

# Business Achievement as an Outcome in the Sports Business Course

Agustin Sastrawan Harahap<sup>1</sup>, Khairul Usman<sup>2</sup>, M. Irfan<sup>3</sup>, Winara<sup>4</sup>

{agustinharp@unimed.ac.id<sup>1</sup>, khairulusman@unimed.ac.id<sup>2</sup>, irfan@unimed.ac.id<sup>3</sup>, winara@unimed.ac.id<sup>4</sup>}

Faculty of Sport Science, Universitas Negeri Medan, Medan, Indonesia<sup>1,3</sup>  
Faculty of Education, Universitas Negeri Medan, Medan, Indonesia<sup>2,4</sup>

**Abstract.** Creation a business-based sports entrepreneurship lecture design with a very excellent degree of viability is the goal of this project. According to the very excellent assessment, the outcomes of the lecture process have a suitable influence on the accomplishments of study program and course graduates, enabling them to pursue entrepreneurship. The Borg and Gall design, which describes 10 research processes, including research and development steps, is the research technique used: research and development. alongside Exploration and data gathering, arranging, improvement of a primer Structure An item, fundamental field testing, principal item modification, primary field testing, functional item correction, functional field testing, eventual outcome update, operational field testing, and ten Communication and Execution. Research outcomes were attained in three areas: (1) case method (82%), (2) lecture tools (88%), and (3) team-based projects (83%). Based on the 84% overall research results, the conclusion is that students can operate groups of physical education and sports-related businesses, such as extracurricular and tutoring sports businesses, sports technology businesses, consultant services businesses, event organizers, sports administration, and sports businesses other.

**Keywords:** Business, Entrepreneurship, Sports

## 1 Introduction

Policies of universities and study programs determine business development, which is carried out through a lecture process that includes achievement indicators in three areas: the quantity of in-person address exercises; the result of understudies acquiring information, abilities, and perspectives from courses; also, the effect of understudies having the option to apply their insight, abilities, and mentalities to tackle true issues [1].

Business achievements through an OBE (Outcome-Based Education) based lecture system can be measured through the achievement of learning outcomes and achievement of predetermined educational goals. OBE emphasizes the expected results of an educational program, and business achievements can be identified through several indicators of competence and skills, namely through evaluating the achievement of the expected competencies and skills in each course [2].

Test students' ability to apply their knowledge in a practical context through achieving student portfolio outcomes, namely analysis and assessment that reflect their learning outcomes during the program. Achieve a project or final assignment that reflects the

understanding and application of the concepts taught as a measurement of learning outcomes and achievement tests through the use of exams and evaluations to measure student understanding of learning material. Formative and summative assessment indicators are the stage of using formative assessment during the learning process furthermore, summative appraisal toward the finish of the period to evaluate student achievement. Students provide feedback with industry involvement and carry out industry evaluations of students' readiness to face job market needs [3].

Additional activities are internships and practical work as activities to find out the extent to which they can apply knowledge in real situations. Use satisfaction measurement as a survey to measure student satisfaction with teaching methods, curriculum and facilities. Measurement of the extent to which students achieve their personal goals, such as self-development and interpersonal skills [4] [5].

OBE-based lectures must be subject to evaluation of lecturer performance by students to assess teaching effectiveness. Analysis of graduation and employment rates and analysis of the extent to which graduates can successfully enter the world of work and contribute in accordance with the skills acquired during their studies. Through continuous monitoring and evaluation of the above aspects, educational institutions can assess the extent to which the OBE-based lecture system achieves its business objectives and prepares students for real-world [6].

The implementation of the Business-based lecture concept has not been optimal to date, as revealed by the consequences of the quality assurance assessment in the execution of the Abilities and Ability Based Learning Model (MBKM). The findings show that the Faculty of Sports Sciences (FIK) received the lowest implementation score. This assessment is based on evaluation of semester learning plans (RPS), case study assignments using team methods and team-based projects, as well as lecture processes that do not yet have standard learning outcomes based on analysis of graduate learning outcomes (CPL) of the Actual Training, Wellbeing and Entertainment Study Program (PJKR) and Course Learning Outcomes (CPMK) [7] [8].

