

The Influence of Online-Based Independent Learning Methods and Learning Motivation on Students' Entrepreneurship Skills UNP Kediri

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Abstract

The study examines the effect of online-based independent study methods and learning motivation on students' entrepreneurship skills at the University of Nusantara PGRI (UNP) Kediri. This is important because several undergraduate graduates are suspected of being unemployed due to not having entrepreneurship skills to support their lives. The focus of this research includes 1) whether there is an effect of online-based independent study methods on student entrepreneurship skills, 2) whether there is any influence of learning motivation on student's entrepreneurship skills, and 3) whether there is an effect of online-based independent study methods and learning motivation on student entrepreneurship skills. This research uses descriptive quantitative data analysis using the ANOVA analysis technique. This analysis was used to examine the mean differences between groups. This will facilitate the analysis of several different sample groups with minimal risk of error. The population of this research is the students of the Faculty of Management and Economics, UNP Kediri. The sample consists of two classes in the Department of economics education. The results show 1) there is an influence of online-based independent study methods on students' entrepreneurship skills, 2) there is an influence of learning motivation on students' entrepreneurship skills, and 3) there is a mutual influence of online-based independent learning methods and learning motivation on student entrepreneurship skills.

Keywords

Independent Learning Method; Online Based; Learning Motivation; Entrepreneurship Skills

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1. INTRODUCTION

This study aims to test the influence of online-based independent study and learning motivation on the entrepreneurship skills of private university students in Kediri. This research is necessary considering that one of the indicators of undergraduate quality is to have entrepreneurship skills that can be developed in their lives because students must carve out entrepreneurship skills while studying in an undergraduate program. The reality on the ground shows that currently, many undergraduate graduates are suspected that there are still many who are unemployed because they do not have entrepreneurship skills to support their lives.

The Central Bureau of Statistics (BPS) reported that unemployment of university graduates increased by 1.13 percent to 6.31 percent in February 2018. The rate is from 5.18 percent to 6.31 percent. Undergraduate graduates experience an unemployment increase, including diplomas I, II, and III. The rate is up by 1.04 percent from 6.88 percent to 7.92. Meanwhile, the rise in unemployment at the elementary school level was the lowest at 0.05 percent. From 2.62 percent to 2.67 percent. (Haryanto, n.d.)

From the unemployment data above, it is undeniable that even if they have competence, that competence does not seem to be used to work independently. It is seen that undergraduates find it difficult to get a job because they choose the quality of work and company. At the same time, their competencies are different from company standards. Hidayat found that generally, undergraduate unemployed people have soft skills and are not mentally prepared to enter the world of work. In addition to poor quality human resources (students), the lack of labor-intensive jobs that can absorb labor. Thus, encouraging the high unemployment rate in Indonesia (Unknown, 2014). Hidayat further explained that undergraduate unemployment could occur from universities that are more focused on preparing students who graduate quickly with a cum laude GPA without providing the competence and skills to get to know the world of work.

To prepare undergraduates to have particular competencies as a provision for their lives, developing entrepreneurship skills during their studies is necessary, or they no longer expect the diploma function to apply for a job as they have always hoped. However, the problem is what methods can be used to develop student entrepreneurship skills.

To answer the above problems, researchers offer independent studies based online as a reasonably effective solution to develop student entrepreneurship skills. One of the studies by Rini and friends concluded that independent learning affects an interest in entrepreneurship (Sari & Zamroni, 2019). Independent study provides an excellent opportunity for students to explore the focus of the topic they are interested in, analyze information, apply and develop skills and make products as a form of creativity and innovation. The results of Safitri and Pujiastuti's research concluded a significant influence between learning independence and mathematics learning outcomes, with an influence of 96.03% (Safitri & Pujiastuti, 2020). The role of learning strategies in gaining academic success has been widely investigated for campus-based college students within distance education (DE) students. However, research on this relationship is limited, while this group of learners is growing. The present study was designed to investigate the relationship between learning strategies and academic performance in DE students. Participants were 758 students (aged 19–71 years) at a distance education university in the Netherlands. An online questionnaire was used to determine learning strategies, and exam grades were obtained from the university exam database to determine academic performance. Fixed model analyses showed that management of time and effort and complex cognitive strategy use were positive predictors of academic performance. In contrast, contact with others was a negative predictor of academic performance. Explanations for these results, as well as their implications, are discussed. (Neroni et al., 2019a).

