

# The Designing of Teaching Material (Book) Based on Theory and Practice on Business Introduction Course in the Entrepreneurship Study Program Universitas Negeri Medan

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**Abstract.** Nowadays the entrepreneurial sector plays an important role in improving the living standard of a nation. Therefore, the entrepreneurial sector needs to be improved, and one of them is through education. This reserach was held in the Entrepreneurship Study Program Universitas Negeri Medan. An issue with the Entrepreneurship Study Program is that the incorporation of practice in entrepreneurial learning has not yet reached its full potential, lectures are strictly theoretical and have no practical applicability. This study aims to obtain the teaching materials (book) of the Business Introduction course based on theory and practice. This study also aims to test the effectiveness of the student learning outcome by implementing the book. This research uses Research and Development as a research design using the ADDIE model that consists of five stages : (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (4) Evaluation. The data analysis techniques used are Validity, Practicality, and Effectiveness. This book has been validated by 3 validators and the results show that the book has high feasibility but needs to be revised. The practicality test also shows that the book was in the strong-level practical category. After revising the book, a trial was conducted on a small group of 33 students, class A students in the third semester. Based on the test results, students' post-test scores are higher than the pre-test results.

**Keywords:** Teaching Material, Learning Outcomes, Business Introduction

## 1. Introduction

As a developing nation, Indonesia is not immune social problems like unemployment, poverty, a lack of capital, and population growth that exceeds economic progress. The issue of unemployment is one of the most pressing issues, and the corporate sector is one of the remedies. Unemployment can be absorbed by the corporate world, which reduces unemployment and increases income. The number of entrepreneurs in Indonesia is only 0.18% of the total population, this is still relatively low when compared to America at 11.5% and Singapore at 7.2% [1]. The development of human resources is essential for the growth of the Indonesian business sector. Entrepreneurship education needs to be better enhanced to develop graduates who can create jobs for Indonesia's entrepreneurial sector. Through the implementation of entrepreneurship education, the educational community should be active in

enhancing mental attitudes toward entrepreneurship. Higher education's entrepreneurial programs typically aim to create young business leaders who can have an impact on national economies [2]. In addition to producing young scientists who become entrepreneurs, the growth of student entrepreneurship is anticipated to increase the national entrepreneurship rate to above 2 %, similar to developed nations [3].

One of the academic institutes actively arranging entrepreneurship education is the Faculty of Economics at Universitas Negeri Medan (FE UNIMED). The Dean worked to introduce the Entrepreneurship Study Program as a new department at the Economics Faculty through foresight policies. The Faculty of Economics recently established the Entrepreneurship Study Program, which began operations in 2019. This demonstrates a receptive approach to the pressing need for young Indonesians to receive entrepreneurial education. An issue with the Entrepreneurship Study Program is that the incorporation of practice in entrepreneurial learning has not yet reached its full potential. In the Entrepreneurship Study Program, a number of courses design emphasize both theory and practice. However, lectures are strictly theoretical and have no practical applicability. Since this also happened as a result of inadequate facilities, media, and infrastructure, the lecture cannot be held fully accountable in this case. Yes, using practice in online courses can be difficult. But online learning shouldn't continue to limit how instruction is carried out. Lecturers must take early action to address this in order to produce exceptional and quality pupils.

Therefore, updating the instructional materials is both necessary and important. When implementing classroom learning, facilitators and lecturers use teaching materials as guidance. This study aims to compile instructional materials for Case Method and Project Based Learning as well as Theory and Practice-based to Business Introduction course. Because it lays the groundwork for students to understand the ins and outs of the business world, the Business Introduction course was selected. This course introduces students to the foundations of business; as such, it should not be misinterpreted or misunderstood. Students will find it easier to master and get better at other relevant courses if they already have a strong foundation in this course. It is deemed essential to construct contextual teaching materials in order to maximize entrepreneurial education for students as potential business owners. The application of learning in the classroom is planned by lecturers using teaching materials that are based on theory and practice. Create a project-based learning environment and a case-based learning approach in accordance with the requirements of the curriculum. In order for students to receive excellent instruction, lecturers must be able to combine these requirements. May theory and practice-based teaching materials in the Business Introduction Course boost student learning outcomes? This is how the problem formulation in this study can be summed up. Are the introduction to business' theory and practice based teaching tools suitable for use in classroom settings? The goal of this study is to look at the effects of theory and practice based teaching materials on student learning outcomes and to assess the effectiveness of using theory and practice based teaching materials for learning in business introduction courses.

