

EFFECTIVENESS OF UTILIZATION AND APPLICATION OF E-LEARNING BASED ENTREPRENEURSHIP COURSES IN HIGHER EDUCATION

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EFFECTIVENESS OF UTILIZATION AND APPLICATION OF E-LEARNING BASED ENTREPRENEURSHIP COURSES IN HIGHER EDUCATION

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Abstract

1 The rapid and massive development of technology and information requires the educational sphere to keep the pace with it, particularly on the concept and mechanism of teaching and learning. The existence of E-learning-based education is one of the manifestations. Furthermore, does the utilization and application of E-learning contribute to entrepreneurship learning? This study aimed to seek for the answer. The participants, including 200 students of universities who took entrepreneurship courses, were involved in this associative quantitative research. Data collection techniques consisted of questionnaires and documentation methods. Based on the data analysis, the effectiveness of e-learning utilization and implementation of e-learning application is evidence, or in other words, e-learning gives positive contribution to the outcome of entrepreneurship learning process.

Keywords: entrepreneurship learning outcome, e-learning effectiveness, E-learning implementation

INTRODUCTION

The current acceleration of technology and information development is expected to bring on the flexible, reachable and accessible education, anywhere and anytime. In Indonesia, the shifting in the educational sphere is the progress towards an open education, such as distance learning mode and resources sharing of inter-educational institutions. In addition, the application of interactive information technology tools in education, such as internet or multimedia, is envisaged to replace the role of television or video (Hamzah & Nina, 2010).

Despite the technological advance, E-learning-based educational model is still in ongoing process in Indonesia where not all the institutions have applied this model. E-learning is defined as training or learning where the instructions are delivered through media, computers and technologies, i.e. www or intranet (Chan, 2007; Hall, 1997; Karim, 2004; Noesgaard, 2015). It is also defined as a learning process that uses electronic media which relates to instructional purposes, methods, media and particular knowledge or skills (Uzunboylu, 2007; Clark, 2003). E-learning is a structured learning with electronic or computer systems that support the learning process (Tuncay, 2011; Behera, 2013). E-learning involves a broad series of applications and processes, such as computer-based learning with website media, virtual classes, and digital collaboration (Allen, 2003). In electronic learning (e-learning), there are three requirements, namely: (1) The existence of networks such as LAN or WAN in learning activities; (2) the availability of learning support services that can be utilized by students, e.g. CD-ROM, or printer and materials; and (3) The presence of tutor who accompany and assist the students during the learning activities in case there is a problem (Darmawan, 2014).

According to previous studies, the implementation of e-learning program can provide several advantages, including flexible, open and unlimited place and time (Munir, 2012; Johan, 2014), easier in interaction (Chan, 2007; Nonaka, 2001), a relatively efficient cost (Hafizah, 2009), capacity to enhance student's motivation due to its attractive features (Fioriello, 2009) and an effective learning tool in compared to conventional methods (Halawi, 2009; Al-Rahmi, 2015). On the contrary, some drawbacks were also reported, such as students may not comfortable with the application design or learning tool utilized in the process that will bring adverse perceptions and consequently lead to the ineffectiveness of e-learning model (Brush, 2001), the student's lack of basic skills in using technology that will hinder the learning process (Hara & Kling, 2003), the lack of maximum support facilities such as computers and the Internet that can interfere the learning activities (Shu-Sheng, 2008), and e-learning training process in institutions that is relatively complicated as well as requires a long time (Barr & Tagg, 1995).

Moreover, the application of e-learning also requires discipline, awareness, and high motivation of the students to learn independently instead of asking others in doing their tasks (Munir, 2012). In other words, the effectiveness of e-learning relies on a variety of aspects. It is a measure of how extend the targets can be achieved in the effective utilization of learning process that is carried out by combining the delivery of digital materials (E-learning) and learning services (Anita & Wayne, 2010).

How if e-learning is applied on entrepreneurship courses? Entrepreneurship is a compulsory subject for all study programs in universities in Indonesia. The basis for the emergence of this subject is the requirement for creative, innovative leaders and human resources who possess point of view and behaviors relevant to all dimensions of the economy and society as well as the entire surrounding ecosystem. In addition, it is intended to improve the students' attitude and behavior as prospective entrepreneurs. Therefore, this subject is presumed to have a vital role for the realization of competitiveness, innovation and economic growth in Indonesia.

In fact, there are many alternative learning methods that can be selected to attain the objectives of the entrepreneurship courses. For instance, in Accounting Education, Universitas Muhammadiyah Surakarta, the courses is divided into two sub-subjects, namely, entrepreneurship subject (theory) and entrepreneurship practice (applicative). Subsequently, in the even semester of 2017, it is carried out by using e-learning -based method with the help of Schoology application. This application is relatively easy to learn, more effective and

efficient. The extent, to which the application of e-learning in entrepreneurship courses in terms of its utilization and implementation as indicated by the students' entrepreneurship outcomes, was investigated in this study.