The low implementation of business concepts can be caused by a lack of shared understanding regarding the achievement of curriculum concepts based on the Skills and Ability Based Learning Model (MBKM). This curriculum is prepared through a development, implementation and evaluation process in accordance with the Public Advanced education Principles (SN-Dikti), which are then realized in Graduate Skill Norms (SKL) or on the other hand Graduate Learning Accomplishments (CPL) as the main guideline. The development of the business concept in lectures can be measured through achievement indicators, such as the number of face-to-face lecture activities as output, student achievement in attitudes, knowledge and skills (learning outcomes) from courses as outcomes, as well as the impact of students in using skills, attitudes and knowledge to address real problems as an impact [9].

The implementation of business concepts in the Actual Instruction, Wellbeing, and Diversion (PJKR) Concentrate on Program's courses in the Faculty of Sports Science (FIK) assumes a huge part in the turn of events of lecture equipment, the achievement of Study Program accreditation, and the implementation of the Skills and Ability Based Learning Model (MBKM) Curriculum. The standards of educational program construction and content, which center around fundamental accomplishment and the development of business, are the principal center in different courses. The use of the business thought in the study program is underlined with accomplishment pointers contained in the Coursework for the Semester (RPS) which subtleties Graduate Learning Accomplishments (CPL) and Course Learning

Accomplishments (CPMK). The business idea is carried out through the case technique and group based project, which have been laid out by the Staff of Sports Sciences (FIK).

The ongoing circumstance toward the beginning of talks at the Staff of Sports Sciences, Actual Schooling, Wellbeing and Diversion Review Program (PJKR), expects that all courses have arranged a Semester Learning Plan (RPS) with an improvement idea that spotlights on business, as well as a talk idea that incorporates media advancement creative advancing as an integrative asset for understudies. This is a crucial aspect that requires additional research, particularly in light of the possibility that hypothesis based courses have easier plans than training based courses.

The course that is the point of convergence of encouraging the business thought is "Sports Undertaking" which is associated with the Genuine Tutoring, Prosperity and Entertainment (PJKR) Survey Program, which basically revolves around cultivating the games business. The expertise supporting of this course is a critical point in understanding the discussion material, which is then different into learning with business thoughts. This is done as a work to achieve courses considering Independent Sans learning Grounds (MBKM), without reducing the substance of the capacities that ought to be achieved [10] [11].

In light of the data above, it tends to be reasoned that the use of the business idea is in accordance with the improvement of development in the games business, altogether affecting the showing system overall. This is a critical requirement for teachers to work on the nature of schooling, particularly taking into account the absence of development in the games area presently. Imagination and advancement are fundamental in accomplishing the abilities expected of understudies. The connection between the business idea and the realization of the games business as a help for the improvement of learning techniques, can accomplish Key Execution Pointers (IKU) for Cooperative and Participatory Classes, particularly in IKU 7 which includes assessing the utilization of the case strategy idea as well as group based project.

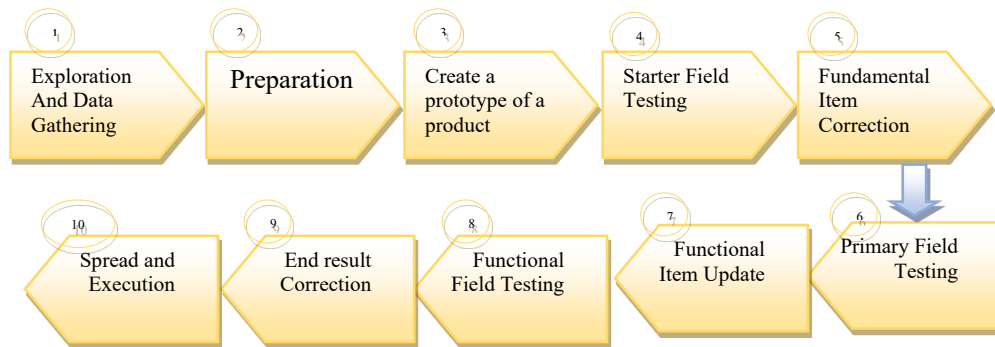
The commitment of business applications to business venture courses incorporates the plan of executing business ideas as a reason for Sports Business venture courses [12]. This is one of a few goals of the Scholarly Program at the Personnel of Sports Science, Universitas Negeri Medan, which requires all courses in the Workforce to apply Business ideas. It is trusted that the consequences of this examination can turn into a model for creating business-based addresses at Universitas Negeri Medan.

