

Increasing The Students' Entrepreneurial Learning Outcomes Based on Technology in the Era of Revolution 5.0

Hasanuddin^{*1}, Arnold Sau², Deddy Yusuf³, Ahmad Resa Ashar⁴, Muh Hasbi Asikdik⁵, Jerliyen Pramita Londong⁶

¹Vrije University Amsterdam, Belanda, ^{2,4}Universitas Kristen Indonesia Paulus (UKIP) Makassar, Indonesia, ^{3,5}Universitas Megarezky, Makassar, Indonesia, ⁴Sekolah Tinggi Ilmu Ekonomi LPI Makassar, Indonesia

Correspondence*

E-mail:

h.hasanuddin@amsterdamumc.nl

Received : 31 Oktober 2023

Accepted : 04 November 2023

Published : 05 November 2023



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

Abstract

The purpose of this study was to investigate the technology can be used as a learning medium to accomplish successful learning outcomes of students' entrepreneurial learning outcomes. It also seeks to understand how learning technology and learning outcomes are used together. Descriptive qualitative research is the methodology employed. The usage of learning technologies and learning outcomes in the Sociology Education Study Program was the main focus of this investigation. The findings found that using learning technology had improved lecturers' ability to plan, carry out, and assess instruction of student learning gains have not entirely benefited from this. Students' cognitive domain benefits from the usage of learning technology, particularly in the emotive and psychomotor domains when used powtoon as media. It can be concluded that powtoon learning media positively impacts student learning outcomes in entrepreneurship subject.

Keywords: Entrepreneurship subject, learning outcomes, Technology, Revolution 5.0 era

INTRODUCTION

Technology in learning If used correctly and appropriately, it can provide benefits for students in achieving learning goals. Learning supported by technology (high teach and high tech) will bring many benefits and convenience in the process and outcomes. The foundation of the learning technology concept is present (Sasabone *et al.*, 2022; 2023; Akhiruddin *et al.*, 2023). Because required business in identifying a problem in learning or an effort carried out with a purpose to create innovation in learning (Nursaqinah *et al.*, 2023; Setiadi and Ghofur, 2020; Supatminingsih *et al.*, 2023; Sapitri, 2023).

The field of education has been impacted by the advancement of information and communication technology, particularly in the area of learning. Knowledge advances quickly (Amir, *et al.*, 2022). If instructors do not swiftly adapt to the rate of scientific advancement in conjunction with the advancement of information and communication technologies, the knowledge that they have studied for two to three years will undoubtedly become outdated (Ghofur, 2023).

The field of education has been impacted by the advancement of information and communication technology, particularly in the area of learning. Knowledge advances quickly (Imran, *et al.*, 2022). If instructors do not swiftly adapt to the rate of scientific advancement in conjunction with the advancement of information and communication technologies, the knowledge that they have studied for two to three years will undoubtedly become outdated.

Along with changing times, technology in the world of education is experiencing rapid developments very fast. Technology provides solutions in the world of education. Currently, the world of education is facing the era of industrial revolution 4.0 (Sujarwo and Akhiruddin, 2020). The era of industrial revolution 4.0 is a period of machines and technology that brings significant changes to a person's way of life (Syamsuar, S., & Reflianto, 2019). However, the development of this technology can have negative impacts if you are not wise in using it (Zainal, Yanis and Putra, 2023). Therefore, there is an urge to start creating good habits in terms of using technology for everyday life, especially in education (Sukmawati *et al.*, 2022). Utilization of computer and internet-based technology or currently known as online.

The development of digital technology can change conventional marketing carried out by small businesses towards digital by using social media and websites to market their products. The need for mastery of digital technology for SMEs is absolutely necessary to market their products. By utilizing social media such as WhatsApp, Instagram and Facebook, it will play an important role. in an effort to market and promote the products or services they own (Ismail & Wardhani, 2020 in (Niati *et al.*, 2022).