In order to meet the needs and expectations of their students, teachers in entrepreneurship study programs must create their own instructional materials. With the best planning and the most current instructional materials, classroom learning can eventually be expected to improve student learning outcomes. Learning goals will surely be in line with the improvement of student entrepreneurial skills, making it possible to achieve the objective of creating young

entrepreneurs. The researcher's interest in a research project titled "The Designing of Theory and Practice Based Teaching Materials in Business Introduction Courses at the State University of Medan's Entrepreneurship Study Program" is sparked by the information presented above.

## **2. Theoretical Review**

### **2.1 Teaching Material**

The effectiveness of instruction is greatly influenced by the teaching materials, especially in higher education. Any products that are methodically arranged and created to enable pupils to learn independently while adhering to the relevant curriculum are considered teaching materials [4]. Additionally, according to [5] teaching materials are a group of learning resources in the form of media or software that are logically and methodically arranged to aid teachers and students in meeting the required competency standards. Teaching aids are a part of learning resources. The environment, service systems, and educational materials are all examples of learning resources [6]. Heinich et al. at [7] categorize instructional materials into the following five groups: a) teaching materials that aren't projected, like pictures, displays, and models; b) teaching materials that are projected, like slides, films, strips, and computer projections; c) teaching materials that are audio, like cassettes and CDs; d) teaching materials that are video or film; and e) teaching materials that are computer-mediated, like computer-based multimedia or hypermedia. Majid (Arsanti, 2018) further categorizes the various forms of teaching materials into four groups, including: 1) Handouts, books, modules, student worksheets, brochures, leaflets, wallcharts, photos, pictures, and models/mockups are examples of printed materials. 2) Teaching materials with audio include cassettes, radios, LPs, and audio CDs. 3) Hearing teaching materials (audio-visual), which include video CDs and films. This leads to the conclusion that there are two main categories of teaching resources: printed teaching materials and non-printed teaching materials. Examples of printed teaching materials are worksheets, handouts, books, and modules. There are also non-printed teaching aids like audio, video, and video.

### **2.2 Business Introduction Course Learning Outcomes**

Learning outcomes are the results of a student's abilities being assessed and expressed as numbers or values following the learning process [8]. The students' learning outcomes demonstrate how effectively they have retained the information. Learning outcomes are used to gauge how well learning objectives have been met and show what abilities students have acquired while learning [9]. Learning outcomes are the conclusions reached during the learning process when a student's abilities are assessed and reported as numbers or values [8]. The learning results demonstrate how effectively students have retained the subject.

### **2.3 The Designing of Business Introduction Book**

Both the instructor and the instructional materials affect how effective a learning course is. The human resources, operations, and finance sections of the introductory business course introduce a number of basic business concepts and principles in an ever-evolving local and global environment. The instructional materials must be produced with specific learning objectives, student characteristics, and learning strategies for each learning objective. Each component of the materials must be relevant to the learning objectives, student characteristics,

and learning techniques [6]. Some of the procedures that must be followed in the production or creation of teaching materials include analyzing the requirements for teaching materials, building a map of teaching materials, and generating teaching materials based on the structure and form of the generated teaching materials. The guidelines for producing educational materials are as follows, according to [5]:

- a. **Relevance Principle.** The concept of relatedness is covered by the principle of relevance. The instructional materials must cover the learning objectives for each subject as well as the competency standards and essential competencies.
- b. **Consistency Principle.** The principle of consistency is about constancy. If there are nine (9) learning outcomes that students must master, the nine learning outcomes must be incorporated into the instructional materials.
- c. **Sufficiency Principle.** The sufficiency principle means that the material should be sufficient to help students master the essential abilities being covered. Neither too little nor too much content should be included.

