

Development of Interactive Ebook Media Based on Entrepreneurship in Student Learning in Elementary School

Sri Murniati
{sri.murni1204@gmail.com}

Faculty of Teaching and Education, Universitas Muria Kudus Gondang Manis PO. BOX 53 Bae, Kudus, Central Java, Indonesia Phone (+62291) 438229, Fax (+62291)437198

Abstract: Development of Interactive E Book Based on Entrepreneurship in Elementary School Learning. The purpose of this study: 1). Applying entrepreneurship values to student learning in elementary school. 2). Developing entrepreneurship-based interactive e-book media on student learning in elementary schools. The research methodology uses the Borg and Gill research and development approach, consisting of 10 steps of development, namely research, planning, preliminary product development, preliminary trials, major product revisions, major trials, operational product revisions, operational trials, final product revisions, dissemination and distribution. Data collection methods using observation, interviews and questionnaires. The feasibility of the media is tested by material experts and media experts. Research results: 1). Entrepreneurship-based e-book media theme 5 class 6 Indonesian mupeL and Natural Sciences. 2). The results of the assessment of material experts obtained an average score of 84 out of 104 (80.76%) feasible categories, the average media expert score of 60.5 out of 84 (72.02%) in the feasible category. Student responses to the media mean score of 61.86 out of 80 (77.32%) in both categories as learning media.

keywords: Media, E Book, Interactive, Entrepreneurship

1. Introduction

The role of the teacher is needed to support the creation of an atmosphere of teaching and learning that is fun, active and allows children to excel maximally. The teacher acts as a facilitator for students, which means the teacher provides learning resources that are broad and easy for students to use to learn. In accordance with Law No. 14 of 2005 concerning Teachers and Lecturers Article 20 concerning the duties of teachers, namely: a. Plan learning, implement quality learning processes, and assess and evaluate learning outcomes; b. Improve and develop academic qualifications and competencies in a sustainable manner in line with the development of science, technology, and art.

The development of entrepreneurship-based interactive e-book media is a medium that can be used as an alternative source of learning for teachers and students independently in the learning process. According to Ega Rima Wati, (2016: 2-8) states that the media can be interpreted as a tool that acts as a messenger or information to achieve learning objectives.

The development of Science and Technology (Science and Technology) in the substance of teaching materials and learning implementation tools is always changing and developing rapidly. According to Dian Mahsunah et al, (2012: 4) states that this learning process requires teachers to always improve their competence in order to be able to develop and present actual and interesting learning materials using various approaches, methods, and the latest learning technologies. One alternative learning source that is actual and current is entrepreneurial-based interactive e-book media. According to Widodo, (2016: 1) Electronic books (abbreviated as e-books or e-books) or digital books are electronic versions of books that contain digital information which can also be in the form of text or images. In the development of entrepreneurship-based interactive e-book media is the development of learning resources with entrepreneurial values in learning material to get results in the form of entrepreneurial character formation and habituation of entrepreneurial values into the behavior of everyday students through learning processes that take place both inside and outside the classroom on all subjects. In line with that, Putri R and Vicky D W stated that Entrepreneurship Education aims to develop attitudes, souls and the ability to create something of value for oneself and others. Creative, innovative, independent, leadership, good at managing money, and having an unyielding spirit are some of the entrepreneurial attitudes that need to be instilled in children from an early age. According to Endang Mulyani (2011) The implementation of entrepreneurship education starting from PAUD - SMA / SMK, SD / MI / SDLB, SMP / MTs / SMPLB, SMA / MA / SMK / SMALB, is something that does not conflict with national policy points in the education sector contained in the 2010-2014 RPJMN document, which has established as many as 6 core substances the program of action in the education sector is directed towards achieving economic growth supported by harmony between the availability of educated personnel and abilities. In line with this opinion, according to Prawirokusumo (1997) in (Endang Mulyani et al, 2010: 19) states Entrepreneurs are those who make creative and innovative efforts by developing ideas, and gathering resources to find opportunities and improvements (preparation)) life.