Compared to teachers with little to no preparation or strategies, those with more are more successful and confident with their students (Sabillah & Sukmawati, 2020). The pupils essentially receive the same exposure to learning

content and with the same type of learning evaluation in a largely passive setting where they sit in a row and try to take in what the teacher is saying. Since all factors are treated equally, aptitude, IQ, and economic situation account for the majority of the differences in learning outcomes. Teachers need to use strategies for finding answers to problems that come up during the learning process if they want to make sure that this approach yields the greatest results. Educators have accurately pointed out is easy. Because the goals of these challenges are obvious, it is easier to assess their scope, come up with practical answers, or prepare ahead of time in case one of these scenarios occurs.

The entrepreneurial process begins with innovation. This innovation is influenced by various factors both personal and external, such as education, sociology, organization, culture and environment. These factors form a locus of control, creativity, innovation, implementation, and growth which then develops into a large entrepreneur (Sakti and Prasetyo, 2018).

One's altered behavior as a result of interactions with their surroundings is referred to as a learning outcome. Students' learning outcomes following participation in learning activities allow for the observation and evaluation of each student's changes. A person's interactions with their surroundings are what cause those changes. Once students have had a learning experience, their skill is the learning outcome. Students' present success that they did not previously attain, or a change in someone as a result of a learning experience, is referred to as a learning outcome. A learner's understanding, knowledge, and skills should be clearly described in learning outcomes, which are assertions made at the conclusion of a specific learning period (Jaenudin, et al., 2017).

In the learning process, the presence of media is very much considered as an intermediary tool in delivering material. So that the communication that is established can convey messages according to the material presented. The role of media is needed in the teaching process in order to provide understanding of the material presented by the teacher. Learning media can overcome boredom in the classroom learning environment. Thus, the use of media in the learning process has become an absolute necessity for educators to convey material in learning and will improve the learning outcomes obtained. Technology-based learning media can also be used to support the presentation of learning material (Febriani Putri, 2021).

Powtoon is one of the six best animation software in 2020. Powtoon visualization can stimulate motivation and interest in learning, especially in economics material. Apart from that, the results of Powtoon can be in the form of MP4 which is equipped with animation, audio and different music. Economics subject matter is a subject that is difficult to understand and at the same time there is a lot of material in each chapter that students must understand. So the presence of Powtoon can help teachers and students in the ongoing learning process and can get maximum learning results (Febriani Putri, 2021).

METHOD

This kind of research involves fieldwork with a qualitative methodology, analysing the subject of study as a system—that is, as a collection of connected parts that explain phenomena as they exist. The research object that is used for the research activities is known as the research site. In order to keep the problem from being too wide, the location will be chosen in a way that will simplify and clarify the purpose of the research. Sociology Education Study Program, Universitas Megarezky is the site of this investigation. The learning process is the main subject of the research at Sociology Education Study Program in learning entrepreneurship subject. Technology's application to education and learning objectives. In order to gather data in the field, researchers employ observation, interviews, and documentation as research instruments. qualitative data analysis when the empirical information utilized is qualitative information expressed as words rather than a set of numbers and is unable to be put into groups or categorization schemes. A variety of methods, including observation, interviews, and documentation, can be used to gather data, which is then initially typed.

RESULT AND DISCUSSION

The entire system of planning, carrying out, and assessing learning is referred to as the use of learning technology in the learning process. The primary goals of learning technology are to facilitate, expedite, and enhance the learning process as well as to offer facilities and convenience for learning. Therefore, in order to support the learning process, educators in study programs for economics education must be knowledgeable of how to use learning technology for learning design, implementation, and evaluation. An interview was done with the lecturer to learn more. Thank God, we haven't encountered any problems since utilizing learning technologies to design lessons, making the teaching process more efficient. In the field of education, learning technology design is crucial because it can make lecturers' jobs easier during the teaching process. Therefore, lecturers must have the necessary abilities to organize learning in a methodical manner.

Because it involves students and learning resources, the use of learning technology in the classroom is crucial to us. Each lecturer must be able to adjust the learning environment of each student to the methods that will be employed. Because learning technology involves both students and learning materials, its application in the entrepreneurship subject is crucial. As such, before beginning any instruction, lecturers need to be adept at assessing the circumstances and conditions of their students and modifying their approach to fit the needs of their class. By assessing the knowledge gained from the study

program in sociology education, it is further clarified. This study program's usage of learning technology has made it simpler for lecturers to assess students and give a summary of previously covered materials.

