process and lectures are carried out online. That led to the closing of academic routines and services by the educational institution. However, this does not mean turning off the education process as a whole, but only changing the operational procedure system, from directly (face to face) to online (virtual).

Based on these problems, online learning activities become solution to get a full education in the midst of this covid-19 pandemic (Dewantara & Nurgiansah, 2020). There are many platforms or media that can be used during online learning, for example using google classroom, WhatsApp, Facebook, Zoom, etc., or even using online media provided directly by the campus (Handayani & Irawan, 2020). During the online learning implementation, some problems arise due to students' difficulties in using the platforms of applications, including the signal quality that is not evenly distributed in each student's residence, limited quotas and unfamiliarity with using online media for the learning process, so it is still a little confusing for students. Students who have been studying directly (not through online media) feel more comfortable learning face to face (Dewi et al., 2021).

This also happened to the entrepreneurship course, a course that aims at enhancing entrepreneurial conduct among university students, held at the research site that was investigated by the researcher in the preliminary observation. In order to promote entrepreneurial conduct in public colleges, enterprise education has been pushed. According to a study of the literature on entrepreneurship education programs, these initiatives are effective at inspiring entrepreneurs to launch new businesses or enhance existing ones. Programs for enterprise education offer opportunities for social experience, such as the chance to take on substantial tasks, launch one's own firm, and interact with relevant role models (Peterman & Kennedy, 2003). During the covid-19 pandemic, this course is conducted online as other courses did. According to the obtained information, the researcher felt that the effectiveness of online learning was still lacking, therefore it was necessary to conduct research related to the effectiveness of entrepreneurship learning conducted online during this covid-19 pandemic.

The study about the effectiveness of online learning during covid-19 pandemic has been found in many research settings, from elementary level (Utomo et al., 2021; Widikasih et al., 2021), mid school level (Chen et al., 2021), high school level (Yates et al., 2021), and university level (Adnan & Anwar, 2020). All the findings agree that both teachers and students found many obstacles during the implementation of the online learning. The obstacles were mainly caused by human factors and technology factors. Human factors refer to the students and teachers' competence in using the technology, while the latter was usually caused by the signal problems. Even so, some research also claimed that students got many improvements to be taught online during pandemic. This means that online learning during the pandemic provides not only drawbacks but also benefits to the students' learning progress.

As explained previously that in the research site, the online learning was also implemented. Some applications were used such as UBL, Zoom Meeting, Google Classroom, and WhatsApp. The researcher is interested to conduct the study here because the investigation was done in the entrepreneur subject which is still not widely discussed. Therefore, this current study aims to find out the online learning effectiveness in the entrepreneurship learning process at a university in Bandung, West Java. The expectation of the researchers after knowing the results is giving contribution to document the situations regarding teaching and learning during the Covid-19 pandemic. Also, the result can be used as a reference for educators to find out follow-up actions to make online learning more effective, especially during after pandemic situation.

2. METHODS

The method used in this research is descriptive quantitative with an evaluation approach to learning programs that have been carried out to determine the application of online learning (Ambiyar & Dewi, 2019). In this case, the researcher wants to see how far the improvement in student learning

outcomes in entrepreneurship courses is seen in the cognitive aspect. The population in this study were all students of a university in Bandung West Java. Meanwhile, the sample was students of the Physical Education, Health and Recreation (PJKR) study program who participated in the entrepreneurship learning guided by the researcher. There were 90 students who were involved in this study. The sampling technique was purposive sampling. The research instrument used is in the form of questions related to entrepreneurship material that the author adopted from Ernawati's (2021) research on indicators of the effectiveness of entrepreneurship learning, which include: 1) Basic principles of entrepreneurship, 2) Entrepreneurship strategies, 3) Business ethics in entrepreneurship, 4) Business opportunity analysis, 5) Business feasibility study, and 6) Business management. The data analysis used a statistical approach with a percentage technique, namely looking at the description of knowledge level data before and after the implementation of online entrepreneurship learning.

