

Dissemination WebQuest with Active Learning Strategy on Entrepreneurship Psychology Courses

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Abstract: The aim of this research is to produce several products based on WebQuest with active learning strategy on entrepreneurship psychology courses that can be used in counseling courses at the Universitas PGRI Semarang and IKIP Veteran Semarang to produce students who have a spirit of entrepreneurship. This research method using a development model of Borg and Gall with 10 stages. The data retrieved through expert validation for product testing and field validation WebQuest to test implementation. The benefits of this research is able to package the entrepreneurial psychology of learning material with WebQuest with active learning strategy to facilitate faculty and students in finding online learning resources and to make students more active in the searching activity for learning resources through WebQuest. In this study, the steps being taken only to the extent of main product revision. The results showed that the WebQuest has been validated by two validators (experts) and this media with the average score of 63, 75 and 75, it means that WebQuest eligible for use in the learning process of entrepreneurship psychology courses. It has been applied in the study program of counseling in Universitas PGRI Semarang, then students have enthusiastic response with a percentage of more than 89.325% of the student's enthusiastic in entrepreneurial psychology learning participation with WebQuest and active learning strategy.

Key words: WebQuest, active learning strategy, psikology enterpreneurship, product, PGRI, psychology courses

INTRODUCTION

Globalization has changed many aspects of human life in all fields such as education, communication, social, cultural, trade and transport. One trigger the advance of globalization is the development of information technology advanced rapidly and allows access to unlimited information. Thus, the challenge in the era of this globalization is improving the competitiveness and competitive advantage in all areas with critical thinking and adaptive to any changes and developments. Education plays an important role in preparing qualified human resources and able to compete in the development of science and technology. Therefore, education must be done as well as possible to obtain maximum results.

Psychology of entrepreneurship is one of the subjects that are closely related to the technology. Learning psychology of entrepreneurship should be attributed to its application in the technology and life, so that, students can view mathematics as a science meaningful. In the development of the world, so, rapidly

are required to lecturers to be able to print the students who qualified in the global challenge in accordance with the strategic plan of Universitas PGRI Semarang therein stipulated that the lecturers should be able to create an interesting learning with ICT based, therefore, it is required for lecturers to create research IT-based research that is technology to teaching and learning (Achmad *et al.*, 2016). This design is in research and technology applications psychology of entrepreneurship learning model material will be presented in the form of media WebQuest Model active learning, so that, students are able to understand and implement holistic learning.

Bonk and Graham (2006) in the handbook of blended learning, global perspectives of local design say that learning blended learning has advantages such as: flexibility, meaning that students can contribute to the discussions at the time and place of their choice individually. Participation, meaning that all students can participate in the learning process because they can arrange a time and place to participate. Learning have more time to be more cautious in arguing and more to reflect their views and opinions.

Many available software media makers blended learning one of them is WebQuest. WebQuest can create online and offline learning to become more attractive and easy to apply. This software can be used in order to look more attractive presentation of the effects of music, video that appears with SWF file or EXE, so that, students can learn with more fun. These files can also be incorporated into the tablet, so, it can display more attractive.

WebQuest necessary to support learning appropriate learning model, one adala model of active learning, active learning strategy is a model of learning that “flips” the traditional method which is usually given in class and the students do chores at home. The concept of active learning strategy include student activities, student involvement and podcasting. In active learning strategy, the material must first be given through instructional video to watch the students in their homes. Instead, the classroom sessions are used for group discussions and tasks. Here, the lecturer acts as a builder or proposer. So, Sunandar and Rahmawati (2016) showed student at junior high school make happy with active learning strategy aimed smart box interactive.

One of the subjects that are taught in the course is the psychological counseling in entrepreneurship which to discuss about all the material about the characters in fostering entrepreneurship, how to start a business etc. Pribadi (2009) states that the purpose of learning entrepreneurial psychology is to develop the ability to think of creative thinking to have a strong entrepreneurship soul. Basically, psychology of entrepreneurship have a greater opportunity to understand the students compared with other branches of the material. This is because the ideas about entrepreneurship and how to get started in achieving business targets. Nevertheless, the evidence shows that the results of the field study the psychology of entrepreneurship courses are still low. To overcome the difficulties in learning subjects curricular psychology of entrepreneurship, way to reach one of them is the application of learning blended learning with a model of active learning is essentially learning packaged actively in the online menu on the web that we make systematically according to the characteristics of the counseling students of UPGRIS.