A teaching resource is deemed to be good if at least four requirements are met, including (1) the material's scope or content being in line with the curriculum, (2) the presentation of the resource adhering to learning principles, (3) the language and good readability, and (4) the book or graphic format being interesting [10].

## **2.4 Relevant Research**

A research project with the title "Development of Contextual-Based Entrepreneurship Teaching Materials in Business Management Subjects" was conducted [5]. The seven stages of the research technique are needs analysis, early product creation, expert validation and revision, one-on-one trials, small-group trials, limited field trials, and final products. The findings showed that very good qualification rates for individual trials (92.94%), small group trials (95.72%), and limited field trials (90.72%) were all achieved. The learning design expert test scored very well (82.89 %), the learning media expert test scored very well (83.55 %), and the material expert test scored very well (90.58 %) (95.10 %).

In addition, the authors produced a paper titled "ADDIE Development Model in the Preparation of Financial Administration Textbooks" [11] Quantitative Studies in the D-III State Administration Study Program FISH Unesa. The development model used is ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation. The creation of textbooks has resulted in learning outcomes at the analytical stage's level 5. During the planning and development stages of the textbook, six chapters and sub-chapters of exercises are generated to be used as assessment tools in each chapter. During the development stage, the textbook draft satisfied 18 indicators of the viability of the contents, with 15 indicators being rated as good and 3 indicators as fairly categorical. The textbook draft met 18 markers of the feasibility of the contents during the development stage, with 15 indicators rating the contents as good and 3 indicators rating them as moderately categorical. The implementation stage has been assessed by students in classes A and B of the 2018 State Administration D-III study program. Based on evaluation, usefulness, and efficacy, the book product produced by the State Financial Administration is in the good category.

### **3. Research Methodology**

This research was conducted from March to September 2022 at the Entrepreneurship Study Program, Faculty of Economics, UNIMED. This study's research subjects and data sources were students from the third semester of the Entrepreneurship Study Program who took Business Introduction Courses at UNIMED's Faculty of Economics.

#### **3.1 Research Approach**

This type of research is referred to as "Research and Development" (R&D). A research method called research and development is utilized to produce certain products and assess their effectiveness [12]. The ADDIE development model, which is used in this study's methodology, outlines the five (5) steps involved in constructing a learning system: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was selected for this study because it offers opportunities for continuous review and revision at every level, ensuring that the finished textbook will be accurate and valid. It also has an organized approach for generating instructional materials. According to the ADDIE model, the steps of this research activity are as follows:

##### **1) Analysis**

The following types of tasks are carried out during the analysis stage:

- a. Performance evaluation: In this stage, learning-related issues are raised and looked at.
- b. Student Analysis: Student traits are evaluated based on knowledge and skills. This study aims to identify the diverse demands and skill levels of the students. The development of the instructional materials and the hands-on tasks that students will perform can be guided by this analysis.
- c. Instructional Analysis: Data must be acquired on the stated learning objectives, the necessary competences, the intended outcomes of the lecture, the graduate profile, the curriculum to be used in the institution, and the learning approach selected by the institution.
- d. Analysis of Concepts, Principles, and Procedures for Learning Materials: The data from instructional analysis and student analysis, both of which were carried out for theory and practice, will now be conceptualized based on the information.

##### **2) Design**

The following tasks are performed during the design phase:

- a. Create a framework for the book's content or organization: The information from an analysis of the concepts, guidelines, and procedures found in instructional materials was used to create the book's structure and content. Preparations are also being made for how many chapters will be devoted to the subject in the teaching materials.
- b. Making assignments for students' practical: At the moment, assignments for the student practicum are being made. Which stages of the implementation, gathering, and working methods are involved.

