

Development of Independence-Based Entrepreneurship Textbook

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ABSTRACT

Entrepreneurship education in Indonesia remains underdeveloped, leading to a lack of independence among graduates in pursuing entrepreneurial careers. Enhancing learning methods through entrepreneurship education is essential to developing students' skills and competitiveness. The Creative Product and Entrepreneurship Learning initiative is one approach to fostering students' ability to create innovative products, which is critical for entrepreneurial success. This study aimed to develop and evaluate entrepreneurship textbooks for university students to facilitate independent learning. The Dick and Carey model was employed in the textbook development process, and the study was conducted with students from Bina Mandiri University Gorontalo. Data were collected through practical use evaluations, effectiveness assessments, and statistical analysis using the Wilcoxon Signed Ranks Test. Findings indicate that the developed textbook was highly practical, achieving an average practicality score of 87.43%. The effectiveness assessment also showed a high effectiveness rate of 85.90%. Statistical analysis using the Wilcoxon Signed Ranks Test revealed a significant improvement in students' post-test scores after using the textbook (Asymp. Sig. < 0.05, $p = 0.002$). The results demonstrate that the entrepreneurship textbook effectively supports independent learning and enhances students' entrepreneurial competencies. The significant improvement in post-test results suggests its potential for broader application in entrepreneurship education. Future research should explore further refinements and assess long-term impacts on graduates' entrepreneurial success.

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1. INTRODUCTION

In the contemporary globalized landscape, entrepreneurship is widely acknowledged as a vital catalyst for economic expansion, innovation, and employment generation (Samboro, 2018). In the face of financial uncertainty and evolving labor market dynamics, cultivating an entrepreneurial mindset is crucial for both economic resilience and individual empowerment. Entrepreneurship is crucial in mitigating unemployment, fostering innovation, and advancing sustainable development, establishing itself as a fundamental element of national and regional economic strategies. This is especially apparent in Indonesia, where micro, small, and medium companies (MSMEs) significantly contribute to GDP

and employment. The education sector is essential for cultivating the entrepreneurial talents and mindsets of students. Educational institutions may provide aspiring entrepreneurs with the theoretical underpinnings and practical skills essential for success through well-structured learning environments.

Entrepreneurship education has substantially progressed, extending beyond fundamental business plan formulation to include a diverse array of talents such as creativity, risk management, problem-solving, and innovation. Notwithstanding these achievements, a significant disparity persists in providing entrepreneurial education, especially in cultivating self-reliance among students. Self-reliance—the capacity to autonomously establish, oversee, and maintain economic enterprises—is an essential quality for prospective entrepreneurs. However, numerous contemporary teaching methods frequently fail to integrate this fundamental trait thoroughly into the curriculum. It is essential to address this gap to ensure that future entrepreneurs are adequately equipped to thrive in a progressively intricate and dynamic economy.

Continuous efforts to enhance the quality of learning in entrepreneurship courses are substantively implemented through process-level improvement programs, which include the development of more suitable teaching materials (Dumiyati, Wardhono, & Nurfalah, 2021; Hardiansyah, Armadi, Ar, & Wardi, 2024). This is based on the observations of lecturers during their instructional processes; relevant teaching materials are more comprehensible for students due to their engaging nature, particularly in applied courses (Hardiansyah, Sukitman, Wahdian, & Hodairiyah, 2024; Hardiansyah & Zainuddin, 2022). These relevant learning tools are derived, among other sources, from higher education research conducted by faculty and students. Independence is a psychosocial capability characterized by the courage to take initiative and assume responsibility in confidently addressing challenges without dependence on others' abilities, as well as the capacity to self-organize, self-regulate, and self-determine, free from external influences and assistance (Elfizon & Candra, 2014; Firdaus, Danim, & Somantri, 2023). Independence is a fundamental attribute for an entrepreneur in cultivating a firm through diverse innovations and overseeing a business while assuming the risks associated with its success by making significant decisions (Samboro, 2018). Regrettably, the cultivation of an independent mindset through education in higher learning is frequently overlooked and compartmentalized within the educational framework (FandyanSari & Setyabudi, 2019).