From the results of final exams in 2014/2015 acquired 70% of the students prodi counseling psychology courses UPGRIS on entrepreneurship received grades below 60, this is due to the many constraints as follows: The number of students who are weak in math material steeped in economics because the model used in counseling UPGRIS not use active learning strategy in which students must learn the course material in advance through instructional video designed by the lecturer. The absence of the material web entrepreneurship courses

holistic psychology helps students learn independently equipped with instructional videos every material.

Very least made reference books that discuss UPGRIS lecturer on entrepreneurship psychology material, so, it should seek appropriate literature.

Later studies are relevant in the development of instructional media renewable namely research Wiwik and Argo regarding the development of media monopoly in teaching courses psychology of entrepreneurship showed that students not been helped by the media monopoly in the lecture MK psychology of entrepreneurship with a percentage of questionnaires over 60%, then amplified Research Vitello and Ika Dancing concerning the analysis of web usage mining with the rules of the association for knowing pattern visits the access website college case study on teacher's Training College PGRI Semarang indicate that the web media usage mining make the campus very interested and enthusiastic in using the media the web. This is consistent with research Koohang (2008) showed that with media via. WebQuest blended learning classroom learning becomes easier for students to learn first at home via online web that has been made guru. Kemudian research reinforced McGinnis (2005) which shows that the percentage of learning strategies blended learning face to face could be reduced from 50% in the classroom, so that, students do not learn in the classroom monotony. Therefore, it is necessary to do research on “making a prototype media WebQuest with active learning strategy on entrepreneurship psychology courses”.

MATERIALS AND METHODS

This study aims to develop a WebQuest media design with a model of active learning in the subject of psychology of entrepreneurship in line with these objectives, the type of study is a research and development (educational research and development). This is in accordance with the opinion Sudjana (1975) with 10 steps that systematically states that the main purpose of research is to develop a prototype development WebQuest valid media used in colleges associated with active learning models. The product in question is not confined to concrete objects such as text books, questions but excluding products and procedures such as model or learning strategies. Media through a WebQuest is expected that students are able to understand what entrepreneurship psychology courses well, not boring and unpleasant (Fig. 1).

Subjects in this study is a student of the University Counseling PGRI Semarang in Semarang which is represented by a class 5A with a model of cluster random sampling based on the results pretest of existing class 5.