In the Sports Entrepreneurship course, business design involves implementing a Semester Learning Plan (RPS) using the Universitas Negeri Medan Quality Assurance template. The talk cycle will utilize a case strategy and subject based project, upheld by the utilization of media created as per the principal material to accomplish course skill. Supporting business accomplishments in this course includes the utilization of the Learning The executives Framework (LMS), the course site, and reading material which are essential for the Games business bundle for the PJKR Study Program.

## **2 Method**

The examination configuration is connected with the improvement of business ideas in the Games Business venture course in the Actual Schooling, Wellbeing and Diversion (PJKR) Review Program, Staff of Sports Science, Universitas Negeri Medan (FIK Unimed) utilizing the innovative work (Research and development) technique [13] [14]. Research and

development research intends to approve and foster items as per research needs. The exploration technique in fostering a business idea in the Games Business venture course at the PJKR FIK Unimed Review Program was done via completing the examination stage to deliver a plan, and the improvement stage to make and test the subsequent item. This series of methodology starts with examination and data gathering as the underlying.



**Fig 1.** Product Development Procedure Chart

The procedure for carrying out the research was to use the Borg and Gall which depicts ten stages of examination including : ( 1) Exploration And Data Gathering; ( 2) Preparation; 3) Create a prototype of a item; ( 4) Starter Field Testing; ( 5) Fundamental Item Correction; ( 6) Primary Field Testing; ( 7) Functional Item Update; ( 8) Functional Field Testing; ( 9) End result Correction; (10) Spread and Execution [15].

The implementation of research includes a series of activities as follows:

- a. Gathering Information, Needs Analysis, and Literature Review:
  1. Collection of data and information related to the development of Sports Entrepreneurship courses.
  2. Needs analysis and literature review as a basis for developing business concepts.
- b. Problem Formulation and Development Model:
  1. Determine the development problem formulation focusing on the business concept development model in the Sports Entrepreneurship course.
- c. Determination of CPL and CPMK in RPS and Integration in Teaching Materials:
  1. Determining Learning Results (CPL) and Course Learning Results (CPMK) which are integrated in the Semester Learning Plan (RPS) and teaching materials developed.
  2. Input data to the Academic Quality Assurance Information System (SIPDA) of the Faculty of Sports Science, Universitas Negeri Medan.
- d. Initial Testing:
  1. Carrying out initial testing of classes taking Sports Entrepreneurship courses at the Actual Schooling, Wellbeing and Entertainment (PJKR) Review Program, Personnel of Sports Science, Universitas Negeri Medan.
  2. Collect data through observation techniques, interviews and survey instruments.
- e. Improvements Based on Initial Testing:
  1. Make improvements based on initial field trial results obtained and analyzed.

- f. Main Testing:
  1. Carrying out primary testing on classes taking Games Business venture courses at the PJKR Review Program, Universitas Negeri Medan's Faculty of Sports Science.
  2. Collect data through observation techniques, interviews and survey instruments.
- g. Improvements Based on Main Testing:
  1. Make improvements in view of the aftereffects of the primary field preliminaries got and dissected.
- h. Operational Testing:
  1. Carrying out operational testing of classes taking Sports Entrepreneurship courses at the PJKR Universitas Negeri Medan.
  2. Collect information through perception methods, interviews and survey instruments
- i. Improvements Based on Operational Testing:
  1. Carrying out final stage improvements based on operational field trial results obtained and analyzed.
- j. Product Dissemination and Implementation :
  1. Disseminating item results through logical distributions.
  2. Distributing items to the PJKR Universitas Negeri Medan.