How to assess the effectiveness of e-learning utilization? Several studies have discussed this issue in which the effectiveness of E-learning was linked with several aspects of education, including: teaching practices (Savenye, 2001), learning styles (Byrne, 2002), learning environment (Jung, 2002), learning motivation (McClelland, 2001; Motiwallo, 2000), cost efficiency (Lawhead *et al.*, 1997) and learning activity benchmark (Lee-Post, 2009; Pittinsky & Chase, 2000). Those studies are substantial guidelines to perform the assessment of e-learning effectiveness on case study. A comprehensive guideline is a benchmark developed by Pittinsky and Chase (2000) in which the effectiveness of E-learning is determined based on seven sectors of: institutional support, course development, teaching/learning, course structure, student support, faculty/school support, and evaluation and assessment. Furthermore, the benchmark was developed specifically by Anita and Wayne (2010), in which the effectiveness of E-learning utilization depends on technological support, institutional culture, development staffs and student acceptance and learning behavior. This benchmark was used as an indicator of the effectiveness of E-learning utilization in this study.

The implementation of E-learning application necessitates several steps, including: requirement analysis, instructional design which contains related subject materials, topics, credit units, and teaching materials/curriculum and evaluation (Prasojo & Riyanto, 2011). The application of E-learning in the process of teaching and learning activities must entail the aspects of: 1) not limited by the distance and time in which students can have the material provided by educators (teachers and lecturers) anytime and anywhere when they are online, 2) the interaction between educators and learners is relatively flexible since students can have inquiry and express their opinions without any reluctance, 3) the presented material is always up-to-date due to the urge to seek for the newest references on the internet. However, in the initial stage of its application, there is a necessity to pay attention on several things, including: the efficient cost, the tools provision, models and rules, and learning activities in accordance with the goals of the institution (Silberman, 2014). Those two perspectives were the indicators to measure the application of E-learning in this study.

The assessment of the effectiveness of E-learning utilization and application in this study was associated with the dependent variable, namely the learning outcomes of entrepreneurship courses. In a number of previous studies related to E-learning, learning outcome is the most widely used reference in assessing the success or achievement of this programs (Johan *et al.*, 2014; Shu-Sheng, 2008; Harrington & Walker, 2009; Maloney *et al.*, 2011). Therefore, the effectiveness of the utilization and application of E-learning-based entrepreneurship learning as indicated by students' outcome was revealed and discussed in this study.

RESEARCH METHOD

This study employed associative-quantitative method intended to investigate the relationship between one variable with another variable. The population was 416 students of Accounting Education, Faculty of Teacher Training and Education (FKIP), Universitas Muhammadiyah Surakarta, who took the Entrepreneurship courses in even semester of 2017. A number of 200 students were selected through the Krecjie table with a margin of error of 5% error rate. Furthermore, sampling was done through Probability Sampling with Simple Random Sampling technique.

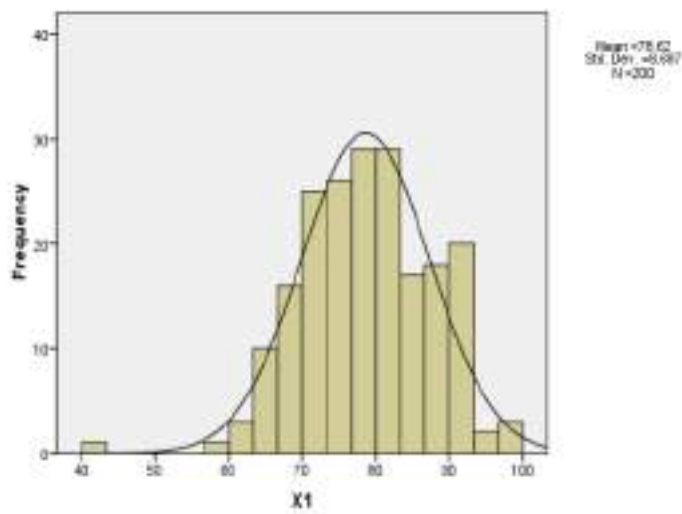
To determine the effectiveness of the utilization and implementation of E-learning implementation, questionnaires were distributed to the respondents while to assess the outcomes of Entrepreneurship course, the students' score was evaluated. The questionnaire used in this study was a closed direct questionnaire where the respondents only marked one of the options based on their opinions from the answers that were provided.

