

Development of Entrepreneurship Management e-Module Using Brainstorming-Based Professional Flip Pdf to Build Student Entrepreneurial Characteristics

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ABSTRACT

This research is motivated by the lack of development of innovative teaching materials in the learning process, referring to the era of industrial globalization 4.0 which demands the availability of learning resources by utilizing technological sophistication to facilitate users in the learning process. In this research, we develop an E-module with the help of the Flip PDF Professional application in entrepreneurship learning. Where in this study an entrepreneurial management module was developed which was designed in accordance with brainstorming with the aim of growing the entrepreneurial characteristics of students. This study aims to produce an entrepreneurship management e-module with the help of a valid and practical Flip PDF Professional application based on the brainstorming method in order to cultivate the entrepreneurial characteristics of students. The type of research used is development research with ADDIE design. The data were collected by using a questionnaire technique using a module validation questionnaire sheet instrument and a practicality questionnaire. Data were analyzed using quantitative descriptive in the form of average percentage. The results showed that: (1) the developed e-module was at a very valid validity level with a validity value of 85%, (2) the e-module developed was at a very practical practicality level, with a practicality value of 81.79%.

Keyword: e-Modul, Flip PDF Professional, Entrepreneurship Management, brainstorming, Entrepreneurial Characteristics.

INTRODUCTION

Currently entering the 21st century, the Indonesian nation must make a strong breakthrough in terms of entrepreneurship. Where the current economy is quite alarming, one of the indicators is the small number of jobs even though the number of workers is very large both from the elementary level to the tertiary level.

Based on the *Antarariau.com* newspaper published on April 17, 2018, according to the Ministry of Manpower of the Republic of Indonesia, through

the Head of the Sub-Directorate of the Job Exchange, Mr. Timbul Tua Panggabean, it was stated that the Open Unemployment Rate (TPT) in Pekanbaru City as of August 2017 exceeded the national level. He detailed the number of labor force in Pekanbaru City reached 513,217 people where the number of working population reached 467,555 people. Meanwhile, the number of open unemployed in Pekanbaru reached 45,716 people or 8.31 percent and will continue to increase. Whereas

on a national scale, where the Indonesian workforce reaches 128.06 million people with a working population of 121.02 million people. However, the open unemployment rate in Indonesia reached 7.04 million people with a TPT of 5.50 percent (<https://riau.antarane.ws.com/berita/>: 17 April 2018).

The above shows that the TPT in Pekanbaru is 2.81 percent higher than the national scale. This is something that is worrying because the high unemployment rate will trigger poverty. Therefore, the solution in overcoming this problem is that the community and graduates of the world of education must be equipped and trained to become novice entrepreneurs or small entrepreneurs so that they are able to create job opportunities for others. It is hoped that they will not only rely on being workers for other people but also create business opportunities and absorb labor so as to reduce unemployment.

Efforts to socialize entrepreneurship, the world of education must include an entrepreneurship curriculum as an effort to equip graduates to be ready for entrepreneurship. The ultimate goal to be achieved from entrepreneurial learning is to be embedded and the formation of an entrepreneurial spirit in a person, so that he becomes an entrepreneur with his competence. Where the competence of entrepreneurship is creative and innovative. Meanwhile, according to Bygrave in Eman Suherman (2008:21) "One of the factors driving innovation is creativity".

The purpose of entrepreneurship learning is basically to "give birth" to a creative entrepreneur where a person has high creativity in running his business. The purpose of entrepreneurship learning should lead to the formation of a person with behavior or attitude who has innovative abilities and is useful for the wider community. So entrepreneurship education is a kind of giving or teaching so that people are able to create their own businesses and develop them.

Thus the purpose of an entrepreneurial education or learning that you want to achieve there is a link between several learning design components and what students get or do, such as entrepreneurship learning plans, entrepreneurship lesson units, entrepreneurship learning equipment, books, multimedia programs, access to capital and partnerships where this component is used by educators in carrying out transformations to help students get entrepreneurship information, entrepreneurial ideas, entrepreneurial skills, entrepreneurial values, entrepreneurial thinking, means for entrepreneurship to express themselves and learn how to learn entrepreneurship. (Eman Suherman, 2008:24)

Entrepreneurship learning planning is one of the important components as the design of activities that will be carried out in the entire entrepreneurial learning system. The planning here includes aspects of the curriculum, Outlines of the Learning Program (GBPP) Lecture Program Unit, and learning modules. Therefore, it is

necessary to develop a learning module that is made to assist educators in transforming learning experiences that involve physical and mental interactions with students, students with teachers, the environment, and other learning resources so that the expected competencies are achieved.