These steps aim to ensure that the product resulting from the development of the Sports Entrepreneurship course is not only successfully implemented but also acceptable and has a positive impact on relevant stakeholders.

The data collection method applied involves various techniques, including observation, use of questionnaire instruments, and documentation of lecture results through the application of business concepts in the Sports Entrepreneurship course. After the data was collected, analysis was carried out through Forum Group Discussion (FGD) activities [16]. This approach allows comprehensive data collection and provides space for group discussions to gain a deeper understanding regarding observation results, responses from respondents, and lecture documentation (FGD). The legitimacy of the information in this review was examined through the use of data source triangulation. Triangulation aims to obtain a comprehensive understanding that can reveal the true facts of the research objectives. The data analysis technique applied involves data reduction from sources collected in written and detailed manner [17]. The information decrease results are then introduced in graphical structure, it is coordinated and organized to guarantee the information. After that, the next step includes drawing conclusions and verification to ensure the validity of the research results. This approach provides additional strength to data validity by involving multiple sources and comprehensive analysis techniques.

### **3 Results and Discussion**

The improvement business ideas in PJKR Study Program Sports Business course is the development of an entrepreneurship lecture process based on outcome based education and obtained the following results :

### **3.1 Research and Information Collecting**

The process of collecting relevant data and information to measure and evaluate business achievements in the context of the sports industry. Here are some steps and concepts that can be integrated:

- a. **Analysis of the Sports Market and Industry**  
Conducting sports market research to understand trends, consumer needs and market potential. Collect information about competitors in the sports industry and analyze their business strategies.
- b. **Financial Performance Measurement**  
Research and collect financial data to measure business performance, including revenues, costs and profits. Analyze cash flows and balance sheets to gain insight into financial stability.
- c. **Evaluate Marketing Strategy**  
Gather data on the effectiveness of marketing strategies, including advertising campaigns, promotions, and social media presence. Analyzing customer feedback and satisfaction levels to assess the impact of marketing strategies.
- d. **Business Sustainability Measurement**  
Assess business sustainability by collecting data on environmental and social practices implemented. Examining positive social impact and sustainability in the context of sport.
- e. **Pengumpulan Data Operasional**  
Collect data on operational efficiency, including inventory management, daily operations, and other internal business processes. Analyzing operational data to identify areas of improvement and efficiency.
- f. **Innovation Research in Sports**  
Research innovation trends in the sports industry and gather information about the latest technologies that can improve business. Analyze the potential implementation of innovation in the context of sports entrepreneurship.
- g. **Measuring Stakeholder Involvement**  
Identify key stakeholders, such as athletes, sponsors, spectators, and governments. Measuring the level of stakeholder engagement and satisfaction to improve business relationships.
- h. **Risk and Opportunity Evaluation**  
Gather information about risks and opportunities that may impact sports businesses.

#### **3.1.1 Planning**

Business achievements in the context of the Sports Entrepreneurship course include a series of planning steps that aim to achieve business goals and overcome challenges in the sports industry [18]. The following are some relevant planning concepts:

- a. **Strategic Planning:**
  1. **SWOT Investigation:** Recognize the qualities, shortcomings, potential open doors, and dangers influencing a games business.
  2. **Business Goal Setting:** Determine short-term and long-term goals to give direction to the business.