- c. Creating tools for evaluation: Since student worksheets should be included in the teaching materials, practice questions will be made at this stage and then included in the teaching materials. This area will also be used to plan the case method and project-based learning assignments for the students.

### **3) Development**

In this phase, the researcher collects and organizes educational materials in accordance with the specified design, carefully following the recommendations for writing a successful textbook. This phase entails finishing up product design activities, such as producing educational materials for introductory business courses.

### **4) Implementation**

The books will now be distributed to Class A Entrepreneurship Study Program participants for evaluation of their readability and content. The main aims of the implementation step are to: 1) help students meet their learning objectives; 2) ensure problem-solving to address difficulties that have come up during the learning process; and 3) ensure that students' abilities have improved by the time learning is complete.

### **5) Evaluation**

Evaluation marks the end of the ADDIE learning development system design paradigm. In this study, two distinct types of evaluation were used: evaluation of prepared teaching materials and evaluation of student learning outcomes. Routine tasks and practical assignments that are used to assess student learning outcomes are delivered using the case method and project-based learning. Additional modes of evaluation include the Mid-Semester Examination and the Final Semester Examination. In order to comment on how well the instructional materials were put together, the full content is also reviewed. Then, adjustments are made in response to evaluation results or needs that were not met throughout the process of developing teaching materials.

## **3.2 Data Evaluation**

This study uses quantitative data. Two types of data analysis approaches, namely validity and effectiveness, were used in the study.

### **a. Validity**

In the validation stage, the dependability of recently developed teaching resources and research instruments is assessed. The validity of the educational materials is assessed by experts. The validator also provides comments and suggestions on research tools and teaching materials as a reference for improving the product so that appropriate teaching materials may be generated to be used in lectures. The validity of teaching materials is assessed using a validation form. All evaluation results are evaluated using a Likert scale. Five categories were

used to group the responses to the instrument items in this study. Each quantifiable indicator is given a score between 1 and 5, as follows:

**Tabel 1.** Standards for Scoring Practical Responses

Scala	Description
5	Excellent, Appropriate, Appropriate, and Very Clear
4	Good / appropriate / appropriate / clear
3	Not good, not proper, not obvious, or fitting
2	Not good, not right, not proper, and not obvious
1	Extremely poor, unsuitable, inappropriate, and unclear

After the validator receives the validity instrument, the validity of the created educational materials is assessed. To determine the validity, apply the formula below [13].

$$\text{Average total score} = \frac{\text{Total Score}}{\text{number of validator}} \quad (1)$$

Then, the results of the percentage validity can be calculated as follows:

$$\text{Validity} = \frac{\text{average total score}}{\text{maximum score}} \times 100\% \quad (2)$$

The following factors form the basis for eligibility categories:

**Tabel 2.** Validity Criteria

No	Score in %	Validity category
1	0 – 21%	In valid
2	21 – 40%	Not valid
3	41 – 60%	Quite Valid
4	61 – 80 %	Valid
5	81 – 100%	Very Valid

#### **b. Effectiveness**

It is possible to interpret the influence of using instructional materials in business introduction courses on learning outcomes as effectiveness, which is the outcome of a decision. The success rate of a learning process is assessed using the effectiveness test. The outcomes of student learning are positively impacted by effective business introduction teaching materials. Effectiveness is defined as having an "impact, influence, effect, or the capacity to produce results." To evaluate the efficacy of these training materials, a small group study utilizing a before-after (one to-one) experimental design and a paired sample t test will be conducted. A small sample of 10 students who had already finished the Introduction to Business course was used to examine the learning medium's efficacy. The effect of instructional materials on learning outcomes is compared before and after treatment in this before and after experimental design. In this test, a paired sample t test is used to examine the following hypotheses:

Ho : When using the theory-and practice-based teaching materials from the Business Introduction Course, there is no difference in the learning outcomes before and after therapy.

Ha : Using theory- and practice-based teaching materials from the Business Introduction Course, there are differences between the learning outcomes before and after therapy.