Despite the acknowledged significance of entrepreneurship and the contribution of education to developing entrepreneurial competences, there are considerable shortcomings in the existing educational resources and approaches (Maritz, Li, Utami, & Sumaji, 2022). A principal concern is the restricted availability of textbooks and instructional materials that specifically emphasize fostering self-reliance in pupils. Many current entrepreneurship textbooks prioritize theoretical knowledge, company planning, and case studies of successful entrepreneurs, frequently overlooking the practical, experiential learning that fosters self-reliance (Sendouw, 2019). This disparity leads to pupils who comprehend the fundamentals of entrepreneurship yet lack the confidence and practical abilities to implement these principles autonomously. Furthermore, the pedagogical approaches utilized in entrepreneurship education often do not effectively involve students in significant, practical applications of their knowledge. Conventional lecture-based methods prevail in education, providing minimal chances for pupils to engage in entrepreneurial thinking within dynamic, real-world contexts. The disparity between theory and practice constrains the efficacy of entrepreneurship education in equipping students for the realities of the entrepreneurial landscape. Moreover, there is an absence of contextually pertinent educational resources that cater to the distinct cultural, economic, and social contexts in which students function, hence reducing the relevance of the acquired teachings (Amalia & von Korfflesch, 2021).

The lack of textbooks aimed at promoting self-reliance in entrepreneurship education constitutes a substantial obstacle to cultivating capable, assured entrepreneurs. In the absence of resources that assist students in autonomously recognizing possibilities, formulating business models, and overseeing projects, educational institutions cannot entirely fulfill their objective of cultivating self-sufficient entrepreneurs. This study aims to fill this gap by developing a textbook specifically intended to

promote self-reliance among entrepreneurial students. An examination of current literature and instructional materials indicates a notable deficiency in the incorporation of self-reliance within entrepreneurial education. Although many studies have examined the significance of entrepreneurial abilities and the influence of education in cultivating these skills, few have specifically focused on the enhancement of self-reliance through specialized instructional materials. Contemporary textbooks and educational curricula frequently emphasize general entrepreneurial principles such as opportunity identification, business strategy formulation, and financial oversight, although they insufficiently prioritize self-reliance. Moreover, the current literature underscores a disparity between theoretical understanding and operational implementation in entrepreneurship education. Numerous educational programs predominantly depend on lectures and theoretical discourse, offering scant opportunities for students to participate in experiential learning activities that foster self-reliance. This theoretical emphasis insufficiently equips students with the unpredictable and dynamic characteristics of entrepreneurial endeavors, where autonomous decision-making and problem-solving are essential.

The disparity is further intensified by the absence of contextually pertinent educational resources that address the distinct problems and possibilities encountered by pupils in diverse cultural and economic contexts. Many textbooks adopt a uniform approach, neglecting the varied backgrounds and experiences of pupils. The absence of contextualization restricts the relevance and efficacy of the educational material. This project seeks to address these deficiencies by creating a textbook that incorporates self-reliance as a fundamental element and offers practical, contextually pertinent learning experiences. This research will enhance entrepreneurship education by rectifying the deficiencies in current educational resources, so fostering the growth of more capable and self-assured entrepreneurs.

Bina Mandiri University Gorontalo has designed a curriculum emphasizing entrepreneurship as a progressive university course from semester 1 to semester 5, wherein each level of the entrepreneurship course in each semester is required to provide learning outcomes centered on soft skills. Textbooks are essential for achieving these qualities, as they represent the curriculum and the competencies students must attain, while also serving as a platform for enhancing students' abilities to apply their information. Textbooks or instructional materials are crucial for developing students' scientific literacy competencies; thus, effective teaching resources must be harmoniously linked with these competencies (Gunawan et al., 2024). A lecturer is theoretically regarded as proficient in teaching scientific topics independently of instructional texts. This strategy will only be effective temporarily. Numerous educators have constraints in incorporating supplemental materials, leading them to depend solely on textbooks for instruction. This indicates that instructional books are a crucial educational medium in the teaching and learning process. Consequently, textbooks must be meticulously developed and organized to optimally aid students and teachers in the educational process of specific disciplines.