The development of entrepreneurship-based interactive e-book media that was developed was focused on class 6 theme 5 entrepreneurship books on Indonesian Language and Natural Sciences. The material and evaluation are presented in the form of writing, drawing, animation, video and game education. Designed with an attractive and creative appearance. So that children become interested and easily understand the material presented. The teacher needs to direct students through the meaningful learning process that they themselves experience so that they can apply their knowledge in their daily lives. In Act No. 20 of 2003 concerning the National Education System in article 3 states that, national education functions to develop the ability and shape the character and perign of a dignified nation in the context of educating the life of the nation, aiming at developing the potential of students to become human beings who believe and be devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible (Citra Umbara, 2017: 6)

To carry out the development of entrepreneurship-based interactive e-book media requires a curriculum as a basis for development. According to Loeloek et al, (2013: 115-126) states that an entrepreneurial vision curriculum is an education curriculum that teaches the willingness and ability of entrepreneurship to learners from sitting in elementary school to integrated universities. into the behavior of everyday students through a learning process that takes place both inside and outside the classroom on all subjects. In line with that, Putri R and Vicky D W stated that Entrepreneurship Education aims to develop attitudes, souls and the ability to create something of value for oneself and others. Creative, innovative, independent,

leadership, good at managing money, and having an unyielding spirit are some of the entrepreneurial attitudes that need to be instilled in children from an early age. But the reality found from research conducted at SDN Sayung Subdistrict, Demak Regency, in teaching and learning activities learning resources used by students are conventional textbooks and the material taught is not integrated with entrepreneurial values. Teaching material delivered by the teacher has not been able to foster student interest and motivation in the learning process. On the other hand, teachers still find it difficult to develop learning resources that are integrated with entrepreneurial values. Therefore, to solve such learning problems it is necessary strived to develop an entrepreneurial based interactive e-book media in valid learning. Valid based on the needs of students in order to be able to build and compile existing knowledge and skills in themselves to improve student entrepreneurial attitudes.

Based on the above background, the formulation of the problem raised is how are the values of entrepreneurship applied in student learning in elementary schools? how is entrepreneurial-based interactive e-book media used as a learning resource? The research objectives are to apply entrepreneurial values to learning in primary schools and produce interactive entrepreneurship based e-learning media on primary school student learning.

2. Research methods

This research method was developed using a Research and Development (R&D) research design adopted from the Borg and Gall (1998) model. According to Borg and Gall (1998) in (Sugiono, 2016: 28-34) states that research and development is a process / method used to validate and develop products. This research is focused on the research and development of integrated e-books of entrepreneurial values in the learning of Grade 6 students in theme 5. The research and development procedure of the Borg and Gall model includes 10 steps of development namely research and information gathering, planning, preliminary product development, preliminary trials, revision of the product. main, main trial, operational product revision, operational trial, final product revision, and dissemination and distribution. In this study, the ten steps are grouped into four groups. Namely: 1) preliminary stage / needs analysis, 2) design / design of models / products, 3) product testing, and 4) Dissemination.

The product research and testing was conducted at SDN Sriwulan I, III and IV in Sayung Subdistrict, Demak Regency. Sources of data in this study consisted of, (1) material experts; (2) media experts; (3) grade 6 students at Sriwulan I, III and IV SDN. Validation of interactive e-book media is done by the validator, to get a valid interactive e-book media. The validator is determined by purposive sampling, which consists of 3 experts (material experts, media experts and linguists) and 3 6th grade teachers. The instrument used in collecting data was a validity test questionnaire arranged according to a Likert scale (Sugiyono, 2015: 165) that was modified with four alternative answers, namely 1 = less, 2 = enough, 3 = good, 4 = very good. Data analysis by determining the highest score and adding up the scores of each validator. Then provide validity values.

Data analysis in this study uses descriptive quantitative techniques that illustrate the application of entrepreneurial-based interactive e-book media. Quantitative data were obtained from the assessment of the feasibility of the product given to material expert lecturers, media, teachers and students. Data obtained through questionnaires collected were then analyzed with quantitative statistics.

Rentang	Kategori
1,00 – 1,99	Not Desent
2,00 – 2,99	Not Worth It
3,00 – 3,49	Desent
3,50 – 4,00	Very Desent

From the results of the above analysis we will get the media validity with the criteria in Table 1.

3. Results and Discussion

Analysis of the data in this study uses quantitative descriptive techniques that illustrate the application of instructional media. Quantitative data were obtained from product feasibility assessments given to material lecturers, media, teachers and students. Data obtained through questionnaires collected were then analyzed with quantitative statistics.

Data of Expert Assessment Results Material feasibility of learning materials on interactive entrepreneurship-based e-book media can be seen from the results of validation by the material experts. In the aspect of design learning get a mean score of 31.5 which is included in the feasible category, in the aspect of content the material gets a mean score of 33.5 which is included in the very feasible category and in the aspect of effectiveness get a mean score of 19 which is included in the feasible category. Overall for the material on the learning media get an average score of 84 included in the feasible category. Can be seen in the following table.