- b. Marketing Plan
  - 1. Market Segmentation Identify specific market segments in the world of sports that the business targets.
  - 2. Pricing: Plan a pricing strategy that matches the added value provided by the sports product or service.
- c. Financial Planning
  - 1. Financial Projections: Plan revenue, cost, and profit projections to understand the financial health of the business.
  - 2. Cash Management: Develop a cash management plan to manage cash flow effectively.
- d. Operational Planning
  - 1. Daily Operational Plan: Define daily operational processes to run a sports business with efficiency.
  - 2. Inventory Management: Plan inventory management strategies to avoid understocking or overstocking.
- e. Human Resource Planning
  - 1. Organizational Structure: Plan an effective organizational structure to support the sustainability of the sports business.
  - 2. Employee Development: Define employee development plans to enhance team skills and knowledge.
- f. Marketing and Branding Planning
  - 1. Marketing Strategy: Plan a marketing strategy that includes the use of social media, sponsorships and promotions to increase the visibility of the sports business.
  - 2. Brand Development: Determine a brand development strategy that is consistent with sporting values and consumer preferences.
- g. Stakeholder Engagement Planning
  - 1. Community Involvement: Plan initiatives that involve local communities or fans in sporting activities.
  - 2. Relationships with Sponsors: Plan how to maintain good relationships with sponsors and other stakeholders.
- h. Innovation Planning
  - 1. Innovation Search and Implementation: Identify innovative trends in the sports industry and plan the implementation of new technology or ideas to improve the business.

### **3.1.2 Develop Preliminary Form A Product**

The Thing Plan for Sports Undertaking is then kept up with by supporting media, expressly expansive media based, which anticipates a segment in working with understudies in overpowering material considerations and having the decision to move towards parts of high skill thinking in this particular circumstance [19]. Media maintains the course which incorporates a reference connect for the improvement of ideas for this course which prompts business, which is the improvement of plan ideas which can give a boost to a laid out figuring out, particularly in Sports Business venture.

Business Achievement as an Outcome in the Sports Entrepreneurship course can refer to the process of developing products or services that are related to the sports industry [20]. Here are the steps and related concepts:

- a. Identify Market Needs:
  1. Market analysis to identify consumer needs and desires in the sports industry.
  2. Determine whether there are opportunities to develop new products or services that can meet those needs.
- b. Competitor Research and Analysis
  1. Analyze the products or services offered by competitors in the sports industry.
  2. Identify deficiencies or gaps that can be filled with new products or services.
- c. Initial Product Design:
  1. Develop an initial design of a sports product or service in view of the aftereffects of an examination of market needs and competitors' shortcomings.
  2. Take into account aspects such as design, features and technical feasibility.
- d. Product Prototype:
  1. Create a sports product or service prototype to test concepts and validate initial designs.
  2. Gather feedback from the target audience or stakeholders regarding the prototype.
- e. Feasibility Assessment:
  1. Conduct feasibility evaluations to ensure that the product or service being developed meets market and business requirements.
  2. Take into account factors such as production costs, profit potential, and market reaction.
- f. Branding and Marketing Development:
  1. Create a branding strategy for sports products or services, including names, logos and marketing messages that suit the target market.
  2. Develop an initial marketing plan to introduce the product to the market.
- g. Product or Service Trial:
  1. Conduct product or service trials with the involvement of selected customers or stakeholders.
  2. Gather data and feedback to make improvements to products or services as needed.
- h. Product Enhancements:
  1. Based on feedback from trials, make improvements to the product or service.
  2. Ensuring that products or services can meet customer expectations and differentiate themselves from competitors.
- i. Launch Preparation:
  1. Develop product or service launch plans, including marketing, distribution and promotion strategies.
  2. Develop strategies to build awareness and interest among target markets.