The existing textbooks require improved organization, as they primarily focus on the structure of children's cognitive development. Entrepreneurship literature sometimes focuses solely on theoretical concepts, neglecting the surrounding environment, resulting in a tedious experience due to the excessive reliance on theory. Independence-oriented entrepreneurship educational resources are required to address this issue. As per Walter Dick (2009), teaching materials provide a systematically organized collection of instructional resources that comprehensively depict the competencies students are expected to acquire during learning activities. Consistent with Hoetzel et al. (2001), teaching materials refer to systematically organized resources utilized by educators and learners during the educational process. Teaching materials comprise a collection of educational resources, presented in media or software formats, systematically organized to facilitate the attainment of specified competency criteria for both educators and learners. When creating teaching materials, several factors must be considered: the regulations for their compilation, the components included, the concepts guiding their development, and the function of teaching materials in the learning process. According to Ridwan, Muhammad Misbahudholam, Budiyo, and Sukitman (2023), the guidelines for developing teaching materials are as follows: (1) teaching materials must be tailored to the students

engaged in the teaching and learning process, (2) they should aim to modify student behavior, (3) the materials must align with the needs and characteristics of the students, (4) they should encompass specific learning activity objectives, (5) to facilitate achievement, teaching materials must include comprehensive content suitable for activities and exercises, and (6) there must be an evaluation component to provide feedback or measure student success levels.

The development of instructional materials must adhere to established regulations while incorporating essential elements such as introductions, learning activities, exercises, answer guidelines, summaries, formative assessments, and corresponding answer keys (Hardiansyah, Zainuddin, Sukitman, & Astutik, 2023). As highlighted by Ar and Aini (2023), the primary objectives of developing teaching materials are to (a) facilitate student learning, (b) provide diverse teaching resources, (c) support educators in lesson delivery, and (d) enhance student engagement in learning activities.

According to Hardiansyah & AR (2022), effective teaching materials should be developed based on three key principles: relevance, consistency, and adequacy. The relevance principle ensures that materials align with competency standards and fundamental learning objectives, particularly in fostering entrepreneurial attitudes and behaviors. The consistency principle establishes a coherent relationship between instructional materials and required student competencies, while the adequacy principle ensures that content sufficiently supports students in mastering fundamental competencies.

Previous research has examined the effectiveness of entrepreneurship teaching materials, demonstrating their viability after testing (Wening & Sudarmiati, 2010). These materials are considered effective when they facilitate learning objectives and efficient when they can be completed within a reasonable timeframe. Experiments on contextual-based teaching materials have yielded positive results, improving student engagement and learning outcomes (Hall & Zmood, 2019). Entrepreneurial disposition has also been found to significantly impact business success (Zainudin, Fatah, & Junarti, 2023).

Several studies have explored entrepreneurship textbook development, including the SME Management Textbook for Economic Education Students (Fandyansari, 2019), E-Commerce Textbooks for Entrepreneurial Skill Development (Sagita & Prasetyono, 2019), and Entrepreneurship Teaching Materials Based on the Creative Economy (Erni et al., 2020). Additionally, Prabowo and Andri (2022) investigated the development of entrepreneurship textbooks to enhance the entrepreneurial competence of FKIP students at Riau Islamic University. Other notable studies include those by Helaluddin (2021) and Baderiah, Munawir, & Firman (2022), further contributing to the field.

This project aims to design an Entrepreneurship Textbook for one semester, utilizing the Dick and Carey model, for students at Bina Mandiri University Gorontalo, based on numerous prior studies. The Dick and Cerrey model has not been extensively utilized as a reference in textbook development; the researcher asserts that it comprises methodical, measurable, and sustainable stages. By creating instructional tools that promote student autonomy, learners can be guided to elucidate real-world phenomena and address everyday challenges, equipped with a knowledge of concepts they construct independently through contextually relevant resources. In the realm of identifying entrepreneurial attitudes and behaviors, students are expected to discern the characteristics and conduct of entrepreneurs, the factors influencing their success and failure, the essential skills they must possess, and their responses to business challenges through environmental observation. Students are required to not only comprehend the material but also to apply it and establish connections with their surroundings.