Table. 2 Results of Expert Validation on Material

Assessment Aspects	Average Scor	Categori
Learning Design	31,5	Valid
Fill in the Material	33,5	Very Valid
Efektifitas	19	Valid
Total Score	84	Valid

Data analysis by media experts comes from a questionnaire that has been prepared by researchers. The feasibility of learning media on learning media can be seen from the results of validation by media experts. In the aspect of media display, the mean score was 45.5, which was included in the feasible category. In the aspect of software the media get an average score of 15.5 which is included in the feasible category. Overall, the media received an average score of 60.5, which was included in the feasible category. Can be seen in the following table

Tabel. 3 Results and Discussion of Media Experts

Assessment Aspects	Average Score	Categori
Media Display	45,5	Valid
Media Software	15	Valid
Total Score	60,5	Valid

Analysis of user data or respondents comes from a questionnaire that has been distributed to students include: Student assessment data on aspects of the content of the material that is in the very feasible category by 34.30% and the proper category by 65.70%. Student assessment data on aspects of media effectiveness in the very feasible category was 74.30% and the proper category was 25.70%. Student assessment data on the aspect of media display that is in the very feasible category at 8.60% and the feasible category at 91.40%. Data of student

Aspek	Rerata Skor	Kategori	assessment of media software
Fill in the Material Quality Instructional Media Display	18,9	Good	54.30%
Software Media	10,37	Very Good	
Total Score	20.1	Good	
	12,51	Good	
	61,45	Good	

is very feasible and 45.70 is feasible. The following table evaluates the user.

Table. 4 user rating results

Overall respondents' assessment results covering aspects of the content of the material get an average of 18.9 good categories. In the instructional quality aspect, the average score was 10.37 which was included in the excellent category. In the aspect of media display, the average score of 20.1 is in the good category. In the aspect of media software, the average is 12.51 which is included in both categories. Overall based on the users get a mean of 61,857 by including in either category.

4. Conclusions and recommendations

Based on the results of research and discussion on the development of entrepreneurship-based interactive e-book media on primary school student learning, conclusions can be drawn as follows:

- 1) Development of entrepreneurship-based interactive e-book media on elementary school student learning includes:
 - a. The development of this entrepreneurship-based interactive e-book media uses the Brog and Gill method in 4 stages (preliminary / needs analysis, model / product design / product design, product testing, and dissemination)

- b. Development of an entrepreneurial-based interactive e-book media focused on teaching materials in class 6 theme 5 entrepreneurship on Indonesian language and science learning content.
 - c. Development of an interactive entrepreneurship based e-book media in the form of text, images, animations, sounds, videos, and interactive games.
- 2) The results of the expert assessment of the material aspects of learning design, content, effectiveness of the media get an average score of 84 including categories suitable for use as learning media. The results of the media expert assessment aspects of media display and media software mean score of 60.5 included in the category suitable for use as learning media. Response of students' assessment of learning media aspects of the content, media effectiveness, media display and media software mean score of 61,857 included in both categories.

5. Suggestion

Suggestions from media experts, material experts and respondents stated that the development is not only on two subjects, but includes all subjects. In accordance with learning in elementary schools, namely thematic.

References

- [1] Ahmad Sudrajad (2011). Concepts of Entrepreneurship and Entrepreneurship Education [online]available: <https://akhmadsudrajat.wordpress.com/2011/06/29/kepek-entrepreneurship-and-ducation-computership/>
- [2] Azhar Arsyad. (2002) Learning Media. Jakarta: PT Raja Grafindo Persada.
- [3] Dian Masunnah, D. W. (2012). Teacher Professional Development Policy. Semarang: SERGUR Rayon Committee 139 IKIP PGRI.
- [4] Ega Rima Wati. (2016). Variety of Learning Media. Jakarta: Pena words.
- [5] Endang Mulyatiningsih (2013). Development of Learning Models [online]. Available: <http://staff.uny.ac.id/sites/default/files/pengabdian/dra-endang-mulyatiningsih-mpd/7c-pengembangan-model-learning.pdf> On July 19, 2018
- [6] Endang, Mulyani. (2011). Model of Entrepreneurship Education in Primary and Secondary Education. Journal of Economics and Education, 1-18.
- [7] Republic of Indonesia. 2003. Law Number 20 of 2003 concerning National Education System. RI Gazette of 2003, No. 6. Secretary of State. Jakarta.
- [8] Sugiyono (2016) Research & Development Method Research and Development. Bandung: Alfabeta, cv