

# The Effect of the Use of Learning Media in the Entrepreneurship Subject on the Student's Activeness and Entrepreneurial Interest (A Study of Grade XII Student's of the Marketing Department of SMK Muhammadiyah 1 Yogyakarta)

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**Abstract**— This study is purposed to understand the effect of the use of learning media in entrepreneurship subject, 1) on student's activeness, and 2) on student entrepreneurial interest of Grade XII of the Marketing Department of SMK Muhammadiyah 2 Bantul in the academic year of 2015/2016. This study is a causal associative study using a quantitative approach. The sample of the study is Grade XII students of the Marketing Department of SMK Muhammadiyah 2 Bantul, with a total of 47 students. Study data is collected using documentation. Data analysis is using multiple regression statistical analysis. The results showed that 1) there is a significant positive effect of the use of learning media on student activeness and entrepreneurial interest; 2) there is a significant positive effect of the use of learning media on student activeness; and 3) there is a significant positive effect of the use of learning media on student entrepreneurial interest.

**Keywords**— *learning media, student's activeness, student entrepreneurial interest*

## I. INTRODUCTION

The data from the Central Bureau of Statistics Indonesia Year 2014 indicated that the highest unemployment rate is from graduates of Senior High Schools (SHS) and Vocational High Schools (VHS), which respectively represents 9.55% and 11.21%. Unemployment of elementary school graduates is of 3.04%, junior high school graduates 7.15%, Diploma graduates (I/II/III) 6.14%, and unemployed university graduates (S1) of 5.65%. Vocational graduates are ready-made personnel, but in fact, they are the largest unemployed personnel [1].

This unemployment problem must be solved immediately, by learning entrepreneurship as stated in the VHS curriculum. In vocational schools, students are given lessons on workshops and entrepreneurship education. The provision of this lesson is intended to

foster entrepreneurial spirit and to change the paradigm of students who initially conceptualize "seeking jobs after graduation" and turn it into "creating jobs after graduation" [2]. As has been done in marketing majors in SMK Muhammadiyah 2 Bantul, entrepreneurship lessons are taught more intensively with the support of marketing skills and entrepreneurship skills lessons. Thus, it is expected that VHS graduates can create job opportunities as a result of attitudes and self-reliance, which benefits them, others, and especially, for the improvement of nation building to minimize unemployment rate [3]. VHS graduates should be cadres who have the ability to apply entrepreneurial knowledge, both by concept and practice. If VHS graduates are able to apply entrepreneurship in the daily life, this will be a solution in reducing the number of unemployed people in Indonesia, so they become productive figures, capable of entrepreneurship. VHS plays an important role in preparing students through entrepreneurship skill training process, knowledge and attitude to students, so that when students graduate, they already have the desire and interest in entrepreneurship, and certainly ready to work in the business world and industry [4].

SMK Muhammadiyah 2 Bantul is a vocational high school (VHS) that has implemented entrepreneurship education for all students, however, this private VHS still requires very hard work to carry out entrepreneurial learning activeness, because in terms of infrastructure and input conditions, the ability of students in VHS is not as good as in State VHS. In terms of entrepreneurship learning, SMK Muhammadiyah 2 Bantul has so far equipped students with theories and practices or tasks outside the classroom. At this time, SMK Muhammadiyah 2 Bantul has 3 majors, namely marketing, network engineering software, and office administration. The

most intensive departments that have entrepreneurial lessons and practical courses are majoring in marketing. Theoretical entrepreneurship education is given in the classroom, for the debriefing of students prior to entrepreneurship practices in the field. Entrepreneurship training is done by assigning students to the task of practicing in the field, according to the ability of each student. Implementation of entrepreneurial learning activeness in SMK Muhammadiyah 2 Bantul is expected in the long run to increase the number of entrepreneurs in Indonesia. The maximum indicator of entrepreneurship learning activeness in VHS, among others, is the activity of students during the learning process and the interest of students for entrepreneurship when they have finished attending entrepreneurial learning activeness. Student activeness and entrepreneurial interest can be achieved by the way the teacher creates an active and fun learning atmosphere, that is, with interesting learning media, so as to increase students involvement

## II. THE STRUCTURE

- a. One point of view of this study is how media learning can have a significant effect on learning and positive impact.
- b. Based on the observation and experience in SMK Muhammadiyah 2 Bantul, it is known that entrepreneurship lessons are still not maximal, especially in the utilization of learning media, whereas learning media in entrepreneurship lessons of VHS should be more interesting to generate activity and interest of students for entrepreneurship. Media learning should be able to change the paradigm of thinking for students to have entrepreneurial mindset. This issue should be evaluated primarily about the entrepreneurial learning medium.
- c. So far it is not known whether the use of learning media can foster the activity of students and entrepreneurial interests, but the gap in this study is that the media of learning has not been able to improve student activeness and entrepreneurial interests, proven by the fact that many VHS graduates are still unemployed, so teachers should increase the use of learning media to motivate students to become successful entrepreneurs.
- d. Encouraging a vocational school teacher to use appropriate learning media in line with the learning objectives, is to create graduates with an entrepreneurial spirit. The more learning objectives can be summarized in the media learning, the better the learning media are used, so it will be easier to achieve the goal of entrepreneurship learning in VHS.
- e. This problem is limited to the effect of learning media applied by the entrepreneurial teachers to

the students' activity in learning and entrepreneurial interest in SMK Muhammadiyah 2 Bantul, but the results of this study cannot really be used as the overall benchmark.