Accepting  $H_0$  if Sig is greater than 0.05, and rejecting  $H_0$  if Sig is less than 0.05 [14].

## **4. Research Results**

### **4.1 ADDIE Model Results**

The five steps of this research project include analysis, design, development, evaluation, and implementation. This study's results can be summed up as follows:

#### **4.1.1 Analysis**

In the analysis step, the following tasks are completed:

##### **a. Curriculum Assessment**

The Entrepreneurship Study Program at Universitas Negeri Medan and other schools go through a phase called "curriculum analysis" to determine the best curriculum to offer. This curriculum analysis's purpose is to identify any demands in the curriculum so that they can be matched with appropriate instructional resources. Universitas Negeri Medan apply the Indonesian National Qualifications Framework (KKNI) as the curriculum. The Indonesian National Qualifications Framework (KKNI) is a framework for rating the qualifications of Indonesian human resources that contrasts, equalizes, and incorporates the education, training, and work experience sectors into a work ability recognition scheme that is customized to the structure of different employment sectors (SKKNI). This implies that in order to graduate as competent in accordance with the nine qualification levels, students must study outside of the classroom as well as in the training or job environment. Human Resources In order to implement the KKNI (Indonesian National Qualifications Framework) curriculum, Universitas Negeri Medan has used six different types of assignments since 2016: Routine Tasks (TR), Critical Book Reports (CBR), Critical Journal Reviews (CJR), Mini Research (MR), Team Projects (TP), and Idea Engineering (RI). By completing the six KKNI assignments, students are meant to develop their work, talents, and originality. Through team project assignments, students are required to generate certain course-related materials. Students must enter the workforce in order to complete mini-research projects that need them to make observations and collect first-hand data. The six UNIMED-specific tasks are essentially highly pertinent to the IQF curriculum criteria. The assignment is relevant to every course the student is taking. These six activities' details ought to be included in the textbooks that teachers use. Combining case-based (Case Method) with problem-based learning will improve the implementation of the curriculum (Problem-Based Learning). It aims to hone pupils' mental faculties so they can grow accustomed to critical thinking and problem-solving. Thus, this Business Introduction MK teaching material will include 6 KKNI assignments by combining case-based learning (case method) with problem-based learning (problem-based learning).

##### **b. Instruction Analysis**

The graduate profile and competency standards are the data that need to be collected at this stage. Graduates of the Universitas Negeri Medan Entrepreneurship Study Program will be



young business owners who are skilled in management, professional in operating and growing a firm, as well as creative, inventive, productive, and character-driven. Business education resources Introduction Based on the instructional analysis, courses must be able to enable the fulfillment of graduate profiles and graduate competency standards related to the Business Introduction course.

### **c. Students Analysis**

Through student analysis, the requirements and ranges of students' various capacities for participating in the learning process were identified. Student analysis was carried out via open interviews with participants in the study, specifically participants from class A, Semester 3 of the Entrepreneurship Study Program. The findings of these interviews make it abundantly clear that students require theory- and practice-based teaching materials during the learning process. This study can be used to create the teaching materials that will be used and the practical activities that students will have to complete. In order to give students current information about the corporate world, they also plan to present the most recent case studies that are pertinent to the current situation throughout the lectures. Each student has a different cognitive style and personality. The results of the interviews indicate that students need a range of activities, including group and individual projects. There are some students who prefer studying alone, while others prefer studying in groups. The Business Introduction book created as part of this project will therefore include these students' insights.

### **4.12. Design**

The Business Introduction course syllabus and Learning Objectives are developed during the Design Phase and must, of course, support the learning outcomes of graduates of the Entrepreneurship program. This is also the time when the data for the theoretical and practical Introduction to Business is compiled. Before creating the syllabus, the course learning objectives are established and selected in advance. The syllabus preparation stage can be carried out to allocate and choose the sub-chapters of each chapter according to the layout of the material in the Business Introduction book. The KKNi tasks are designed when the syllabus is finished. Each chapter will include regular assignments, with a rotation of both individual and group assignments for each student. Activities such as Mini Research, Idea Engineering, Critical Book Report (CBR), and Critical Journal Review (CJR) were also assigned. At this design stage, the main goal of creating this book, producing student practical assignments, is the focal point. The goal of case-based learning is to guarantee that all requirements are met.