An electronic module or e-module is an electronic version of a printed and computer-readable module designed with the required software. E-module is a tool or learning tool that contains materials, methods, limitations, and evaluation methods that are designed systematically and attractively to achieve the expected competencies according to their level of complexity electronically. (Kadek et al 2017) Electronic modules can be developed with applications professional PDF flip. Professional pdf flip application is one application that can be used to create e-modules. This application can be used via a laptop or PC and can also be applied using Android. In addition, it is a professional PDF flip, suitable for making innovative teaching materials.

The development of module teaching materials must be in accordance with the selection of the right method chosen by the educator. In this case, the researcher sees the right method in developing entrepreneurial creativity, namely the Brainstorming method. This method is a cooperative method to generate various kinds of new ideas and solutions (Hisrich et al., 2008 in Asni Harianti, Yolla Margaretha, 2014: 175) This is in accordance with the research results of Asni Harianti and Yolla Margaretha in

the journal Management Vol. 13 No. 2 "Development of student creativity by using the brainstorming method in entrepreneurship courses". As a result, the brainstorming method provides direct and indirect experiences. Where direct experience, students can express their feelings, hopes, thoughts, desires and imaginations in dealing with real-life problems. Thus, this experience is expected to provide self-awareness as a community that is obliged to actively participate in improving the quality of their lives. While indirect experience, the brainstorming method can train students' social attitudes. The potential of students that can be developed has a central role in social, spiritual and intellectual development. So it can be concluded that there is a significant increase in the development of creativity after getting the brainstorming learning method.

Brainstorming-based entrepreneurial management e-module so that it can instill the creativity of students in this case into a characteristic or soul that must be owned by entrepreneurs. The characteristics of entrepreneurship are independent, business, disciplined, initiative, creative and innovative, future-oriented, tenacious, optimistic, happy to challenge so it is called DAKIP (disciplined, active, creative, innovative and productive). (Eman Suherman, 2008: 181).

Based on the description above, it is necessary to develop an appropriate e-module so that it can form entrepreneurial characteristics. The use of the entrepreneurial management e-

module can be used in business management courses, introduction to business, entrepreneurship and entrepreneurial practice. Where the students of UIN Suska Riau, especially the Economic Education Study Program have a vision and mission, one of which is the output that is produced, graduates become Entrepreneurship. In the Economics Education study program students only still use printed books which are sometimes still difficult to understand and have not helped them in thinking so they only understand entrepreneurial concepts without generating new ideas as an effort to start a new business. Thus, the purpose of entrepreneurship learning to form entrepreneurial characteristics in students has not been achieved. Therefore, the researcher intends to develop an "Entrepreneurship Management e-Module Using a Professional Flip Pdf Based on Brainstorming in Shaping the Entrepreneurial Characteristics of UIN Suska Riau Students".

In this study, the goal to be achieved is to determine the validity of the e-Module on Entrepreneurship Management Using a Professional Flip Pdf Based on Brainstorming by UIN Suska Riau Students. And also Knowing the practicality of the Entrepreneurship Management e-Module Using a Professional Flip Pdf Based on Brainstorming of UIN Suska Riau Students.

According to Erman Suherman (2008: 180) there are eleven characteristics of entrepreneurship, namely: independent and honest, have

business skills, innovative, creative, initiative, and disciplined, have a future orientation, tenacious, optimistic and responsible, can adapt to the social environment, able to Organize, Can plan realistically, Dare to take risks, Happy and able to face challenges, Have production techniques

The core of the 11 characteristics is abbreviated as DAKIP (disciplined, active, creative, innovative, and productive). It is said that people who are disciplined, active, creative, innovative, and productive are entrepreneurs or entrepreneurship. According to Ciputra (2007:16) that entrepreneurship can be grouped into four parts, namely: business entrepreneurs, government entrepreneurs, social entrepreneurs, and academic entrepreneurs. Someone who already has the attitude of DAKIP will become an entrepreneur.