The options in the questionnaire were composed based on the Likert scale, namely: (1) strongly disagree, (2) disagree, (3) unsure, (4) agree, (5) strongly agree. Data analysis techniques included multiple linear regression analysis, t test, F test, R² test, effective contribution and relative contribution.

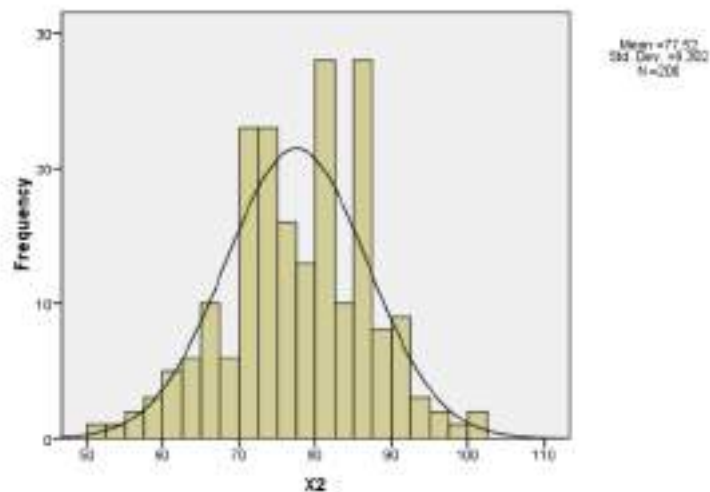
RESULTS AND DISCUSSION

Entrepreneurship courses in Accounting Education, Universitas Muhammadiyah Surakarta is scheduled in the even semester of 2017 and has been done in 7 (seven) classes by using E-learning method. Learning model is done with the assistance of Schoology application as E-learning media. By using this application, lecturers can disseminate and update the materials to the course, group and personal messages; provide feedback to students; and organize class with Schoology's intuitive interface on their mobile devices. In addition, lecturers can monitor the students' attendance, make assignments, discuss, evaluate and score the results of students' assignment. Furthermore, in this entrepreneurial learning activity, the students obtain the materials online that have been uploaded by lecturers, including: text, audio and video; collaborate with the peers in discussion their activities; and learn independently through their mobile device anytime and anywhere. This course is completed in one semester with the agenda of 14 times face-to-face class.

At the end of the lecture, after the students complete the entrepreneurship course, a questionnaire related to the effectiveness of the utilization of E-learning and a questionnaire on the implementation of E-learning application in entrepreneurship courses. Based on the results of data analysis on tryout that involved 20 students, 20 items of valid and reliable questions for each questionnaire were obtained. Subsequent step was by taking the data with questionnaires that have been tested before to students of the entrepreneurship course. The description of the data from questionnaires for the variable of effectiveness of E-learning utilization (graph 1) and the variable of implementation of E-learning application (graph 2) that were distributed to 200 respondents is as follows:

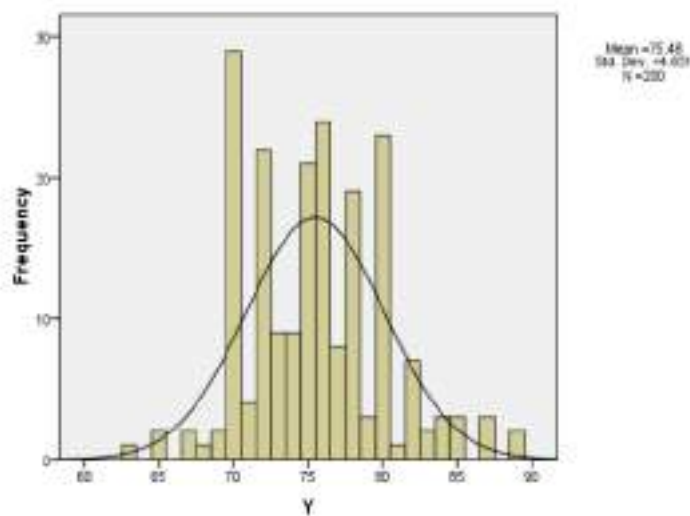


Graph 1. Data distribution of the outcome of questionnaire on the effectiveness of E-learning utilization (X1).



Graph 2. Data distribution of the result of questionnaire on the implementation of E-learning application (X2).

The description of the variable of learning outcome that was derived from the mean score of student semester exam on entrepreneurship courses, is as follows:



Graph 3. Data distribution of the students' learning outcomes (Y).