This project is innovative in its concentrated method of incorporating self-reliance into entrepreneurship education via the creation of a dedicated textbook. This textbook will integrate theory and practice, focusing on fostering students' self-reliance, unlike current educational resources that predominantly prioritize theoretical knowledge. This strategy signifies a notable divergence from conventional entrepreneurship education techniques, providing a more comprehensive and pragmatic learning experience.

This research introduces a key innovation by integrating content that reflects students' cultural, economic, and social backgrounds. By tailoring educational materials to their real-life experiences, the textbook will make learning more relevant and practical. This approach will help students better understand and navigate entrepreneurship in their communities, increasing their chances of starting successful businesses.

The textbook will use interactive learning methods such as project-based learning, case studies, and hands-on exercises to actively engage students. These methods will allow students to apply entrepreneurial concepts in real-world situations, boosting their confidence and competence. Through this practical approach, students will gain a deeper understanding of entrepreneurship and develop the skills needed to independently manage and sustain businesses.

This research is driven by the urgent need to improve entrepreneurship education by aligning it with real-world business challenges. The study will enhance existing teaching materials and strategies, preparing students to become capable and self-reliant entrepreneurs. The resulting textbook will serve as a valuable resource for educational institutions looking to strengthen their entrepreneurship programs and promote student self-sufficiency.

By addressing gaps in current educational resources, this project makes a significant contribution to entrepreneurship education. The textbook's focus on self-reliance and real-world application will help students develop strong entrepreneurial skills, empowering them for successful, independent careers in business.

2. METHODS

This research follows a Research and Development (R&D) approach using the Dick and Carey Model, which consists of ten key steps: (1) Identifying learning needs and objectives, (2) Conducting a learning analysis, (3) Recognizing students' prior knowledge and characteristics, (4) Defining specific objectives, (5) Developing assessment tools, (6) Creating learning strategies, (7) Developing and selecting instructional materials, (8) Conducting formative evaluations, (9) Revising learning materials, and (10) Implementing summative evaluations (Walter Dick, 2009; Aji, 2016).

This study was conducted in January 2023 at Bina Mandiri Gorontalo University. A needs assessment was carried out by distributing questionnaires to 40 lecturers across six study programs offering entrepreneurship courses in 2021. The survey was conducted using a Google Form available at https://bit.ly/Teliti_BukuAjar.

Findings indicate that the use of textbooks in entrepreneurship courses at Bina Mandiri University Gorontalo is inconsistent among lecturers. Table 1 shows that two study programs have lecturers who have never authored textbooks. Even in programs where textbooks are developed, the proportion of lecturers involved remains below 50%. One study program, however, has a majority of instructors who actively create and use textbooks. Among the 40 lecturers surveyed, only 12 (30%) had authored textbooks, while the remaining 28 (70%) had not. This highlights a gap in the integration of structured learning materials in entrepreneurship education.

Following the needs analysis, the subsequent phase in research and development is to design the product for development. At this level, the design is executed by referencing a theoretical model derived from the Dick and Carey framework. The expert test evaluates three components of assessment: content, multimedia layout, and language for the designed entrepreneurship textbook based on the Dick and Carey learning model. Assessment indicators were devised to evaluate the validity of textbooks and their suitability for use. The Content Aspect has five Indicators: 1) alignment of the information with the KD, 2) accuracy of the material, 3) stimulation of curiosity, 4) presentation approaches, and 5) presentation assistance. The multimedia layout aspect comprises 11 indicators: 1) the physical dimensions of the textbook, 2) the design of the textbook cover, 3) the attractiveness and readability of the font, 4) the illustration on the textbook cover, 5) layout consistency, 6) elements contributing to a harmonious layout, 7) elements ensuring a comprehensive layout, 8) layout facilitating

comprehension, 9) simplicity of the book's content typology, 10) readability of the typology, 11) typography enhancing understanding of the book's content.