3. FINDINGS AND DISCUSSION

Treatment was given with online media, namely through UBL, Zoom Meeting, Google Classroom, and WhatsApp. The material provided includes indicators that have been formulated in accordance with the learning objectives in the entrepreneurship course for cognitive aspects, which include basic principles of entrepreneurship, entrepreneurial strategies, business ethics in entrepreneurship, business opportunity analysis, business feasibility studies and business management (Ernawati, 2021). The test was given before the treatment was given and after the treatment was given. For more details, the results of the overall score obtained from a total of 90 respondents can be seen in the following table and figure 1:

Table 1. Entrepreneurship Knowledge Test Results

No	Indicators	Score	
		Pre-test	Post-test
1	Basic Principles of Entrepreneurship	183	221
2	Entrepreneurship Strategy	170	203
3	Business Ethics in Entrepreneurship	188	210
4	Business Opportunity Analysis	197	232
5	Business Feasibility Study	183	222
6	Business Management	201	245
Average		187	222,17

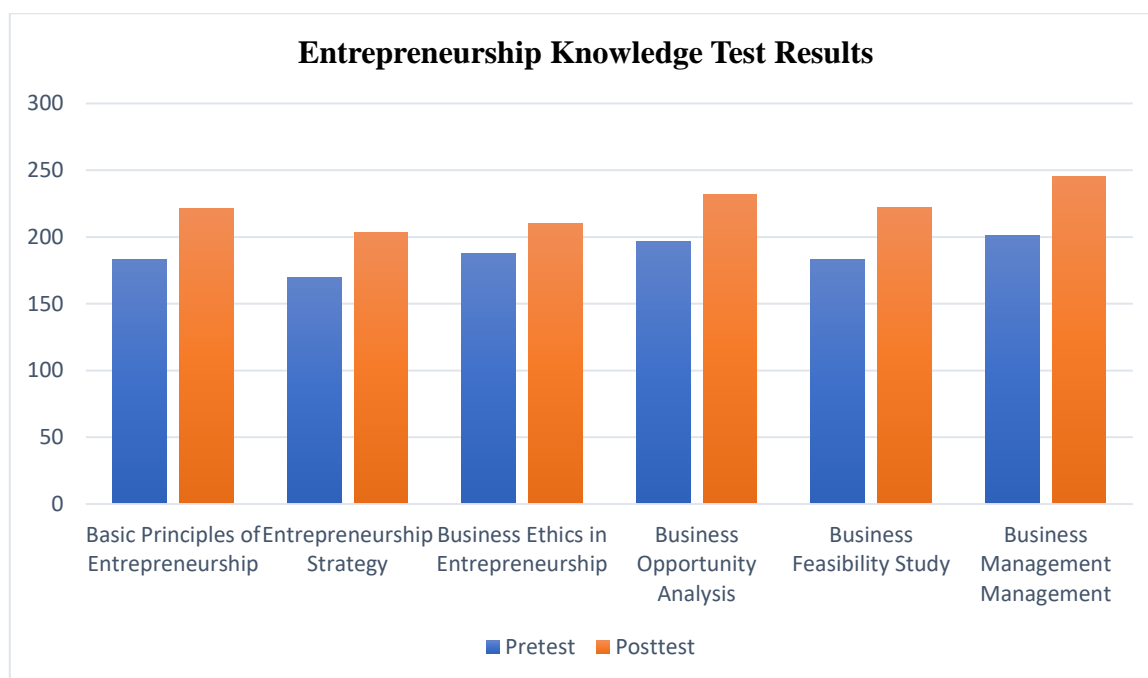


Figure 1. Diagram of Entrepreneurship Knowledge Test Results

Based on the table and figure 1, it can be seen that before being given treatment on the nature of entrepreneurship, an average score of 187 was obtained, and it increased after being given treatment, which was 222.17. This leads to an understanding that students have higher knowledge about entrepreneurship after being given online learning. After the writer analysed the increase was caused by several factors, including the scope of the material which was directly focused on the achievement indicators of the learning objectives, so that students could focus more on the material presented. Long lecture material during online learning will have an unfavourable impact or boredom for students, therefore the scope of the material must be more specific and create interesting learning models

Based on the results of the data analysis that has been carried out related to the increase in student learning outcomes, that the increase is significant. The results of these calculations can be seen in table 2 below:

