



DEVELOPMENT OF ENTREPRENEURIAL LEARNING MODEL FOR INDONESIAN LANGUAGE AND LITERATURE EDUCATION BASED ON ONLINE LEARNING AND INDEPENDENT LEARNING

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ABSTRAC

The industrial revolution 4.0 is marked by innovations in information technology "internet of things" which encourages universities to take an active role. Higher education participation can be done through the implementation of entrepreneurship education by utilizing digital technology. The method used to develop an entrepreneurial learning model for Indonesian language and literature education based on online learning and independent learning is the ADDIE method. The result of the study is an entrepreneurial learning model for Indonesian language and literature education based on online learning and independent learning. This learning model can make it easier for teachers to deliver entrepreneurship material and students to feel happy and easy to learn about entrepreneurship, as well as having entrepreneurial provisions for community life.

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INTRODUCTION

Learning entrepreneurship to students cannot be done casually, but requires the right model, so that learning goals can be achieved. Especially now that the "Free Learning" movement is being intensively promoted. Merdeka Belajar is one of the initiative programs

of the Minister of Education and Culture Mas Nadiem Makarim who wants to create a happy learning atmosphere and a happy atmosphere. The purpose of independent learning is so that teachers, students, and parents can get a happy atmosphere. "Freedom of learning is that the educational process must create happy atmospheres. Happy for whom? Happy for teachers, happy for students, happy for parents, and happy for everyone". This independent learning program was born from many complaints in the education system. One of them is a complaint about the number of students who are pegged by certain values. "Freedom to learn is freedom of thought, especially the essence of freedom of thought must be in the teacher first. Without it happening in the teacher, it can't happen in the learners.". (Iwinsah, 2020)

The relationship between "Merdeka Belajar" and entrepreneurship is the relationship between the delivery of entrepreneurial material in a free way or model. So that teachers are happy when teaching, students are happy when learning and parents are happy with children's learning outcomes. This learning model is a free learning model, freeing teachers to deliver and choose material according to the entrepreneurial environment around the teaching environment, so that students can emulate directly and even be directly involved in the world of entrepreneurship. Moreover, the demands for college graduates are not only able to work in companies and other agencies, but also must have an entrepreneurial spirit to create new jobs by taking advantage of opportunities arising from the 4.0 revolution.

Higher education will face challenges in preparing and equipping human resources with the right competencies and skills to face the 4.0 revolution to continue to be able to contribute to economic growth and the welfare of the nation. A university must be able to print input (students) through an educational process that is able to produce output (graduates) who are capable, character, and competitive. So, it is necessary to adjust the system and program of higher education to be relevant to the 4.0 revolution. One of them is through entrepreneurship education by utilizing digital technology. Why is that because life in the 21st century demands various fundamental educational changes. To implement these changes in the field of education, UNESCO since 1998 has put forward two foundations: first, education must be placed on four pillars, namely learning to know, learning to do, **217 | ISCE: Journal of Innovative Studies on Character and Education**

learning to live together, and learning to (Nasir, 2018) be; second, life long learning (Priscilla & Yudhyarta, 2021). Changes in education in the 21st century must be followed by universities to be applied to students, so that they will be ready to enter society after graduation. Advances in technology and science make the system adopted by every university must be gradually changed. Along with these needs and demands, this curriculum change is an effort to develop innovation against a demand.

Research on the development of entrepreneurial learning models for Indonesian language and literature education based on online learning and independent learning is very important. This learning model will form a fun learning process, help teachers in teaching and facilitate students in learning, so that in the end graduates will be produced who are ready to be entrepreneurial in the community while applying the knowledge gained while studying at university.

METHOD

The method used in this development research is the ADDIE model research method, which is a development model consisting of five stages, namely Analyze, Design, Development, Implement, and Evaluation adapted from "The Systematic Design of Instruction" (Hidayat & Nizar, 2021) . In addition, in this research and development, researchers also include an expert judgment stage process to measure the validity, usefulness, and superiority of the product that will be produced before the researcher / developer goes through the implementation stage.