## III. MATERIAL & METHODOLOGY

The data are collected using a closed questionnaire distributed to 47 students as study samples. The data collection is using questionnaires and documentation. Questionnaires are used, as they are efficient for large samples scattered over large areas (Sugiyono, 2012). Questionnaires are used to obtain data on learning media, student activeness, and entrepreneurial interest. Documentation is used to obtain data on the number of students marketing majors in SMK Muhammadiyah 2 Bantul in the academic year of 2015/2016, who have taken entrepreneurship courses.

This study uses a quantitative approach, because the data is manifested in a numerical form and analyzed based on statistical analysis to show the effect of learning media on student's activeness and entrepreneurial interest of Grade XII students of the Marketing Department of SMK Muhammadiyah 2 Bantul, with a sample number of 47 students. This study is also a causal associative study, because it analyzes the causal relationship between variable Y and variable X. Data processing uses Likert scale assessment with 5 alternative answers. The data analysis uses multiple regression statistic test [5].

## IV. RESULT AND DISCUSSION

### A. Result

Based on the responses of 47 respondents to the 16 items of the questionnaire using the learning media (X), the frequency obtained in the category "very high" is 21 respondents (44.7%), "high" category is 22 respondents (46.8%), and "enough" is 4 respondents (8.5%); of the 13 items of students' activity questionnaire (Y1), the frequency of the "very high" category is 31 respondents (66%), the "high" category is 15 respondents (31.9%), and the "enough" category is 1 respondent (2, 1%); and on 14 items of entrepreneurship interest questionnaires, the frequency of the "very high" category is 22 respondents (46.8%), the "high" category is 22 respondents (46.8%), and the "enough" category is 3 respondents (6.4%).

Statement of results

TABLE I. TEST RESULT OF MULTI-REGRESSION ANALYSES

F count	Sig.
27.829	0.000

TABLE II. THE EFFECT OF THE USE OF LEARNING MEDIA ON STUDENT'S ACTIVENESS

Variable	Unstandardized Coefficient		t count	Sig.	R <sup>2</sup>
	B	Std. Error			
Constant	24.037	5.702	5.213	0.000	0.377
X	0.473	0.091			

TABLE III. THE EFFECT OF HE USE OF LEARNING MEDIA ON STUDENT ENTREPRENEURIAL INTEREST

Variable	Unstandardized Coefficient		t count	Sig.	R <sup>2</sup>
	B	Std. Error			
Constant	14.443	6.782	6.070	0.000	0.450
X	0.655	0.108			

Explanatory text

The first hypothesis in this study can prove that there is a significant positive effect of the use of learning media (X) on student activeness (Y1) and entrepreneurial interest (Y2) in SMK Muhammadiyah 2 Bantul, because it is indicated in the table above that the significance value of F-test  $0.000 < 0.05$ .

The second hypothesis in this study can prove that there is a significant positive effect of the use of learning media (X) on student activeness (Y1) in SMK Muhammadiyah 2 Bantul, because the table above shows that the significance value of the t test is  $0.000 < 0.05$ .

The third hypothesis in this study can prove that there is a significant positive effect of the use of learning media (X) on student entrepreneurial interest (Y2) in SMK Muhammadiyah 2 Bantul, because the table above shows that the significance value of the t test is  $0.000 < 0.05$ .

B. Discussion

1) The effect of the use of learning media to student's activeness and entrepreneurial interest

This study found that there is a significant positive effect of the use of learning media on student activeness and entrepreneurial interest in SMK Muhammadiyah 2 Bantul, as indicated by the significance value of the t test of  $0.000 < 0.05$ . The use of learning media has an effect on students 'activeness, because learning media can attract students' attention and therefore, they are actively involved in entrepreneurial learning. Students who are interested and actively involved in learning certainly have a high interest in the activeness of entrepreneurship. This is in line with the idea of Agus Wibowo [6] which states that learning media is anything that can be used to distribute messages or content, stimulate students' thoughts, feelings, concerns and abilities so as to encourage teaching and learning. Thus, no doubt, media learning can motivate students to have a positive attitude towards entrepreneurship [7].

Ida Yulianti [8] explains that student entrepreneurial interest is the tendency of one's heart to be interested in creating business, then managing, managing risks and developing the business. In other words, entrepreneurial interest comes from within a person to create a business. More interesting learning media will be easier for teachers in fostering the mindset and love of students for the world of entrepreneurship. Through learning media that attract students 'attention and activeness, it is easier to understand students' description of entrepreneurship, entrepreneurial characteristics, entrepreneurial traits, entrepreneurial attitudes and attitudes, leadership, analyzing business opportunities, analyzing aspects of business planning, preparing business proposals, effort and calculating the risk of running the business. Teachers cultivate student entrepreneurial interest at the same time; students are interested in entrepreneurship activeness [2].