The restricted trial was conducted at Bina Mandiri Gorontalo University during the fourth semester of the S1 Management program, including 18 students and 4 instructors in entrepreneurial courses. This seeks to acquire the outcomes of evaluating the practical dimensions of textbook utilization, informed by assessments or feedback from students and instructors. The examination encompasses three facets: 1) the aesthetic aspect, 2) the presentation aspect, and 3) the utility aspect. Alongside completing the provided questionnaire, students also participated in pretests and posttests to assess the final learning results following their study of the generated textbooks. Arikunto states that small group trials involved 4-14 respondents, whereas big-group trials included 15-50 respondents (Arikunto, 2013). Instructors select test subjects from among students to mitigate the subjective bias of researchers. The revision was conducted following the acquisition of data, information, and evaluations from experts, educators, and students, with the objective of optimizing the efficacy of entrepreneurship textbooks based on the Dick and Carey model. The final product is a trial "entrepreneurship textbook" that is validated, simulated, or constrained and subsequently revised.

Table 1. Criteria for assessing the feasibility of entrepreneurship textbooks from Experts

Validation Rate	Score
Highly Valid (Can be used without revision)	75.01% - 100.00%
Quite Valid (Can be used with minor revisions)	50.01% - 75.00%
Invalid (Unusable)	25.01% - 50.00%
Sanat Invalid (Forbidden to use)	00.00% - 25.00%

The following are the data processing steps carried out in the assessment of expert test instruments: a) the expert team conducts an assessment for each indicator with a Likert scale of 1-5 (Very Bad – Very Good) which is then recapitulated the percentage value, b) the percentage value obtained is then converted into a qualitative value based on the validation level criteria as shown in table 1. The assessment of the effectiveness of the use of textbooks by lecturers is based on 3 aspects, namely the appearance aspect, the content aspect of the textbook presentation and the aspect of using the textbook. The questionnaire was prepared by the researcher using a likert cladding 1-4 (Strongly disagree – Strongly agree), which was then recapitulated to produce a percentage value that was converted into a qualitative value (Purwanto, 2016).

Evaluation of pretest and posttest for 4th-semester students of entrepreneurship course 4. For questions, refer to CPMK which consists of (1) CPMK 1: Students understand and have awareness of the essence of entrepreneurship, especially in the concept of Business Plan; CPMK 2: Students understand and have the ability to analyze the Pre Business Plan; and CPMK 3: Students are able to develop their own business plans by considering various measurable indicators. Furthermore, student learning outcomes were recapitulation and comparison to find out the difference in *pretest* and *posttest* results through the *Wilcoxon Signed Ranks Test statistical test*.

3. FINDINGS AND DISCUSSION

Problem analysis is the initial stage carried out by the researcher. The results of the observation of the lecture process carried out by the researcher show that entrepreneurship learning, especially semester 4, is still lecturer-centred learning. The unavailability of entrepreneurship textbooks makes classroom learning not optimally directed in achieving learning goals based on the CPMK that is to be achieved, and students tend to feel bored and uncreative in the classroom. The product produced from this study is an entrepreneurship textbook equipped with student worksheets that are in accordance with RPS where each meeting has been provided with product-based student worksheets (MFIs) so that after completing lectures using the textbook, students will be able to design a business independently. Furthermore, this entrepreneurship textbook contains the latest issues and is equipped

with case studies both in narrative and video because the textbook is equipped with barcodes in each chapter. In addition, this entrepreneurship textbook has been digitally shared where lecturers or students can access anywhere and anytime. To see the entrepreneurship textbook as a result of the development of this research, it can be accessed through the barcode in Figure 1.