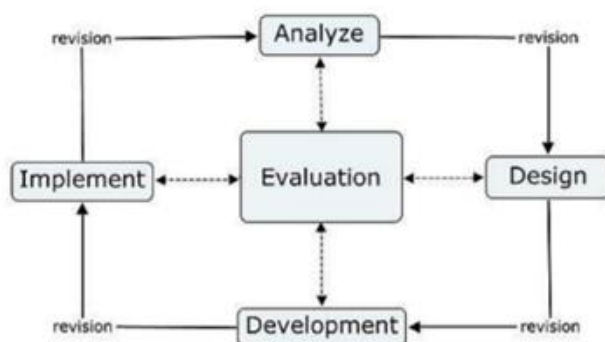


Figure 1. ADDIE Development Model

At this stage of analysis, observation, investigation, and study are carried out in advance about the needs and objectives of making or developing a product. At the design stage, product planning is carried out in terms of model implementation design, both related to both the opening design of learning, the core of learning and the closing of learning. At the development stage, there is a process of preparing procedures for implementing entrepreneurial learning models for Indonesian language and literature education based on online learning and independent learning. Before the implementation stage is carried out, researchers conduct expert testing (expert judgment) to test validity and provide input and suggestions related to the preparation and development of products in the form of entrepreneurial learning models for Indonesian language and literature education. In addition, this expert testing stage also aims to test the utility or usefulness of the product to be produced. Once the expert test is complete, then the product is ready for implementation.

At the implementation stage, field tests or real tests of the implementation of the entrepreneurial learning model of Indonesian language and literature education were carried out in several entrepreneurship courses. Finally, the evaluation stage is by conducting assessments, responses, and input from lecturers and students related to the implementation of the entrepreneurial learning model of Indonesian language and literature education based on online learning and independent learning in assisting the teaching and learning process in their classrooms. Furthermore, improvements were made to the teaching materials for writing academic literary criticism through the necessary improvements based on the evaluation results in the form of assessments, responses, criticisms, suggestions, and input from teachers, learners of entrepreneurship courses.



Figure 2. Development Pipeline

RESULTS AND DISCUSSION

Basic Learning Model Selection for Indonesian Language and Literature Education Based on Online Learning and Independent Learning

Talking about learning will never end (Pratiwi & Ariani, 2020). Especially if it has been associated with technological developments. One model that is widely used in learning is *blended learning*. The learning model from the word "blended" is a merger of two learning models. *Blended learning* is blended learning that combines traditional educational learning practices with modern technology-based education (Wulandari et al., 2021). Slightly different from Bersin's opinion which states *Blended Learning* is a combination of various media and events for training programs aimed at optimizing students to be more specific in the learning process. The media in question is related to technology, especially internet-based media that is favored by almost all circles of society. This means that this learning model is online based (Bersin, 2004) so that students carry out the learning process through virtual channels. Thus, *blended learning* is a suitable learning carried out by lecturers and teachers. This is simple because blended learning is a thoughtful integration of the classroom face-to-face learning experience with the online learning experience (Fardhany, 2016).

The learning model with a *hybrid learning* approach is in accordance with the characteristics of today's students. Generally, the characteristics of students are now accustomed to processing information digitally. Students born above 1980 are digital natives, while students born before 1980 are digital immigrants (Reni et al., 2017). The *hybrid learning* learning model is carried out by utilizing information and communication technology (ICT) devices. The combination of offline and online learning is useful for overcoming the weaknesses of conventional learning that does not accommodate student character. This learning model is suitable for the application of the "Free Learning" movement, especially in entrepreneurship courses.

Entrepreneurship is an important skill to be given to the nation's next generation (Rae, 2005). Entrepreneurship is the process of identifying, developing, and bringing a vision to life. The vision can be an innovative idea, an opportunity, a better way of doing things. The end result of the process is the creation of new businesses formed under conditions of risk or uncertainty. Entrepreneurship has different meanings among experts or reference sources because of different emphasis and emphasis. David Rae, for example, defines entrepreneurship as the process of creating, recognizing, acting on opportunities, combining innovation, decision making, and application of ideas (Rae, 2005).

Specification of the Entrepreneurship Learning Model for Indonesian Language and Literature Education Based on Online Learning and Independent Learning

The product resulting from this development research is an entrepreneurial learning model for Indonesian language and literature education based on online learning and independent learning. This learning model is carried out based on online learning means that it involves technological sophistication when its application (Fardhany, 2016). This learning model is also based on independent learning, meaning freeing teachers in teaching and freeing students in learning as long as the learning goal is achieved, which is to produce graduates who have an entrepreneurial spirit.

This development research product will produce an entrepreneurial learning model for Indonesian language and literature education based on online learning and learning that can be registered for intellectual rights by registering its HaKi. The result of developing this

model can also be applied in online learning in entrepreneurship courses presented in even semesters.

Products that have been produced and tested in class are textbooks and videos uploaded on youtube. Videos about entrepreneurship material are deliberately uploaded to youtube because the learning model applied is free. These videos are examples of learning models about entrepreneurship that can be imitated and applied by students. The video can be accessed by all interested students, so it is in accordance with the principle of independent learning.



Figure 3. Entrepreneurship Learning Model with Innovation Management Debriefing

In the entrepreneurship learning model video with innovation management briefing, it is hoped that students can manage well the future plans that will be carried out, with deeper, more innovation, and management. Students have more innovation and broader insight into the future because learning entrepreneurship is a provision for life in the future.