So according to Erman Suherman (2008:24) there is a relationship between the components of entrepreneurial learning design. One of them is entrepreneurship learning planning which has a function as the design of activities carried out in learning activities where aspects in this planning include the curriculum, learning program outlines (GBPP), lecture program units (SAP) and entrepreneurship learning modules. Therefore, it is important to have an entrepreneurial management module as an effort to grow the entrepreneurial spirit or characteristics. Where the module here is based on the brainstorming method so that students can get new ideas.

According to the Big Indonesian Dictionary (KBBI) in Andi Prastowo, 2013: 104) the module is a teaching and learning program activity that can be studied by students carried out with the help of teachers or lecturers which includes planning learning objectives to be achieved, the existence of subject matter, tools and the media needed and evaluation to measure the success of students in completing the lesson. According to the Guidebook for Module Preparation (Balitbangdikbud, 2017) what is meant by a module is a PBM unit which includes learning objectives, subject matter, K, teacher's role in teaching, tools and resources used, teaching and learning activities that will have to be carried out and internalized by students sequentially, Worksheets that will be carried out during the learning process.

Based on some of the definitions above, what is meant by a module is a type of planned learning activity unit, which is designed to assist individual students in achieving learning objectives, where the module consists of components that contain learning objectives, learning materials, learning are that they are environmentally friendly because they are in electronic form, while also minimal production costs, and e-modules can be read anywhere without space and time restrictions because they are electronic. Brainstorming is a brainstorming method where the most popular and effective method in generating various ideas about a problem in a limited time is through the spontaneous participation of participants. The brainstorming

methods, learning tools and resources and evaluation.

Module Preparation Steps

According to the Drafting Team, the General Guidelines for the Development of Teaching Materials 2004 there are four stages of module preparation, there are four stages, namely:

- a) Curriculum Analysis
- b) Specifying the Module Title
- c) Giving Module Code
- d) Writing Modules, Writing modules can be done with the following steps: Formulation of Basic Competencies that must be mastered, Determining evaluation/assessment tools, Preparation of materials, Sequence of teaching, Structure of teaching materials/modules. The Flip PDF Professional application, this application has the advantage of being easy to use in making interactive learning modules for students because by utilizing this application, features such as videos, music and quizzes can be added according to management materials, interactive modules are also called E-modules. The advantages of using e-modules as teaching materials method is a group method to get new ideas and solutions (Hisrich et al., 2008) in Asni Harianti, Yolla Margaretha, 2014: 175). In this method, students in groups are stimulated to show high creativity by meeting other people, and participating when sharing experiences in groups.

According to Roestiyah in Asni Harianti, Yolla Margaretha, 2014: 175), with the brainstorming method,

teaching techniques are carried out by a the class, then an issue is raised to students, then students answer or express opinions/comments, so that the issue/comment the problem developed into a new problem, and got a lot of ideas from a group of students in a short time. Students group and discuss to gather ideas, opinions, information, knowledge, and experiences from all group participants. Then in this brainstorming make a collection, information, experience opinions, all students are the same or different. Then the conclusion or summary of all the ideas is used as an information map, experience map, or idea map (mindmap) to become shared learning. With this method, it is used to explore the ideas that students think in responding to

designated facilitator in problems raised by the facilitator in class.

RESEARCH METHODS

The type of research is development research or R&D (research and development). This research is a development research with research design using ADDIE design (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model can be used to develop modules or writing teaching materials and is able to develop teaching materials according to the needs of the author (Asmayanti, Cahyani, & Idris, 2020). The stages in this study using the ADDIE design can be seen in Table 1 as below.

<p>Tabel 1 The stages in this study using the ADDIE design</p>
<p>Analysis Stage</p> <p>Pre-planning: thoughts about the module to be developed. Identify modules that are appropriate to student conditions, learning objectives, identify learning content/materials, identify learning environments and delivery strategies in learning.</p>
<p>Design Stage</p> <p>Designing a module concept on paper. Designing development tools related to the module. The design is written for each sub-chapter of the module.</p>
<p>Development Stage</p> <p>Develop a set of modules needed in development. Based on the results of the product design, at this stage a module is started to be made according to the structure of the model. Create an instrument to measure the level of validity and practicality of using the module. Distribute validity questionnaires to validators.</p>
<p>Implementation Stage</p> <p>Starting to use the module in learning. Reviewing the objectives of module development, interaction between students and distributing practical questionnaires to students regarding the use of modules.</p>
<p>Evaluation Stage</p> <p>Revisit the impact of learning in a critical way. Measuring the achievement of module development objectives. Measuring what has been achieved as a result of using the module.</p>