Figure 1. Barcodes to access developed textbooks

The problem analysis stage is carried out to collect information about the entrepreneurial learning process so as to produce objective conditions of the problems faced. In developing this entrepreneurship textbook, it is carried out in 4 stages, namely (1) an assessment of the expert team on content, multimedia layout and language; (2) student assessment of the textbooks used, (3) lecturers' assessment of textbooks, and (4) student learning outcome tests in the form of pretest and posttest. The assessment of the expert team on the content of the textbook obtained an average score of 83.8%, for the assessment of the multi-media layout aspect the average score was 88.79%, and for the assessment of the language aspect, the average score was obtained 82.88%. With this average score, the overall results are obtained in the value interval of 75.01% - 100%, it is concluded that the entrepreneurship textbook, in terms of content, multimedia layout and language is very valid (can be used without revision).

The assessment aspect or response expected from students to the practicality of using entrepreneurship textbooks is an assessment of the aspects of appearance, presentation of material and benefits. For the display aspect, an average score of 87.25% was obtained. For the aspect of material presentation, an average score of 87.79% was obtained, and from the benefit aspect, an average score of 87.25% was obtained. This is further recapitulated by the average score for these 3 aspects is 87.43% (Very Practical). To obtain information on the effectiveness of textbooks developed through lecturer assessments, namely 3 aspects, including aspects of book appearance, content of textbook presentations and ease of using textbooks. The aspect of book display obtained an average score of 90%, the aspect of the content of the textbook presentation with a score of 84.38%, and the aspect of ease of using the textbook 83.33%. The average score of the 3 aspects of the Lecturer's assessment is 85.90%, which means that the results of the Lecturer's assessment of the entrepreneurship textbook are effective.

The product of developing teaching materials for entrepreneurship based on independence is a learning material that has been developed by considering the learning aspects. This research and development of the product is directed at producing a product in the form of teaching materials for entrepreneurship based on independence for students, which is used to improve the learning process and student competence. Therefore, the research process is conducted and begins with (1) preliminary study, (2) designing learning media, (3) validating the product and making revisions and improvements based on data analysis from material experts, and (4) learning design experts which is continued with individual trials, small group trials, and limited field trials so that teaching materials are produced that are suitable for use according to the characteristics of the field of study and students as users. The revised and improved aspects based on data analysis and trials and input from material experts, learning design experts, and learning media experts and students as users of learning media in the form of teaching materials based on independence aim to explore aspects that are common in the process of developing a product. The elements of teaching materials have an average value of very good. The assessed teaching material variables include the suitability of content, presentation, language, and graphics. The revision results are tested on students through individual trials, small

groups, and limited field trials. This trial is expected to obtain feedback to produce teaching materials suitable for use according to the characteristics of students as users.

Several factors, including the learning approach, learning environment, and support from lecturers, may influence students' experiences internalizing the value of independence in entrepreneurship education. Here are some potential experiences that students may experience: First, Business Simulation is a learning method that allows students to experience various aspects of managing a business without having to bear real financial risks. In entrepreneurship education, the business simulation approach is an essential means of facilitating the development of student independence (Ayuningtyas, 2021). In this simulation, students can run a virtual business operation, manage finances, and face challenges that arise as they experience the real world. Students can gain first-hand experience in making strategic decisions, identifying opportunities, managing risks, and adapting to market changes without bearing real financial risks (Rimadani & Murniawaty, 2019). Business simulations provide a safe environment for students to experiment with new ideas, try different approaches, and learn from mistakes without devastating consequences. Through this process, students can build a deeper understanding of the overall business process, from strategic planning to operational implementation. In addition, business simulations also allow students to develop critical skills such as problem-solving, data analysis, and effective decision-making. They learn to work in teams, communicate effectively, and manage resources wisely, all important skills in developing independence in entrepreneurship (Wiratno, 2012). Thus, the business simulation approach not only provides valuable practical experience but also helps students internalize the value of independence through active, problem-based learning. This provides a strong foundation for students to succeed in facing real-world challenges in entrepreneurship after they graduate from the entrepreneurship education program.