Figure 4. Entrepreneurship Learning Model Associated with Indonesian Language and Literature Education

The second video is an entrepreneurial learning model for independent learning related to language and literature education. There is no word that you can't be entrepreneurial even though the chosen major is Indonesian language and literature education. Many things can be done with the independent learning program, students can be entrepreneurial even though they are studying or working in education. All objects of science are entrepreneurial lands (Danil, 2021). So, students with any knowledge base have the opportunity to be entrepreneurial.



Figure 5. Today's Entrepreneurship Learning Model, Pandemic Period and Industry 4.0

In this video, the entrepreneurship learning model is more varied with comparisons from time to time, namely the present, the pandemic period and industry 4.0. The learning is summarized into one in the independent learning program. This learning model is to improve critical thinking skills, analysis, comparing, generalizing, predicting, and constructing hypotheses. Moreover, human resources must be more skilled to be ready to face the era of the industrial revolution 5.0 (Wulandari et al., 2021). So with this learning model, students are ready to face all eras in the future.

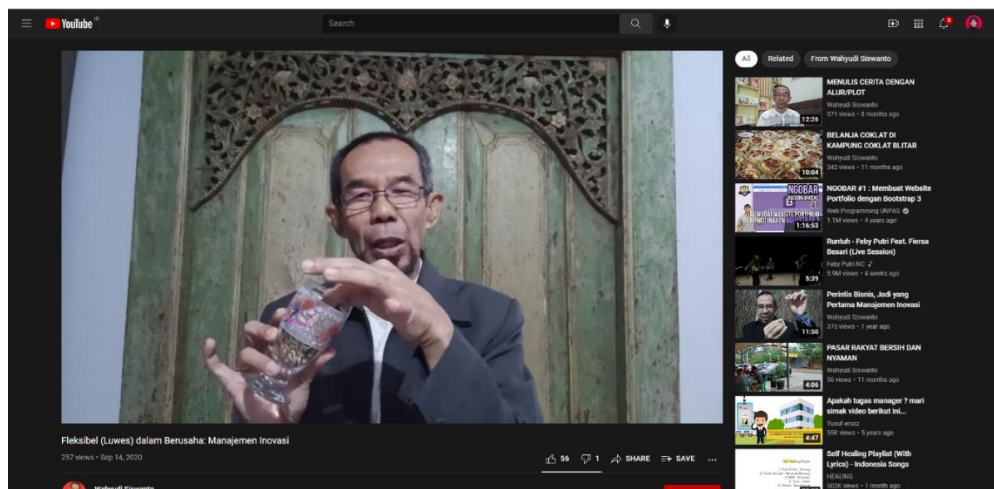


Figure 6. Entrepreneurship Learning Model that is Flexible and Full of Creativity

In this video, it is more visible that the entrepreneurial learning model is more flexible and fuller of creativity, this is an important learning model especially applied in the independent learning program. Students can study directly online but can study independently offline. The application of blended learning greatly facilitates learning entrepreneurship. Blended learning is very effective and efficient for skill learning (Fardhany, 2016).



Figure 7. Entrepreneurship Learning Model with Honesty

In this video it is illustrated how the entrepreneurial learning model can be applied and associated with honesty. In this learning model, many examples are that one of the keys to success in entrepreneurship is honesty. The courage to speak honestly in public is the basic capital of entrepreneurial learning. Because public speaking makes a person more confident (Siswanto et al., 2019).



Figure 8. Entrepreneurship Learning Model with Hard Work

In this video, it is explained that as students who can succeed in the independent learning period are students who can have innovation and are willing to work hard and never give up. Learning does not have to sit sweetly in the classroom but can be from anywhere and anytime. Many people succeed from online learning behavior (Li, 2023).



Figure 9. Entrepreneurship and Spirituality Learning Model

In this video, an entrepreneurial learning model is depicted that is associated with religious spiritual learning. In this learning model, students are not only more innovative but also more religious.



Figure 10. Entrepreneurship Learning Model with Application of Honesty and Spirituality

This learning video teaches students that nowadays learning is more independent, whatever major is chosen, all have the same opportunity in entrepreneurship. In the future, students must be ready to face all uncertainty and competition, so they must be strong, not give up easily, be more honest, and religious.

CONCLUSION

Several learning models have been created and applied in learning entrepreneurship courses. In this innovation, the learning model is implemented based on online learning and independent learning which is presented in several videos and uploaded on YouTube, so that it is easily accessible and learned by many students from various majors. Based on the results of the application of entrepreneurship learning in the classroom both online and offline, it seems that students are more interested and happier when learning about entrepreneurship.

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