### **4.13. Development**

All of the designs created during the design phase have now been realized. A theory- and practice-based MK Introduction to Business book, as well as a Case Method and Problem-Based Learning assignment, are being developed. The following are the outcomes of the development work done at this point showed is book cover.



**Figure 1.** Book Cover Design

This book contains routine tasks that can be delegated either individual or in groups in each chapter. Case studies are employed to illustrate typical tasks (Case Method). The case study also discusses problem-based learning. The chapters of this book also feature exercises. While some practical exercises must be completed outside of class, some must be completed in class. This is done to maintain the efficiency of carrying out practical tasks. The implementation of practical assignments in class for each meeting will be ineffective due to a lack of time and resources. The practical exercises in this book are also woven in with KKNi projects, including Mini Research, Team Projects, and Idea Engineering. Team projects and practical assignments may be related in several chapters. Similar to that, a little research ought to be done. Mini research is also included in practical projects, which streamlines students' work. The KKNi's various assignments can occasionally become too much for students to handle. On the other hand, the MK Introduction to Business Book will lessen the student's load by maintaining the weight, proportion, and curricular requirements. Three mini-researches are included in this book, but only one of them will be used because it has three topics that can be applied to the same thing.

#### 4.1.4 Implementation

##### a. Validity Test

After the Business Introduction book has been compiled, the implementation stage is carried out, namely the object of research. However, before the book is implemented, the book is validated first to determine the feasibility of the book. To test the validity, there are 3 validators, namely Dr. Saidun Suhut, M. Si, Dr. Dede Ruslan, M.Si and Aprinawati S.E., M.M. The following are the results of the assessment of the validators:

**Tabel 3.** Validator Assesment Data

No	Validator	Aspect			Average	Criteria
		Material	Design	Language		
1	Dr Saidun Suhut, M.Si	94,00%	94,66%	93,84%	94,17%	Very Valid
2	Dr Dede Ruslan, M.Si	91,00%	98,66%	93,84%	94,50%	Very Valid
3	Aprinawati, S.E., M.M	88,00%	94,66%	92,30%	91,65%	Very Valid
	Rata-rata	91,00%	95,99%	93,33%	93,44%	Very Valid

### **b. Effectiveness Test**

After through the validity test, then the book was implemented. The use of the Introduction to Business Book was put to the test to see if it had any effect on student learning outcomes. Three meetings which is Business Scope, Forms of Business Organizations, and Business Plans were used in the efficacy test, which was carried out using a pretest-posttest experimental design. 33 Class A Semester 2 students who had taken the Business Introduction Course made up the research sample. The study ran from June 2022 to June 2022 for one calendar month. Prior to using theory-and practice-based teaching materials for Business Introduction, the research involved delivering a Pretest to gauge student learning outcomes.

Following the pretest, the lecturer provides practical exercises and introduces the class to a theory-and practice-based Introduction to Business book. At the conclusion of the course, the lecturer administered a post-test to see if there was any difference between the learning results of the students before and after using the theoretical and practical Introduction to Business book. To ascertain whether or not the theory and practice-based Introduction to Business book is being implemented effectively, the Paired Sample T Test data analysis approach is used. A parametric test called the Paired T-Test can be used on two sets of paired data.

The results of data processing using Paired Sample T showed that the t-count value was 12.343 with a significance value of  $0.00 < 0.05$ , then  $H_0$  was rejected. Thus, student learning outcomes after using the book Introduction to Business based on theory and practice were significantly higher than the student pretest results. This also shows that it is proven that the theory and practice-based Introduction to Business book can improve student learning outcomes.