The economic learning approach that a teacher must implement in order for the student to apply problem solving, logical thinking, absorption, and metacognition. (resolving issues). During the learning process, students can enhance their critical thinking and metacognitive abilities by solving problems. In order to influence their future, students—whether they choose to continue their education or not—must be prepared to handle their own difficulties once they are integrated into society. Students who develop their problem-solving skills can overcome obstacles in their lives and the business world, enabling them to start their own businesses and employ others.

The ability of teachers to develop learning techniques through problem solving is explained in this article. An economics instructor will use tables, graphs, curves, and problems (case studies) to teach pupils through problem-based learning. Problem-based learning will inspire students to come up with fresh concepts and solutions while also solving difficulties. Additionally, students must achieve the best possible results in terms of the learning objectives and the method. It is anticipated that students will be able to follow the learning phases in order to participate more actively in the process and ensure that learning is not just focused on the teacher. It helps pupils learn how to control their thoughts, think creatively, and solve issues effectively.

Student learning outcomes in utilizing learning technology

While learning is conducted to seek improvements in each student's behavior, an outcome is an acquisition that comes from the consequences of an action or process that results in a change in functional input. Learning outcomes, then, can be understood as the acquisition that comes about as a result of the teaching and learning process. Assessment of learning outcomes seeks to determine students' significant progress towards mastery of the material covered in lectures. In the process of teaching and learning, instructors and students want to see effective learning outcomes of students.

This shows that a certain learning objective has been met. Thus, in order to boost students' excitement and interest in learning, lecturers need to give them a boost of inspiration. Lecturers must therefore be proficient in using every learning technology included in learning entrepreneurship subject. Researchers will interview participants regarding the learning objectives of the Sociology education study program in order to get more data. The findings from the interviews we did at the school about the efficacy of the study program's use of learning technology indicated that students' ability to produce quality work was hindered by the program's inability to fully influence them in a positive way. learning objectives in terms of character, disposition, and abilities in applying technology.

In order to maximize learning outcomes, teaching methods must employ specific tactics that align with students' circumstances and help them focus

more intently on the task at hand. As a result, the lecturer needs to be adept at choosing the best teaching strategy and medium for the material to be presented.

Some studies found that the overall usage of learning technology has not improved student accomplishment 64, nor has it resulted in learning outcomes that are helpful for students, particularly in the affective and psychomotor domains. Although the usage of educational technology benefits students' cognitive development (Febriani Putri, 2021). Students' mastery learning increased to 93.3% (36 students) in the second cycle from 66.7% (20 students) in the first. From cycle I to cycle II, the increase in class average scores also rose, rising from 66.7% to 93.35% (Elpisah and Bin-Tahir, 2019).

Some of the outputs that students attain after going through the learning process are known as learning outcomes. Activities for the student learning process with the goal of achieving high learning outcomes. Changes in behaviour, attitudes, and knowledge are indicators of student learning outcomes. If someone can demonstrate a change in themselves, then they are said to have learned successfully. These modifications can be in the form of cognitive capacity, aptitude, or object-related attitude (Lotulung, Ibrahim and Tumurang, 2018).

National Education is thus undergoing reform in order to raise the standard of instruction. Improved school-based quality management is one way to raise standards for educational institutions, put in place a suitable curriculum, inspire instructors to be creative and innovative through communication, and use engaging teaching methods. Creating curriculum, adapting to the advancements in information and technology, and meeting the demands of decentralized education are all essential to making learning programs more relevant (Elpisah and Bin-Tahir, 2019).

Based on the results of the research, Powtoon learning media is used as a medium for entrepreneurial learning and has met the requirements for media. It has been found that using Powtoon learning resources as a learning medium in conjunction with a variety of materials pertaining to entrepreneurial learning is both useful and interesting. The study's findings show that Powtoon educational materials have a beneficial effect on students' learning outcomes when it comes to entrepreneurship. Further research is suggested, utilizing more engaging animation versions and expanding Powtoon learning resources to include additional materials. It is anticipated that the results of this study will have an impact on how well students learn in the entrepreneurship course.