The effect of the use of learning media on student's activeness.

In this study it is obtained that the average use of learning media is 62.66, that is in the range of 64-67 with 16 respondents (34%). Distribution of respondents on the variable "the use of learning media" has the frequency of the "high" category with 22 respondents (46.8%). This means that the use of learning media in the marketing department in SMK Muhammadiyah 2 Bantul supports students to become active with interesting and fun learning media. The use of learning media has a positive effect on students' activity with a significance of the t test of  $0.000 < 0.05$  and regression equation:  $Y = 24.037 + 0.473X$ . The effect of the use of learning media on student's activeness is amounted to  $R^2 = 37.7\%$ , while the remaining 62.3% is affected by other factors outside this study. With an interesting learning medium, students can actively engage in entrepreneurial learning. The better the use of learning media, the better student's activeness in the entrepreneurship lesson is [7].

The results of this study are consistent with the results of the study conducted by Anita Volintia Dewi [9], namely entrepreneurship education experience in vocational, family and community and cooperation skills have a positive effect on student entrepreneurial motivation. The learning process on the basis is to develop students' activity and creativity through various interactions and learning experiences. According to Sardiman [10], liveliness is an activity involving physical and mental, which is done at the same time and cannot be separated. Student's activeness is affected by factors such as motivating or attracting students, so they play an active application in learning activeness. Instructional or basic goals for students, remind students of learning competencies, provide stimuli (issues, topics, and concepts to be learned), and instruct students on how to learn. In addition to activeness, the students 'active

participation in learning activeness provides feedback to students in the form of tests so that students' abilities are always monitored and measured, and concludes any material submitted at the end of the study. The more interesting learning media is the more students are interested in the animated lessons they get. Student motivation becomes higher after getting learning with interesting learning media, so through learning and debriefing theoretical entrepreneurship education, and also practice, will affect and increase student motivation in entrepreneurship. With an interesting learning medium, students can also be actively involved in entrepreneurship. The better the use of learning media is, the better the activity of students in entrepreneurship lesson is [6].

## 2) *The effect of the use of learning media on student's entrepreneurial interest*

The results showed that the use of learning media has a positive effect on entrepreneurial interest, with the significance value of the t test of  $0.000 < 0.05$  and the regression equation:  $Y = 14.443 + 0.655X$ . The effect of the use of learning media on student entrepreneurial interest is  $R^2 = 45\%$ , while the remaining 55% is affected by other factors that were not checked. The use of learning media has an effect on student entrepreneurial interest of Grade XII students of the marketing department of SMK Muhammadiyah 2 Bantul. Various interesting learning media can attract and foster students' interest in entrepreneurship. The better the use of learning media is the better the student's entrepreneurship interest of Grade XII students of the marketing department is.

Ida Yulianti [8] states that student entrepreneurial interest is the tendency of one's heart to be interested in creating a business that they then manage, manage risk and develop the business that is made. In this case, the entrepreneurial learning process should be able to increase students' interest to be involved in the business world. Amin Hamzah Nasution [11] suggests that there are 5 ways to increase interest, namely motivation, training, external stimuli, foster consciousness, and habits. More interesting learning media is expected to facilitate teachers in fostering mental and love of students to the world of entrepreneurship. The better the use of learning media is the better the student entrepreneurial interest is [2].

## V. CONCLUSION AND SUGGESTION

Based on the results of this study, it can be concluded that:

- a. There is a significant positive effect of the use of learning media on student activeness and entrepreneurial interest in SMK Muhammadiyah

2 Bantul, with a significance value of the t-test of  $0.000 < 0.05$ .

- b. There is a significant positive effect of the use of learning media on student's activeness in SMK Muhammadiyah 2 Bantul, with a significant value  $0.000 < 0.05$  and regression equation:  $Y = 24.037 + 0.473X$ . The strength of this learning media effect is  $R^2 = 37.7\%$ , while the remaining 62.3% is affected by other factors outside this study.
- c. There is a significant positive effect of the use of learning media on student entrepreneurial interest in SMK Muhammadiyah 2 Bantul, with a significance value from t-test of  $0.000 < 0.05$  and regression equation:  $Y = 14.443 + 0.655X$ . The strength of this learning media effect is  $R^2 = 45\%$ , while the remaining 55.5% is affected by other factors outside this study

Based on the conclusion, the suggestions are given as follow:

- a. This study has not revealed 100% of study variables that have an effect on student's activeness and on students' entrepreneurial interest, SMK Muhammadiyah 2 Bantul, because this study focused only on the effect of the use of learning media.
- b. The use of questionnaires in obtaining data in fact cannot capture a significant sample response to the study variables. Therefore, it must be accompanied by a qualitative study.

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