### 3.1.3 Primer Field Testing, Primary Item Update, Principal Field Testing, Functional Item Amendment, Functional Field Testing, End result Modification

Valuation observation techniques, interviews, and the use of assessment tools are all used during lecture activities to help students develop business concepts [21]. The instruments used for assessment include:

**Table 1.** Appraisal Instrument

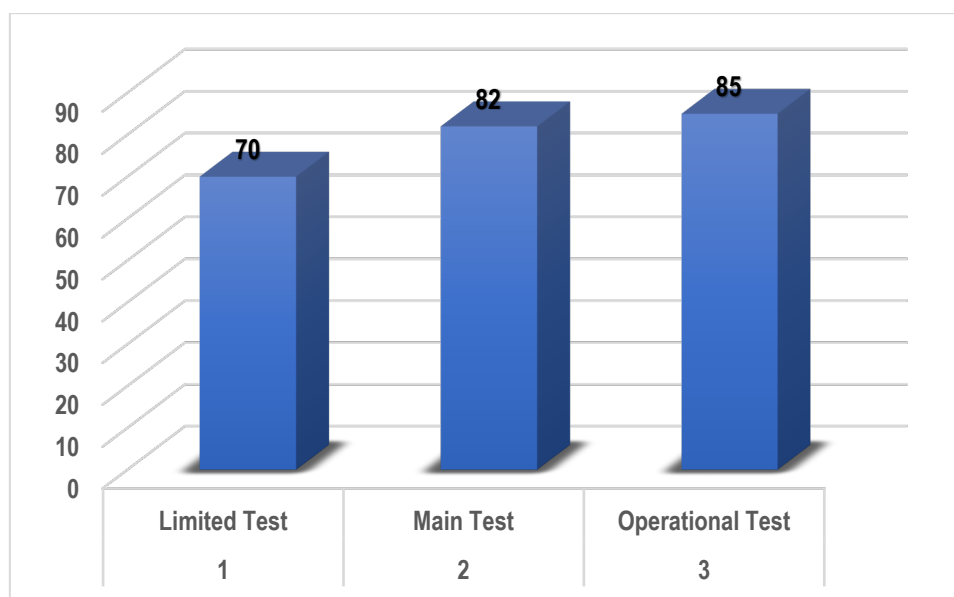
No.	Items in the Proclamation	Score			
		1	2	3	4
1.	Lecture planning is very well prepared				
2.	The plan contains a narrative that reflects the graduates' achievements				
3.	Graduates' achievements are oriented towards higher-level thinking concepts				
4.	Planning has clear goals and objectives				
5.	The planning system has a case and project-based lecture concept				
6.	The material is very detailed and in accordance with needs				
7.	The materials are in accordance with educational and scholarly concepts				
8.	Material can be implemented according to graduate competencies				
9.	The material is in e-learning				
10.	The material can maximize the resolution of the cases found				
11.	The lecture process is always systematic and continuous				
12.	The implementation of lectures is always adjusted to relevant research results				
13.	The group lecture system is in accordance with the case concept and the project is determined				
14.	Learning evaluations are carried out in accordance with student achievements in a transparent and detailed manner				
15.	The results of the evaluation become a reference for students' academic achievements				

The explanation in table 1 is presented as a statement based on a rating scale, with a score of 4 representing qualifications that are "very good" and a score of 1 representing qualifications that are "very poor." The product's significance can be used to interpret the assessment categories, which are as follows:

**Table 2.** Evaluation Classification

No	Category	Range of results
1.	Excellent	90 – 100
2.	Well	80 – 89
3.	Enough	70 – 79
4.	Not Well	60 – 69
5.	Not very good	<60

Confined thing test evaluation was finished on 2 (two) bundles with an amount of 50 people and got a commonplace score of 70. The fundamental item test was done with 4 (four) gatherings and involved a sum of 100 individuals, with a typical score coming to 82. Besides, Functional item testing was done with 6 (six) bunches including a sum of 150 individuals, and got a typical score of 85.