Thus, with In order to increase student learning outcomes, learning activities will be carried out more effectively and efficiently when ICT-based interactive learning media are used in the process." Thus, the primary benefit. Teachers can enhance student learning results by utilizing interactive learning media that is based on ICT. In light of this, it can be said that the use of interactive learning materials based on ICT can facilitate the delivery of

instruction by teachers, offer a comprehensive summary of the content they present, and have an impact on the learning objectives of their students.

CONCLUSION AND RECOMMENDATION

Powtoon learning media is utilized as a medium for entrepreneurial learning outcomes of students and has satisfied the necessary media, based on the research results collected. It has been determined that utilizing Powtoon learning resources in conjunction with a range of materials related to entrepreneurial learning is both practical and engaging when used as a media in learning. The results of study demonstrate that Powtoon learning media positively impacts student learning outcomes in entrepreneurial learning. It is advised that more investigation be conducted using more intriguing animation versions and extending Powtoon learning resources to other materials. The findings of this study are expected to have ramifications for improving learning outcomes in the entrepreneurship course for students.

REFERENCES

- Akhiruddin, Arfenti Amir, Sujarwo, Ridwan, Sukmawati, Jalal, Muh. Reski Salemuddin, Sriwahyuni, A.M.I. (2023) 'Developing Digital Sociology Module Based Multicultural for Students ' Learning Outcomes Improvement', in *in Social and Humaniora Research Symposium (SoRes), KnE Life Sciences*, pp. 953–964. Available at: <https://doi.org/10.18502/kss.v8i18.14303>.
- Arfenti Amir, Muh. Reski Salemuddin, Akhiruddin, Sriwahyuni, Jalal, A.M.I. (2022) 'The Application of Time Token Learning Technique in Improving Students ' Sociology Learning Activities', *International Journal of Education and Humanities (IJOLEH)*, (2), pp. 95–107. Available at: <https://doi.org/DOL:https://10.56314/ijoleh.v1i2>.
- Elpisah, E. and Bin-Tahir, S.Z. (2019) 'Student team achievement division (Stad) model in increasing economic learning outcomes', *International Journal of Scientific and Technology Research*, 8(10), pp. 3089–3092.
- Febriani Putri, E. (2021) 'Media Pembelajaran Powtoon untuk Meningkatkan Hasil Belajar Peserta Didik pada Mata Pelajaran Ekonomi', *Jurnal Penelitian dan Pengembangan Pendidikan*, 5(2), pp. 198–205. Available at: <https://ejournal.undiksha.ac.id/index.php/JJL/index>.
- Ghofur, A. (2023) 'Learning technology design to improve effectiveness and learning outcomes', *JDIL Journal of Diversity in Learning*, 3(1), pp. 325–332.
- Jaenudin, Ahmad, Baedhowi, T.M. (2017) 'The Effectiveness of the E-Module of Economics Learning on Problem-Based Learning used to Improve

Students' Learning Outcomes', in *Advances in Social Science, Education and Humanities Research (ASSEHR)*, volume 158 *International Conference on Teacher Training and Education 2017 (ICTTE 2017)*, pp. 30–36.

Lotulung, C.F., Ibrahim, N. and Tumurang, H. (2018) 'Effectiveness of Learning Method Contextual Teaching Learning (CTL) for Increasing Learning Outcomes of Entrepreneurship Education.', *Turkish Online Journal of Educational Technology - TOJET*, 17(3), pp. 37–46.

Luana Sasabone et al. (2023) 'Applying Google Classroom As An Instructional Technology Media In Improving Students' Reading For English For Specific Purposes (ESP)', *Edulec: Education, Language and Culture Journal*, 3(1), pp. 110–119. Available at: <https://doi.org/10.56314/edulec.v3i1.123>.

Muhammad Chairil Imran, Khaliq Bashar, Budiarti Putri Ulang, Nina Ariani, Sukmawati, Suharti Siradjuddin, Sujarwo, I. (2022) 'The Impact of Computer Assisted Language Learning (CALL) Technology on Indonesian Learners' Speaking Skills', *International Journal of Education and Humanities (IJOEH)*, 1(2), pp. 183–189. Available at: <https://doi.org/DOI:https://10.56314/ijoleh.v1i2>.