This research was conducted at the Department of Economics Education, Faculty of Tarbiyah and Teacher Training at UIN Suska Riau with the research subjects being students in the 5th semester of the 2021/2022 academic year. The selection of research subjects was carried out by purposive sampling by considering students' academic abilities and heterogeneous gender. With these considerations, those who were selected as research subjects were all students of class 5C Management.

The research instrument used to collect data in this study consisted of: a) an expert validation questionnaire on the e-module. This validation sheet is prepared using several aspects, including: (1) Aspects of the feasibility of presentation, with indicators: systematic presentation and coherence of concepts; (2) Content feasibility aspect, with indicators: completeness of material, breadth of material, depth of material, and accuracy of material; (3) Aspects of conformity with the principle of brainstorming (4) Aspects of appropriateness of language, with indicators: the accuracy of the use of language rules and the ability to motivate and convey messages. Each indicator is represented by a series of statement choices (with a score of 1 to 4, according to the conditions of each assessment score). Thus, the number of statement item sets is ten series of statement choices.

Next b) e-module practicality questionnaire. This sheet is prepared

using six practicality variables. First, student interest and the appearance of the e-module, with indicators: (1) the suitability of the e-module display in attracting students' interest when using it and (2) student interest in learning and entrepreneurial management courses using e-modules, Second, the process of using , with indicators: (1) the practicality of e-modules that are adapted to student learning conditions and (2) the use of e-modules in increasing student learning activities Third, the use of brainstorming methods in e-modules, with indicators: (1) the suitability of the material, examples questions to express entrepreneurial ideas, Fourth, time, with indicators: alignment between the systematics of the material in the module and the time allocation in higher education. Fifth, evaluation, with indicators: the support of questions on e-modules in helping students evaluate their understanding of learning materials. c) Characteristics of Entrepreneurship consisting of indicators of creative, active, productive, disciplined, innovative.

The data analysis technique in this study used quantitative descriptive in the form of an average percentage. First, the data analysis of the validity test results is carried out in the following stages: Summing up the value of each indicator on the validation sheet. The validation sheet scoring scale is based on the Likert Scale (without neutral points) which is presented in Table 2.

Table 2
Validation sheet assessment category

No	Category	Score
1	Bad	1
2	Not So Good	2
3	Good	3
4	Bad	4

Look for the average value of each indicator given by the validator with the following formula:

$$V_a = \frac{TSe}{TSh} \times 100\% \dots \text{Akbar (2013)}$$

Because the validator consists of 2 people, then:

$$V_1 = \frac{TSe}{TSh} \times 100\%$$

$$V_2 = \frac{TSe}{TSh} \times 100\%$$

Determine the joint validation with the following formula:

$$V = \frac{V_1 + V_2}{2} = \dots \%$$

Determine the average value category based on the Likert scale and determine

the module validation category, with the criteria as presented in the table:

Table 3 Validation of Module

Average value	Category	Explanation
$81\% \leq V \leq 100\%$	Excellent	e-Module can be used without Revision
$61\% \leq V < 81\%$	Valid	e-Module can be used but needs minor revision
$41\% \leq V < 61\%$	Enough	e-Module can be used but needs moderate revision
$21\% \leq V < 41\%$	Not Valid	e-Modules are advised not to be used because major revisions are needed
$0\% \leq V < 21\%$	Bad	e-Module cannot be used

Data analysis of practicality questionnaire results. Analysis of the practicality of e-modules. calculated by

Table 4 Practicality of Module

Percentage Value	Category	Explanation
$81\% \leq P \leq 100\%$	Very Practical	e-Module can be used without Revision
$61\% \leq P < 81\%$	Practical	e-Module can be used but needs minor revision
$41\% \leq P < 61\%$	Enough	e-Module can be used but needs moderate revision
$21\% \leq P < 41\%$	Not Practical	e-Modules are advised not to be used because major revisions are needed
$0\% \leq P < 21\%$	Bad	e-Module cannot be used

finding the percentage of practicality of the e-module. According to Sudijono (2008), the percentage of a value can be calculated using the following formula:

$$P = F/N \times 100 \%$$

Where:

P : Percentage Value

F : Score

N : Total Score

RESULTS AND DISCUSSION

Results Analysis

In accordance with the research procedure that was compiled based on the stages of development research with the ADDIE design, the results of the research referred to in this study were obtained through activities that had been carried out by referring to these procedures.