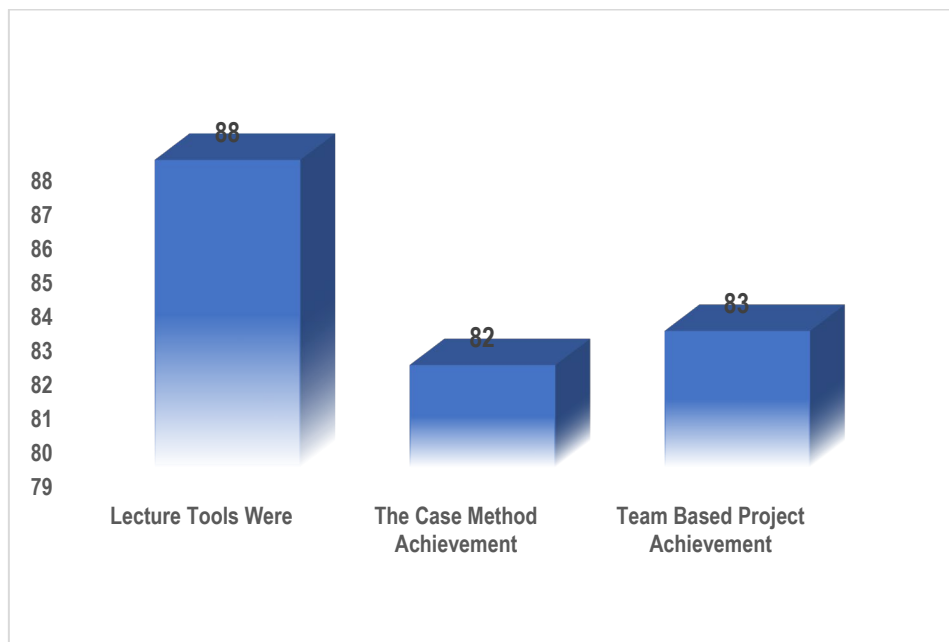


**Fig 2.** Product Trial Results

Subsequent to leading an item evaluation examination, it was found that the business idea in the games business course had a decent arranging idea and was as per the accomplishments of study program graduates and the accomplishments of sports business venture course graduates. This idea is likewise fitting and can be executed in the event that study-based showing techniques and group based projects. The lecture process was rated as very good, with the planning stage beginning with mutual agreement regarding the lecture objectives-based material and tasks. Furthermore, evaluations are done straightforwardly and completely as per course appraisal rules. In the piece of assessing sufficiency, the thing shows that the material substance is exceptionally gotten done and according to the course thought.

Subsequent to examining and updating the item, data was gotten that the business improvement in the Games Business venture course was of good quality and introduced a fascinating execution for clients, particularly while participating in talks or contemplating from home. Further examination shows that this item is exceptionally compelling in fortifying the components of Key Execution Marker (IKU) 7, particularly in cooperative and participatory learning through bunch conversations and joint effort on primary school topical materials. This item is likewise fruitful in planning tasks and deliberate material, as well as in making learning media that engages popularity thinking limits. In the part of evaluating adequacy, this item shows that the material substance is extremely finished and as per the Capability Learning Accomplishments (CPMK) of talks, permitting understudies to apply case technique and group based project based learning.

The study's findings revealed the following successes: 1) Talk hardware came to 88%; (2) the case technique accomplishment came to 82%; furthermore (3) the group based project accomplishment came to 83%. This product received an overall rating of 84% and was placed in the great classification. The results of the item assessment are as per the following:



**Fig 3.** Product Assessment Results

The eventual outcome of the plan of the games business venture course is that each graduate has a field-tested strategy created through a pioneering bunch. The lecture process that applies case-based learning to economically profitable companies or institutions has an impact on developing students' mindsets to carry out self-development and have responsibility in their duties to provide solution designs [22], [23]. The solution design is reported through a lecture project by showing the results of effectiveness, feasibility and efficiency for students using the project.

Based on the lecture climate, the profession of sports entrepreneurship that students can apply is:

- a. Tutoring and Extracurricular Sports Business  
The business concept for Tutoring and Extracurricular Sports in the Sports Sector involves integration between formal education and sports activities, with the aim of supporting students' holistic development. Craft and Learning Media Business for Physical Education and Sports
- b. Sports Technology Business  
Sports IT businesses involve the application of information technology to improve efficiency, performance and experience in the world of sports.
- c. Business in the fields of counseling administrations, occasion coordinators and sports organization

Organizations in the field of counseling administrations, occasion coordinators and sports organization can incorporate different administrations that help the turn of events and execution of sports exercises.