Niati, A. et al. (2022) 'Peningkatan Pemahaman Digital Marketing Dalam Meningkatkan Kemandirian Ekonomi & Kesejahteraan Kelompok UMKM ASMARANDHANA Article history', *Journal of Community Service and Engagement*, 2(3), pp. 27–34.

Niluh Anik Sapitri. (2023). Pengaruh Islamic Advertising dan Muslim Hipsters Terhadap Keputusan Pembelian Produk Fesyen Muslim Pada Marketplace Shopee. *JUMABI: Jurnal Manajemen, Akuntansi Dan Bisnis*, 1(1), 59–68. <https://doi.org/10.56314/jumabi.v1i1>.

Sakti, A.B. and Prasetyo, A. (2018) 'Potensi Peningkatan Produktivitas Kewirausahaan Berbasis Model Penguatan Teknopreneur Pada Hasil Inovasi Di Kota Magelang', *Jurnal REP (Riset Ekonomi Pembangunan)*, 3(1), pp. 60–73. Available at: <https://doi.org/10.31002/rep.v3i1.793>.

Sasabone, L. et al. (2022) 'Utilizing WhatsApp As An Educational Technology Tool In Improving Students' Speaking For ESP Instruction', *Education, Language, and Culture (EDULEC)*, 2(2), pp. 170–179. Available at: <https://doi.org/DOI:https://doi.org/10.56314/edulec.v2i2>.

Setiadi, M.E. and Ghofur, M.A. (2020) 'Pengembangan media pembelajaran mobile learning berbasis android dengan pendekatan kontekstual pada mata pelajaran ekonomi kelas X IPS', *Didaktis: Jurnal Pendidikan dan*

Ilmu Pengetahuan, 20(3), pp. 291–307.

- St.Nursaqinah, & Ismunandar. (2023). Pengaruh Brand Image dan Beauty Vlogger Terhadap Minat Beli Kosmetik Make Over Dimedia Sosial Instagram dan Youtube (Studi Kasus Pada Masyarakat Kota Bima). *JUMABI: Jurnal Manajemen, Akuntansi Dan Bisnis*, 1(2), 80–88. <https://doi.org/10.56314/jumabi.v1i2>
- Sujarwo and Akhiruddin (2020) 'Pendampingan Pembelajaran Ekstrakurikuler Bahasa Inggris Siswa Dalam Menghadapi Revolusi Industri 4.0 Pada Sekolah Dasar Inpres Gowa', *Jurnal Pengabdian Kepada Masyarakat MEMBANGUN NEGERI*, 4(2), pp. 55–65.
- Sukmawati, S. et al. (2022) 'Online English Language Teaching in the Midst of Covid-19 Pandemic: Non EFL Students' Feedback and Response', *Al-Ta'lim Journal*, 29(1), pp. 62–69. Available at: <https://doi.org/10.15548/jt.v29i1.732>.
- Syamsuar, S., & Reflianto, R. (2019) 'Pendidikan dan tantangan pembelajaran berbasis teknologi informasi di era revolusi industri 4.0', *E-Tech: Jurnal Ilmiah Teknologi Pendidikan*, 6(2).
- Tuti Supatminingsih, Febry Anggraeni, & Sumrotul Hasanah3. (2023). Pandangan Ekonomi Islam Terhadap Perkembangan Sistem Finansial Teknologi Berbasis Paylater (Studi Kasus Pada Mahasiswa Universitas Negeri Jakarta) . *JUMABI: Jurnal Manajemen, Akuntansi Dan Bisnis*, 1(1), 30–44. <https://doi.org/10.56314/jumabi.v1i1>.
- Zainal, M., Yanis, M. and Putra, R.A. (2023) 'Peningkatan Manajemen Wisata Berbasis Teknologi Informasi di Desa Iboih, Kota Sabang', *Wikrama Parahita: Jurnal Pengabdian Masyarakat*, 7(1), pp. 1–10. Available at: <https://doi.org/10.30656/jpmwp.v7i1.5452>.