Analysis Stage

At this stage, the researcher carried out two activities, namely curriculum analysis and needs analysis. What the researchers did in this curriculum analysis activity were: (1) Determine what prerequisite materials must be met by students. Based on the core material in the entrepreneurial business management course, the prerequisite materials that must be met by students are: business management material, business basics (2) Determine what chapters (sub-materials) students will study. Taking into account various conditions such as the availability of time, human resources, and funds, only five material chapters were developed in the module, namely: (a) Entrepreneurship Concepts and Characteristics, (b) Entrepreneurial Principles and Characteristics, (c) Motivation and change entrepreneurial mindset, (d) fostering entrepreneurial

interest, (e) developing entrepreneurial attitudes, (f) internal environmental analysis, (g) internal environmental analysis, (h) setting strategies and action plans, (i) business planning in entrepreneurship, (j) application of business proposals, (k) non-business plans, (l) strategies and analysis of business behavior, (m) entrepreneurial innovation in globalization (3) Determining learning objectives that must be met by students.

During the lecture process, learning activities use textbooks that the researcher himself is a writer with with another colleague. The textbook is still general in nature, does not contain the right business planning so that it results in braisntoarming in doing business. In this developed e-module emphasizing the brainstorming method so that students are formed into several teams so that they have to come up with ideas of opinion so that they open their midset in entrepreneurship and in this module there are stories and success stories of entrepreneurs that can inspire students to create disciplined, active, and active characteristics. creative, innovative and productive.

Design Stage

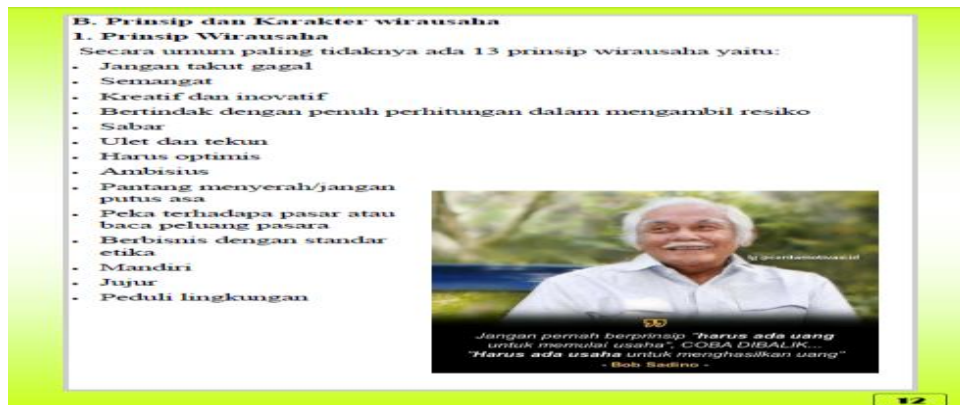
At this stage, the researcher designed the e-module draft which contained the cover, chapter title, learning objectives, material concepts, sub-chapter titles, material presentation, sample questions and exercises needed when developing the e-module. brainstorming is integrated into this e-module designed to provide motivation and problem presentation. Here will be presented an example of the design.

Picture 1 Example of Module



Furthermore, the brainstorming method in this e-module was designed by presenting it in the form of presenting an entrepreneurship motivation video so that it emerged from the questions and problems presented. After that, students are directed to express their ideas, what comes to mind first when they think of this entrepreneurship idea. Here below will be presented an example of the design:

Picture 2 Example of Entrepreneurship Module



After being designed according to brainstorming, the final result is expected that students can compose and summarize the ideas and creativity of each of their individuals. So that after they present the results of their thoughts, it will strengthen what they will do. And all of that must be stated in the business proposal planning or what we usually call the Business Plan. That way, each individual student has a business plan that they will realize. The following is

an example of a design from the business plan format below:

Development Stage

At this stage, validate the e-module that has been designed. The validation process involves involving 2 expert validators, namely an expert in the field of learning media and an expert in the field of entrepreneurship material. The recapitulation of the assessments of the two validators for this module can be seen in Table 5.