Prior to analysis, the data have been tested in prerequisite analyses, including: normality test, linearity test, multicollinearity test and homogeneity test. The results of multiple linear regression analysis that were processed with SPSS program indicated the effectiveness of the utilization and implementation of E-learning application has positive contribution to students' learning outcomes. It can be observed from the linear regression equation, which is $Y = 58.665 + 0.133 X_1 + 0.082 X_2$. From this equation, the regression coefficient of each independent variable, namely between the effectiveness of E-learning utilization and the implementation of E-learning application, is positive in simultaneously contributes to the outcomes of entrepreneurship learning. Variable of the effectiveness of E-learning utilization on students' learning outcomes, coefficient regression direction of the effectiveness of E-learning utilization variable (b_1) of 0.133 is positive. Based on significance test of multiple linear regression coefficient on the effectiveness of E-learning utilization (b_1) of $t_{ratio} > t_{table}$, which was $2.988 > 1.972$ and significance of < 0.05 , which 0.000 with effective contribution equal to 8.64% and relative contribution of 62.61%. Generally, it can be explicated that the more effective the utilization of E-learning, the higher the students' learning outcomes, or vice versa, the less effective the utilization of E-learning, the lower the students' learning outcomes. Therefore, the provision of technology, institutional culture, staff development and students' acceptance and learning behavior should be enhanced to support the effectiveness of E-learning utilization on the students' entrepreneurship learning outcomes.

Variable of E-learning application on the students' learning outcome was expressed in which regression coefficient of the variable of E-learning application (b_2) of 0.082 is positive value. Based on significance test of multiple linear regression coefficient on E-learning variable (b_2), of $t_{ratio} > t_{table}$, which was $1.986 > 1.972$ and significance of < 0.05 , which was 0.000, with effective contribution of 5.16% and relative contribution of 37.41%. Hence, it can be assumed that the implementation of E-learning application is evidence to improve the students' learning outcomes, or on the contrary, the ineffective implementation of E-learning application will lower the students' learning outcomes.

The simultaneous significance of variables of the effectiveness of e-learning utilization and the implementation of e-learning application on the students' learning outcomes based

on F test was determined in which the value of $F_{ratio} > F_{table}$ was $15.727 > 3.042$ and significance of <0.05 , which was 0.000 . It indicates that the learning outcome has the same tendency to the combination followed by the effectiveness of E-learning utilization and the implementation of E-learning application. The coefficient of determination of 13.8% confirmed that there is influence given by the combination of variables of the effectiveness of E-learning utilization and the implementation of E-learning application, which was 13.8% while 86.2% was affected by other factors not included in this study.

In accordance to the partial and simultaneous significance on variables of the effectiveness of E-learning utilization and the implementation of e-learning application on the students' learning outcome, to maximize the entrepreneurship learning outcome, it is essential to optimize the indicators related to both independent variables of this study in association with learning teaching activities. In a research, Jasna Genzic (2011) applied the classic and new concept of knowledge management. The study determined the effectiveness of technology utilization (e-learning) and then applied it on the learning process thus the learning objectives of which one is to improve student learning outcomes can be reached. Higher education institutions should be encouraged to improve the facilities and infrastructure linked to e-learning implementation, such as the availability of tablets or computers, better internet networks as well as the quality and quantity of e-learning related applications, therefore e-learning based learning activities can be carried out optimally.

CONCLUSIONS

Based on data processing, it can be concluded that the effectiveness of e-learning utilization and the implementation of e-learning application has positive contribution on the students' entrepreneurship learning outcomes, both simultaneously and partially. The results of the analysis showed the value of R^2 of 0.138 indicating that both dependent variables have a significance of 13.8% on the students' learning outcome with linear regression equation of $Y = 58.665 + 0.133 X_1 + 0.082 X_2$.

The results of this study implied that lecturers, students and higher education institution need to improve the effectiveness of e-learning utilization particularly on the aspects of technological support, institutional culture, e-learning staff development and student's acceptance and learning behavior toward e-learning. The management of higher education must actively promote the implementation of e-learning application by providing tools, models and rules, unlimited distance and time of learning process, flexible interaction between lecturers and students, as well as up-to-date materials and learning activities in accordance with the goals of the institution. Basically, those attempts are intended to increase the students' learning outcomes based on the expectations of institution and stakeholders.

However, there are several drawbacks in this study. *First*, the scope of this study was limited to one study program on one higher education institution which might result in differences in outcomes and circumstances if the study was conducted on other courses or other institutions. *Second*, the study was time-bound that might bring differences in outcomes if the study was conducted at different times and longer duration. *Third*, the researchers limited the variables on two variables, whereas in theory and results, there are other variables that can affect the implementation of e-learning and also the students' entrepreneurship learning outcomes.

In accordance to the drawbacks, it is recommended that further studies expand the scope of research into several higher education institutions, in one region or one country, in order to provide a comprehensive overview of the utilization and application of e-learning and to

anticipate the differences in results and circumstances on diverse higher education institutions. In addition, the inclusion of other variables, such as financing efficiency, ease of interaction, student motivation or other specific variables related to e-learning is recommended.

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