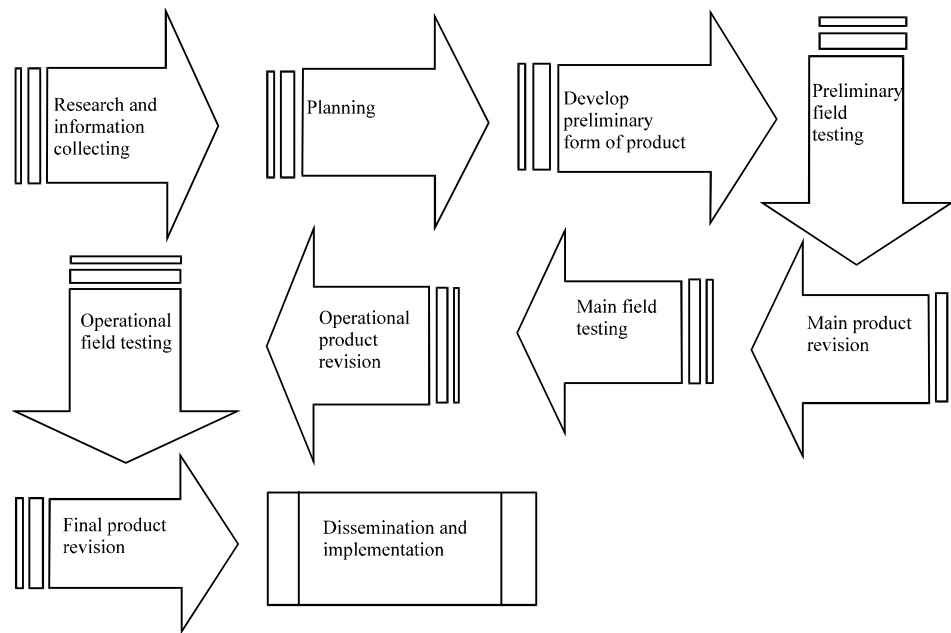


Fig. 1: Model development cycle research of Borg and Gall

RESULTS AND DISCUSSION

The research result of this development has been adapted to the measures of R and D research model borg and gall to design creation phase following media: conduct preliminary studies and initial data collection to examine the library, classroom observation, identification of problems and summarizes the problems.

In a preliminary study has been conducted by Bonk and Graham (2006) on media development of blended learning are effectively used for learning outside the classroom which showed that the blended learning can improve the learning process becomes more effective, then reviewed the literature related to web-based learning by Koochang (2008) which describes the media blended learning can improve the efficiency and ease of learning students and is equipped with Nazarlou (2013) which showed that the students were very enthusiastic in learning in the classroom with their web media-based blended learning, then the observation in the classroom psychology class entrepreneurship University PGRI Semarang data showed that during this time psychology lecturer of entrepreneurship are not yet using the web media for learning, so that, needs to be made customized media level student thinking, this is because the majority of the campus already has a smartphone and of action s internet easy in each class.

Conduct planning is the identification and definition of skills, formulation of objectives and expert testing or

testing on a small scale or expert judgment. In planning to identify and formulate the goals in making this WebQuest media that is able to create a WebQuest, especially about media psychology material WED common misconceptions in the related class field penetrating point, wedges and other fields. Then do a focus group discussion to create a WebQuest appropriate product design materials that essentially entrepreneurial psychology to motivate students to participate in learning with enthusiasm in initial design as follows (Fig. 2).

Once the design is complete WebQuest then validated by experts and media material that is the result of expert validation gained an average of 88.66 and 91 means that the product is eligible to be tested in the field. Reinforced by Vitello which shows an interesting learning is being able to collaborate with the student's medi. In the picture below is the result of material and media expert validation against product WebQuest:

Based on Fig. 3-5, WebQuest already explained that the product either to the third aspect, especially the newest aspects of media, media WebQuest is very interesting to use because it can combine digital online and materials simultaneously while for the least input language aspect with instructional video on the menu WebQuest to be made regarding entrepreneurship directly on the ground, so that, students will more easily understand the essence of the material entrepreneurial psychology. This is in accordance with the opinion Wasis which indicates that the web-based learning by