Table 5
The recapitulation of the assessments of the two validators

Rated aspect	Rating Points	Validator1	Validator2
Serving eligibility	Systematic presentation	4	3
	Concept collapse	3	4
Content eligibility	Material equipment	3	3
	Material breadth	3	4
	Material depth	3	3
Aspects of conformity with the principle of brainstorming	Material Accuracy	3	4
	Compatibility with brainstorming	4	4
Language eligibility	The accuracy of the use of language rules	3	3
	Ability to motivate and convey messages	3	4
	Accuracy of language use	4	3
Score Total		33	35

Based on the data presented in the table above, information is obtained that validator 1 gave an assessment with a score of 33 out of 40 total score, meaning that the percentage of validator 1's assessment was (82.5%) with very valid criteria and validator 2 gave a score of 35 out of a total score of 40. if it is presented at a value (87.5%) with

very valid criteria. The combined percentage of the two validators is (85%) with very valid criteria. This means that the developed module is considered very feasible to use without revision. However, there are several minor revisions provided by the validator, which can be seen in the table below:

Tabel 6. Several Minor Revision Notes

Validator 1 suggestion	Validator 2 suggestion	Fixed suggestions
1. Thicken the font for subtitles	Add to the material Indonesian	1. Thicken the font in the subtitles for easy reading
2. Enter the video link from YouTube so it's easy to find.	entrepreneurs, namely Bob Sadino and Khairul Tanjung	2. Enter the video link from YouTube
3. Less attractive module template colors		3. Change the module template to a brighter and more attractive one
		4. Adding the stories of Indonesian successful entrepreneurs, namely Bob Sadino and Khairul Tanjung.

Implementation Stage

At this stage, the researcher conducted a practicality test. The initial activity that the researchers did at this stage was to apply the use of e-modules that had gone through the entire process of revision stages based on the results of validation by validators who were

considered experts. This E-Module is given to students in the 5th semester of class C, Department of Economic Education, Faculty of Tarbiyah and Teacher Training, Sultan Syarif Kasim State Islamic University, Riau, totaling 33 people.

Initially, the planned research subjects amounted to 35 people.

However, it turned out that along with the learning journey, there were 2 people who did not fully follow all stages of the learning process, so the researcher decided that the two students left the research subject. Therefore, the research subjects in this implementation phase amounted to 33 people.

After the researcher received back the questionnaire that had been

filled out by all students, the percentage calculation was carried out with two types of classification. First, the calculation of practicality per-variable (indicator). Second, the overall calculation. The recapitulation of the questionnaire score calculation can be seen in Table 7 as below

Tabel 7. *Recapitulation of the calculation of the variable practicality questionnaire scores*

Practicalize Variabel	SkorMaks	Skor Min	Average	%	Note
1	5	3	3,76	75,2	Practical
2	5	3	4,13	82,6	Very practical
3	5	2	4,2	84	Very practical
4	5	2	4,11	82,2	Very practical
5	5	2	4,25	84,9	Very practical

The recapitulation of the practicality questionnaire score calculation per practicality variable can be seen in the table above. Based on the table above, several things can be concluded. First, for all practicality variables, there are always students who give an assessment of 5. This means that there are students who think that the practicality variables in this e-module are very good. Second, there are students who give a score of 2 for three practicality variables, namely variables 3, 4, and 5. This means that there are students who assess this entrepreneurship e-module as less good from the aspects of the brainstorming method (variable 3), time (variable 4), and evaluation (variable 5). Third, of the 5 practicality variables, there is 1 variable that is assessed by students with an assessment below 4, namely variable 1, namely the interest variable and the e-module display.

Furthermore, the recapitulation of the overall practicality questionnaire score calculation can be seen in Table 8 below.

Skor Maks	Skor Min	Average	%	Note.
5	2	4,09	81,79	Very practical

Based on the table above, it appears the at the percentage of practicality of the entrepreneurship management e-module developed is 81.79%. This percentage is included in the category of practicality with very practical criteria. This means that this entrepreneurship management e-module is very practical for students to use in learning business management and entrepreneurship courses.