- d. Analysis, a survey team, and business research into physical education and sports development

Endeavors in the field of examination, overview groups, experts, and advancement of actual schooling and sports cover different angles to increment understanding, application, and development in the field.

The eventual outcome of this talk cycle is to make understudies who have an open, basic, creative and sure disposition in fostering their business by streamlining the standards of self-capability in the field of fundamental training and market needs. Moreover, understudies are supposed to have the option to configuration, carry out, examine and circle back to organizations that help vocation improvement and give answers for market needs. This is finished through needs examination, item development, and the use of Science, Innovation and Expressions (IPTEKS) by considering neighborhood astuteness, particularly in the games setting. Top of Form

### **3.1.4 Dissemination and Implementation**

Dissemination and implementation of business achievements as outcomes in the Sports Entrepreneurship course are crucial steps to ensure that business ideas developed in a sports context can have a real impact and be successfully implemented in practice. The following are several concepts and steps in the dissemination and implementation of these business achievements:

- a. Marketing Plan Development:
  1. Identify target audience and potential market.
  2. Socialize and promote products or services using various marketing channels, including social media, exhibitions, and collaboration with related parties.
- b. Workshops and Training:
  1. Provide workshops or training for potential users or customers to understand the added value of products or services.
  2. Involve experts or sports figures to provide a deeper understanding of the products or services offered.
- c. Collaboration with Related Parties:
  1. Collaborate with related sports agencies, schools, clubs or communities.
  2. Get support and collaboration to expand your network and reach a wider target market.
- d. Use of Mass Media:
  1. Take benefit of broad communications, for example, TV, radio and papers to pass on data about the games business.
  2. Participate in interviews or gain media coverage to increase visibility.
- e. Participation in Sports Events:
  1. Take part in local or national sporting events as a sponsor or participant.
  2. Use this opportunity to introduce and promote your product or service.

- f. Phased Implementation:
  1. Implement business in stages, especially if it involves major changes or new concepts.
  2. Monitor and evaluate implementation results at each stage to make necessary changes.
- g. User Feedback and Evaluation:
  1. Get feedback from users or customers regarding their experience using the product or service.
  2. Use this feedback to make improvements and adjustments.
- h. Monitoring and Evaluation of Business Performance:
  1. Implement an effective monitoring system to track overall business performance.
  2. Evaluate business achievements and compare them with predetermined targets.
- i. Advanced Innovation Development:
  1. Continuously conduct research and development to improve products or services.
  2. Consider new innovations or additional product development to meet evolving market needs.
- j. Educational and Promotional Activities:
  1. Provide ongoing educational and promotional activities to continue to build public awareness of products or services.
  2. Invite the public to participate in programs or activities related to sports.
- k. Measuring Social Impact:
  1. Apart from focusing on business success, also measure the positive social impacts produced, such as increasing community participation in sports activities.
  2. By implementing these steps, dissemination and implementation of business achievements in the Sports Entrepreneurship course can help achieve long-term sustainability and success.

## 4 Conclusion

The improvement of a business-based sports business course configuration shows a degree of plausibility in the excellent class. The excellent classification evaluation describes the results of the lecture process as having an appropriate impact on the achievements of graduates of study programs and courses so that they can become entrepreneurs. The results of lecture achievements have an impact as an outcome, namely that students can work in groups in the field of sports and physical education, namely the Tutoring and Extracurricular Business in the Sports Sector, the Sports Technology Business, the Consulting Services Business, Event Organizer, and Sports Administration, and the Researcher Business, team survey, analysis and advancement of Actual Schooling and Sports. The achievement of course outcomes has an impact on developing the channeling of students' interests and talents in the field of entrepreneurship and becomes the performance achievement of the PJKR Study Program in implementing lectures based on outcome based.

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