Fig. 2: First design of WebQuest

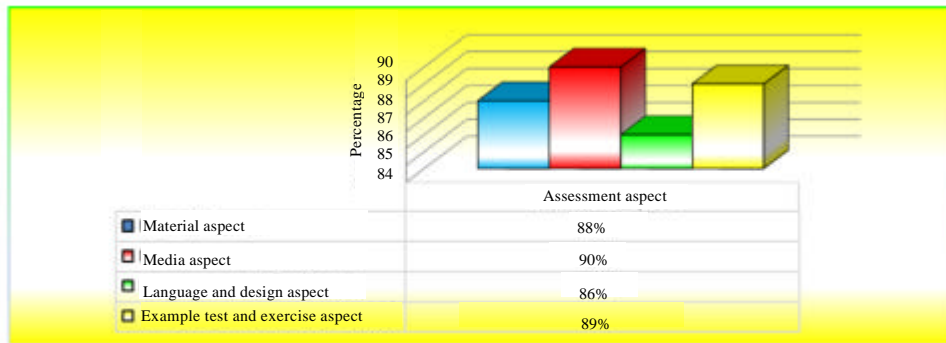


Fig. 3: Validation by the experts about material WebQuest

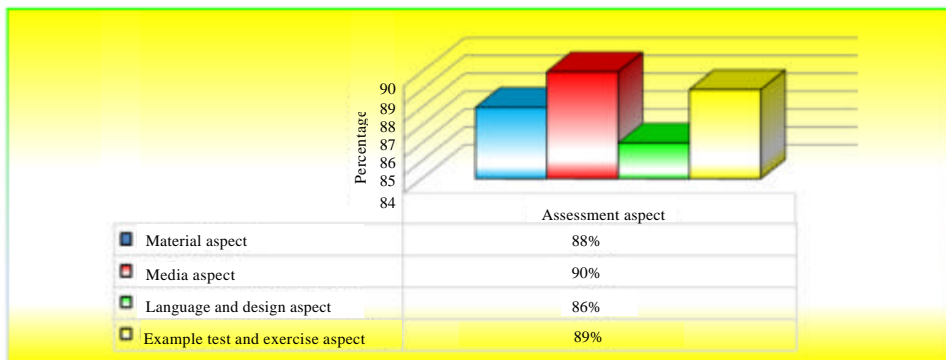


Fig. 4: The result of student's responses about WebQuest

making learning closer without having face-to-face. Develop the type/shape of the initial products include: preparation of teaching materials, preparation of manuals and evaluation tools.

In developing media products WebQuest is made using WordPress modified attractively packaged and practical use in learning packed with menus discussion, menu assignments, materials and instructional videos are

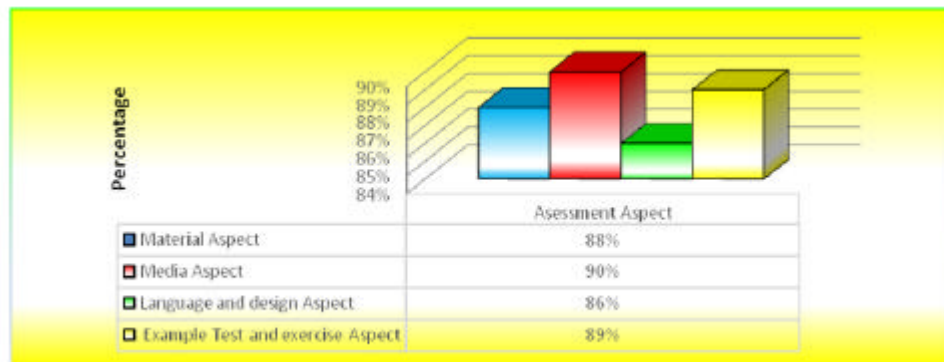


Fig. 5: The Result of Student's Responses about WebQuest

restricted materials psychology of entrepreneurship, so as to make faculty and students interested to use them in the learning process, the results of the tests or quizzes in each chapter can be determined directly along with answer key, so, students know the answer is correct or incorrect. Then the menu WebQuest were adjusted according to national standards of higher education that is capable of activating student.

To test the initial stage, conducted on 30 subjects. The collection of information/data by using observation, interviews and questionnaires and continued data analysis.

In the selection of research subjects selected 30 students of class 5A, thus, representing a population that is from the observation results obtained enthusiasm towards the use of products WebQuest for use in the process of learning the psychology of entrepreneurship, then based on the results of interviews with faculty and students obtained input to add music instrumental and animations are able to attract or stimulate students to learn material followed to the national standard of higher education and of the results of the initial questionnaire to the student data showed that 88.325% of the students are interested in using the mWebQuest media because it is very interesting but the problem is the facilities android and computer platforms at each floor at the University of PGRI Semarang with each student can access the WebQuest easily and learn the material quickly.

CONCLUSION

Based on the results of preliminary studies on the design of WebQuest prototype with active learning model in this study can be summarized as follows. Generated WebQuest appropriate media for students learning at Universitas PGRI Semarang. Lecturers and students can use WebQuest as a supplement media in the learning process. Based on the validation of media experts and subject matter experts showed that the WebQuest is a decent media used by students with the values 88.66% by

subject matter experts and 91% from media experts. Based on the results of observations with the media, this WebQuest make student's interests in 88.325%.

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