The results of the evaluation of student learning before (pretest) and after (posttest) on the developed entrepreneurship textbook. The results of the Wilcoxon Signed Ranks Test statistical test can be found to have a significant difference between the pretest data and the posttest after using the entrepreneurship textbook. The results of the statistical test showed that $Asymp. Sig. < 0.05$, i.e. 002. Thus, it can be decided that H_0 who says that there is no difference between the pretest and the posttest after using the teaching material is rejected. And H_1 who said that there was a difference between the pretest and the posttest after using the developed textbook was accepted. Textbooks are a reference book that contains a collection of material in a certain branch of science that is presented comprehensively. Textbooks are produced to meet the needs of educators and are usually used in educational institutions (Ristekdikti, 2019). Furthermore, this result cannot be separated from the current condition of students. The development of technology that continues to develop requires students to be able to become independent individuals, so this textbook provides a bridge so that students are able to be independent, both independent in learning and independent in change, and finally able to share independently.

Integrating entrepreneurship into various study programs in higher education and cross-disciplinary collaboration has great potential to broaden students' understanding of the value of independence and encourage the application of entrepreneurial concepts in diverse contexts. By aligning the entrepreneurship curriculum with other study programs, students can view entrepreneurship from various perspectives and apply it in the specific context of their discipline. For example, engineering students can learn to apply entrepreneurial concepts to develop new technologies, while arts students can explore the creative industry's business potential (Kroon & Meyer, 2001). Cross-disciplinary collaboration also allows students to work with colleagues from different backgrounds, generating innovative ideas and solutions that can be applied in various business situations. Thus, integrating entrepreneurship into various study programs broadens students' insights into the value of independence and helps them develop relevant and applicable skills in various industries and professions (Rimadani & Murniawaty, 2019).

Independence is an indicator of the success of the use of entrepreneurship textbooks. The selection of this competency is in order to realize a cultured nation through strengthening religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the homeland, respect for achievements, communicative, love of peace, love of reading, care for the environment, care for society, and be responsible, it is necessary to strengthen character education (Ministry of Education and Culture, 2017); (Sesmiyanti, 2021) so that the textbooks that are compiled accommodate *soft skills* and *hard skill* Students who can be used as a provision to form the spirit of student independence (Mashudi et al. 2023). Through textbooks, learning activities will be more effective and lively. Learning is also no longer limited to a certain time because the textbooks that have been compiled have been equipped with materials, assignments, supporting videos finally Student Work Training (MFIs) *Student Centered Learning* (SCL) can be carried out optimally. Students are not just learning to memorize but are able to interpret facts to be able to understand themselves, think critically in order to be able to improve their learning outcomes (Daulay, 2021).

The findings of this research underscore the transformative impact of integrating self-reliance into entrepreneurship education. Students exposed to the textbook demonstrated marked improvements in their ability to independently identify business opportunities, formulate strategic business plans, and manage ventures with minimal external guidance. This supports existing theories of experiential learning, such as Kolb's Experiential Learning Theory, which posits that knowledge is constructed through concrete experiences followed by reflection. By facilitating hands-on engagement, the textbook bridges the theoretical-practical divide, enabling students to internalize entrepreneurial concepts more effectively. These results also resonate with Bandura's concept of self-efficacy, where the development of confidence in one's ability to perform specific tasks is crucial for success. Students reported increased confidence in tackling entrepreneurial challenges, indicating that the textbook not only imparted knowledge but also fostered the psychological readiness necessary for entrepreneurial endeavors. This dual impact—on both skill acquisition and mindset—highlights the textbook's comprehensive approach to promoting entrepreneurship.

The integration of self-reliance into the curriculum contributes to the broader discourse on entrepreneurship education by introducing a nuanced perspective on competency development. Traditionally, entrepreneurship education has focused on broad skill sets, such as opportunity recognition and resource mobilization. This research, however, positions self-reliance as a foundational competency that underpins all other entrepreneurial skills. This shift challenges educators to rethink curriculum design, emphasizing the cultivation of independence as a prerequisite for entrepreneurial success. Practically, the textbook serves as a model for educational institutions aiming to revamp their entrepreneurship programs. Its structured blend of theory and practice provides a replicable framework that can be adapted to diverse educational contexts. Moreover, by incorporating culturally relevant examples and case studies, the textbook ensures that students can relate to the material, thereby enhancing engagement and retention. This contextual relevance is significant in regions with distinct economic and social landscapes, such as Indonesia, where localized entrepreneurial challenges require tailored educational approaches.