Table 2. Signification Test Results

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-35.167	7.468	3.049	-43.004	-27.330	-11.535	5	.000

From Table 2 it can be seen that the value of Sig. (2-tailed) shows a score of 0.000 which means it is smaller than 0.05. This means that online entrepreneurship learning using online media has a

significant effect or can be said to be effective to be given to students, especially in the cognitive aspect. This is of course important capital for students who want to try to develop their potential in the business world, because after all the economic aspect will greatly impact the progress of a nation. One of the ways to rebuild a nation is by building economic activities, so that small and large industries come back to life (Abdurashidovich et al., 2020). Being a creative person who can innovate and has qualifications will have a good impact on entrepreneurs, compared to people who only have traditional indicators in the field of business (Dias et al., 2021). The targeted main learning outcomes were accomplished, and students felt ready and eager to launch their own businesses. Because they learnt from one another, practiced what they had learned, made mistakes, and solved difficulties, the study's participants had experience learning about entrepreneurship.

By understanding the material, students will also have an interest in entrepreneurship, of course, the provision of material must be adjusted to the objectives of the course and the characteristics of students (Ramadhani & Nurnida, 2017). Therefore, the selection of the type of application for online learning must be adjusted to the conditions and take into account the various obstacles faced, such as internet connection, parental readiness, facilities used and also the costs required (Ekantini, 2020; Khasanah et al., 2020; Obiakor & Adeniran, 2020; Purwanto et al., 2020). A teacher must possess the abilities to choose the media, subject matter, and methods of evaluation that are appropriate for learning. It is important to keep in mind that when using media, a variety of factors, including student requirements and learning objectives, must be taken into account. If it has been evaluated using a variety of learning media, when a media will be chosen and deployed, there are several principles that teachers need to be aware of and take into account.

The following principles of media selection are listed by Seels and Glasgow in Sanjaya (2010): 1) Purpose of Selection, or what is the purpose of using the media. What is media? Is it utilized to promote student learning, general information, or the evaluation of conceptual or analytical learning? Are there facilities that support the media being used? 2) Features of the media. Every medium has distinct qualities in terms of its effectiveness, production process, and intended application. Here the lecturers must be able to apply and use various media and also what platforms should be used. Some of them are like WhatsApp, Google Classroom or Zoom, where the platform is one of the media that is quite popular and is often used when providing material online (Yensy, 2020). It is proven that the learning process carried out online shows effective results to be carried out during the WFH period caused by the covid-19 pandemic (Darmalaksana et al., 2020).

Although it is felt that using online media and online learning is effective in entrepreneurship courses, there are still many things that must be considered and evaluated. Online learning techniques are important to be evaluated according to the conditions of each place, considering this is caused by the distribution of facilities and the ability of users to run the media used (Herliandry et al., 2020). Deciding the online learning techniques is fully the teacher's prerogative. Therefore, teachers are currently demanded to be more creative and smarter. To reduce the likelihood of learning loss, smart teachers must adopt effective and efficient online teaching approaches. Therefore, in addition to knowing the fundamentals of offline teaching, smart teachers must also be familiar with online teaching strategies. Even though teaching online is undoubtedly difficult for teachers who are not accustomed to it, smart teachers will find solutions to any challenges they face during online learning regarding the appropriate techniques they should use. As an example, teachers can make ice breaking activities that involve students so that students become enthusiastic. In addition to ice breaking, teachers can also make educational games to support learning so that it is not monotonous. There are many ways that teachers can do to get students involved in learning, for example by singing, dancing, making yells, and so on.

4. CONCLUSION

Based on the results of the research that has been carried out, it is found that entrepreneurship learning using online media during the covid-19 pandemic at a university in Bandung is effective and significant to improve aspects of student knowledge. This can be seen from the data displayed above. However, this study has a weakness, in which the focus of the inquiry was only on the cognitive aspect. Thus, it has not been proven in other aspects such as affective and psychomotor aspect; therefore, it is necessary for further research to explore the effectiveness of teaching the entrepreneurship learning using online media that is focused on aspects other than cognitive aspects, in order to better understand the effectiveness of online learning in all three aspects.

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