Evaluation Stage

After making improvements to the e-module based on the results of the practicality validity test, the next step the researcher must do is to do a final check on the perfection of the e-module. The final check was carried out by comparing the e-module improvements that the researchers had

made with all suggestions and comments from the validators and students as practical test subjects.

Based on the results of checking, all suggestions from the first validator that the researcher considers an expert on the media have been done by improving the e-module according to what has been suggested. And so is the advice from the validator of the entrepreneurship management material expert, all of his suggestions have been carried out by the researcher. For suggestions from students as a practical test, they want an additional time when the brainstorming method in the e-

module is explained when they express their ideas or opinions.

Entrepreneurial Characteristics Questionnaire Data

The data on the characteristics of entrepreneurship were obtained from distributing questionnaires to students through the Google Form forum. Students independently use the Entrepreneurship Management e-module for approximately 4 weeks. When after learning to use the Entrepreneurship Management e-module, the questionnaire distribution data can be seen in table 9 of the entrepreneurial characteristics questionnaire data below:

No	interval	Frequency	%	Category
1	100 – 85	19	57,7%	High
2	84 – 69	14	42,3%	Enough
3	68 – 53	0	0%	Less
4	52 – 37	0	0%	Short
N		33		

Based on the table above, the results of the student entrepreneurship character questionnaire are in the sufficient range of 42.3 percent, while 57.7 percent of students are in the category of high entrepreneurial characteristics. Where the entrepreneurial character has five indicators, namely Creative, Active, Innovative, Disciplined, and Disciplined.

DISCUSSION

Based on the research results, there are several things that need to be discussed. First, that validator 1 gave an assessment of (82.5%) with very valid criteria and validator 2 gave a value (87.5%) with very valid criteria. The combined percentage of the two validators is (85%) with very valid criteria. This means that the developed

e-module is considered very feasible to use without revision. However, there are some minor revisions provided by the validator

While the results of the calculation of the average score of the practicality questionnaire, there is one statement item that has an average score of less than 4. namely indicator 1 variable 1, namely the interest variable and module display. The explanation above shows that the percentage of practicality of the entrepreneurship management e-module developed is 81.79%. This percentage is included in the category of practicality with very practical criteria. This means that this e-module is very practical to be used by students in learning in business management and entrepreneurship courses.

Then on the characteristics of entrepreneurship. The results of this study are relevant to the results of Maisaroh, M. (2019) that the most basic entrepreneurial characteristics are creative and innovative, disciplined, active and productive. Using this entrepreneurial management module will contribute to their entrepreneurial characteristics. So that after they successfully plan their business plan with entrepreneurship ideas they can apply the results in the form of entrepreneurial practice in the coming semester.

So according to what Erman Suherman (2008:24) explained, there is a relationship between the components of entrepreneurial learning design. One of them is entrepreneurship learning planning which has a function as the design of activities carried out in learning activities where aspects in this planning include the curriculum, learning program outlines (GBPP), lecture program units (SAP) and entrepreneurship learning modules. Therefore, it is important to have an entrepreneurial management module as an effort to grow the entrepreneurial spirit or characteristics. Where the module here is based on brainstorming so that students can get new ideas

Based on the explanation above, it can be concluded that the results of the development of this module are in accordance with the theory in entrepreneurial character where it

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certainly provides an overview of strategic steps in improving aspects of entrepreneurial character which are implemented through lectures or teaching and learning processes.

CONCLUSIONS

Based on the results of research and discussion, three conclusions were obtained. First, the entrepreneurship management e-module is at a very valid level of validity. The validity value is 85%. Second, the entrepreneurial management e-module. And secondly, on the practicality test results, it appears that the percentage of practicality of the entrepreneurship management e-module developed is 81.79%. This percentage is included in the category of practicality with very practical criteria. This means that this e-module is very practical to be used by students in learning in business management and entrepreneurship courses. Third, it shows that the results of the student entrepreneurial character questionnaire are in the moderate range of 42.3 percent, while 57.7 percent of students are in the category of high entrepreneurial characteristics.

Based on the results and conclusions of this study, it is hoped that in the future teachers will develop more complex teaching materials and e-modules that are in accordance with the needs of our students. Maybe it could be in the form of e-module development because it is adapted to today's distance learning.

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