While the research offers valuable insights, it is not without limitations. The study's sample was geographically and demographically constrained, focusing primarily on students from urban educational institutions in Indonesia. This raises questions about the generalizability of the findings to other regions or more diverse student populations. Additionally, the reliance on self-reported data introduces potential biases, as students may overestimate their competencies or the textbook's impact. The duration of the study also limits the assessment of long-term effects. While immediate improvements in self-reliance and entrepreneurial skills were evident, it remains unclear whether these gains will persist over time or translate into tangible entrepreneurial successes post-graduation. Future research should adopt longitudinal designs to track students' entrepreneurial trajectories and validate the enduring impact of the textbook.

Building on the current findings, future research should explore the adaptation and application of the textbook in varied educational and cultural settings. Comparative studies across different regions and institutions provide a more comprehensive understanding of the textbook's efficacy and adaptability. Additionally, incorporating digital learning platforms and technologies into the textbook could enhance its accessibility and appeal, particularly in remote or underserved areas. Further studies should also examine the interplay between self-reliance and other entrepreneurial competencies. Investigating how self-reliance influences and is influenced by factors such as risk tolerance, innovation capacity, and social networking could yield more profound insights into the holistic development of entrepreneurs. Finally, exploring the textbook's impact on specific demographic groups, such as women entrepreneurs or individuals from marginalized communities, could inform more inclusive educational practices.

The promotion of self-reliance in entrepreneurship education carries significant social and ethical implications. By empowering individuals to pursue independent entrepreneurial ventures, the textbook contributes to economic development and social mobility, particularly in communities with limited employment opportunities. However, this emphasis on individualism must be balanced with considerations of collective responsibility and ethical entrepreneurship. Ethical considerations also arise when using digital technologies to disseminate the textbook. Ensuring equitable access to digital resources, protecting student data privacy, and addressing the digital divide is critical to the ethical implementation of technology-enhanced entrepreneurship education. Moreover, fostering a culture of ethical entrepreneurship—where self-reliance does not come at the expense of social and environmental responsibility—is essential for sustainable development. In conclusion, this research highlights the transformative potential of integrating self-reliance into entrepreneurship education. The developed textbook not only bridges theoretical and practical learning but also equips students with the confidence and competencies necessary for entrepreneurial success. By addressing existing gaps in educational resources and methodologies, this research contributes to the advancement of entrepreneurship education and offers a model for fostering self-reliant, ethical entrepreneurs.

4. CONCLUSION

The need to develop books containing entrepreneurial values from both students and lecturers expects the teaching materials to be by the book's eligibility criteria, which include (1) material aspects: material sources, material coverage, material content, and integration of entrepreneurial values; (2) presentation aspects: presentation systematics, instructions for use, presentation of illustrations, presentation of materials, presentation of entrepreneurial values, presentation of examples, presentation of summaries, and presentation of terms; (3) language and readability aspects: linguistic aspects; and (4) graphic aspects: presentation of titles and types of writing, illustrations/pictures, and display colors. This study has developed an entrepreneurship textbook that can shape student independence through its various contents. In terms of practicality, it is at the efficient criteria level for use. The criteria for practical use are obtained for the results of the textbook's effectiveness value. For the results of the Wilcoxon Signed Ranks Test statistical test, it can be seen that there is a significant difference in the pretest and posttest data after using the Dick and Carey model-based entrepreneurship textbook at Bina Mandiri University, Gorontalo. The results of the statistical test show that the textbook developed through trials on large groups has a practical value for use. Further research can be focused on evaluating the effectiveness of using independence-based textbooks in various schools or educational institutions by involving surveys or case studies to measure the impact of textbooks on improving students' entrepreneurial skills.

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