### **4.1.5 Evaluation**

At this stage, the language in the book is revised and simplified to make it easier for users to understand. Thus, at this stage, a book that has been tested for validity, effectiveness, and practicality is produced. The results showed that books were effective in improving student learning outcomes. All stages of the research also went well, starting from the stages of Analysis, Design, Development and Implementation.

## **4.2 Discussion**

The discussion in this study is intended to answer the problems raised in the problem formulation. The following is a discussion in accordance with the results obtained during the study. The results of this development research are of two kinds, the first is the production of a theory and practice-based Business Introduction Book and the second result is that the level of feasibility and effectiveness of the Business Introduction Book is known.

### **4.2.1 Theory and Practice-Based Business Introduction Book**

The results of the preparation of a theory and practice-based Introduction to Business book are realized in printed form and an outline of its contents consists of the beginning: title page, book caption, preface, table of contents, list of diagrams/tables. The core section consists of book chapters. Each book chapter consists of learning outcomes, material descriptions, case studies, practical assignments, and KKN assignments along with a bibliography. The closing

part of the book consists of the author's biography. The title section is applied to the front cover of the module whose design and images reflect the overall material discussed. The book consists of 13 chapters. Learning topics are listed on the start page of each learning subject. Each chapter contains a description of the material so that this book can be used as an independent learning medium. Completeness for task and practical activities is presented in full. Assessment of learning outcomes is implemented in the results of assignments / exercises that will be collected in report format.

#### **4.2.1 Validity and Effectiveness Test**

The results of the feasibility test by the validator in terms of three aspects, namely aspects of the feasibility of content, presentation and language. The module viewed from the aspect of content feasibility obtained a percentage of 91.00% in the very feasible category. In the aspect of presentation, get a percentage 95.99% fall into the very decent category. In the language aspect, the percentage of 93.44% is included in the very feasible category. Overall the percentage of the total feasibility test from 3 validators obtained a percentage of 93.44% included in the very feasible category.

The results of the book effectiveness test are viewed from the significance value of the Paired Sample T Test, which aims to find out whether there is a difference in average between two samples that are paired or related. Based on the Paired Sample T Test, it was found that the average difference between the students' pre-test and post-test scores was 14.84. This shows that the average post test value is higher than the average pretest value. The Paired Sample T Test also shows a significance value of  $0.00 < 0.05$  so it can be concluded that the theory and practice-based Introduction to Business book is effective for improving student learning outcomes.

## **5. Conclusions And Recommendations**

### **5.1 Conclusions**

The following conclusions can be reached in light of the research and discussion findings:

- 1) The theory and practice-based Business Introduction course book products for Entrepreneurship Study Program students are developed using the ADDIE development model, with 13 chapters, including (1) Business Scope; (2) Forms of Business Organization; (3) Business Planning; (4) Franchise Business; (5) Human Resource Management; (6) Marketing Management; (7) Product Policy; (8) Distribution Policy; (9) Promotional Policy; (10) Pricing Policy; (11) Business Feasibility Study, (12) Business Ethics, and (13) Corporate Social Responsibility.
- 2) The feasibility of the product, a theory and practice-based Business Introduction book for students of the FE UNIMED Entrepreneurship Study Program that was developed was declared suitable for use in learning.
- 3) The effectiveness of the product, a theory and practice-based Business Introduction book for students of the FE UNIMED Entrepreneurship Study Program that was developed has been declared effective for use in learning.

## 5.2 Recommendations

The following recommendations are provided since the research cannot be separated from the researcher's limitations:

- 1) Effective communication between researchers and study programs, especially between lecturers and supervisors of the Business Introduction course, is necessary to determine the content that needs to be prepared.
- 2) The information in the book should ideally be organized from easy to tough levels, with semester learning plans and accessible infrastructure, enabling careful planning and efficient management.
- 3) The volumes created by this compilation should be handled carefully to prevent easy destruction and to allow for reuse in the next academic year, provided that they follow the study program's curriculum.

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