Looking at the research result above, independent studies can be carried out correctly when students cover the required characteristics. It is included 1) It is a process, a method, and an educational philosophy. Namely, students gain knowledge from their efforts and develop their ability to research and evaluate the problems faced critically. 2) In Independent Study, there is the freedom to determine learning goals with the help of tutors. 3) It demands freedom to achieve its learning goals, and 4) in independent study, there is an opportunity for students to be responsible for achieving educational values. (Bonham, 1992)

Where students can explore their interests, talents, and skills independently, this requires complete and spacious, and in-depth facilities. In this connection, independent online-based studies are

indispensable. Through online, students can explore several needs related to the desired entrepreneurship skills. The results of other researchers found that online-based learning correlates with students' academic development and can increase the emotion of cooperation between teacher-student and fellow students.

Apuke and colleagues researching under the title "University students' usage of the Internet resources for research and learning: forms of access and perceptions of utility," concluded that several students of three top Universities in Nigeria are highly dependent on smartphones to access internet both through Google, Yahoo, and e-Journal access. The internet can be used to conduct research, handle some homework, expand the scope of the study, promote, and self-study. (Apuke & Iyendo, 2018)

Student learning outcomes, including entrepreneurship skills, are also influenced by independent study and can affect their learning motivation. Baez and friends' research showed that students responded differently to challenges or difficult situations: mastery orientation and helpless orientation. Performance-oriented children will focus on tasks rather than seeing what they are capable of, have a positive attitude (enjoy challenges), and create solution-oriented strategies to improve their performance. These mastery-oriented learners often tell themselves to pay attention, think carefully, and remember successful strategies in the past. Similarly, highly-motivation learners build links that contribute to personal development. (Baez et al., 2016)

This research was conducted at a private university, Universitas Nusantara PGRI Kediri. Most of these UNP students live in community homes (in the cost), and only 5% live in Islamic boarding schools. They come from various regions in Indonesia but are more dominant in Kediri and surrounding areas. The problem of library learning resources and electronic learning media such as laptops and handphones is delicate; all students have these media and are free to use them at any time.

This study aims to analyze the formation of student entrepreneurial skills through online-based independent learning strategies and student learning motivation at UNP Kediri. The focus of this research is mapped into three, 1) The effect of online-based independent learning methods on the formation of student entrepreneurship skills. Here the researchers facilitate students to study independently to master entrepreneurial skills online. Much entrepreneurship content is available there, including tutorials for the desired skills. With self-study, many opportunities exist to understand and practice one's desired entrepreneurship. 2) The effect of learning motivation on students' entrepreneurial skills. On this side, the researcher tested the level of student motivation in mastering entrepreneurial skills when they were given the task of online self-study. Murayama & Elliot (2011) concluded that the motivation to master is stronger than the motivation to perform. and 3) The effect of interaction with online-based independent learning methods and learning motivation on student entrepreneurship skills. Here the researcher examines the effect of mutual interaction between online-based independent learning and learning motivation on mastery of entrepreneurial skills. These two independent variables were chosen because they have a high correlation, so the effect on student entrepreneurship skill mastery will be known. This research can provide comprehensive information about online independent study strategies shaping student entrepreneurship skills. This will answer the gaps with indiscriminate learning strategies that can shape student entrepreneurship skills. This research is based on the argument that to realize entrepreneurship skills, appropriate learning strategies, clear steps, and measurable achievement standards are needed regarding knowledge, skills, and attitudes. The online independent study strategy is an alternative solution to form student entrepreneurship skills that have been questioned so far.

2. METHODS

This study used experimental methods. Meanwhile, the research design uses a quasi-nonequivalent control group. The population of this study is students of the Faculty of Management and Business UNP Kediri. Sampling is based on student characteristics and similarities in entrepreneurship courses in Economics and Management Study Program 4 semester.

Data collection techniques use tests and presentations to obtain grades. Measurement techniques are used on the post-test. The form of the test used to obtain the score of understanding economic concepts is 20 questions, while the test for presentation is used checklists and guides.

Independent study learning treatment for seven face-to-face sessions. With details, one face-to-face

pre-test and one face-to-face post-test. The analysis techniques used are quantitative data analysis techniques, namely descriptive statistical techniques and ANOVA. This analysis technique was used to test the difference in the means of several different groups. These groups had high and low levels of motivation, both in the experimental and control classes. Descriptive statistics are viewed from the mean, standard deviation, variance, and presentation.

The results of the assessment in determining the scale of scoring used guidelines from Poerwanto. The following table:

Table 1. Question Item Value Percentage Categories

Degree of Deliverability	Letter Value	Predicate
89 – 100%	A	Excellent
76 – 85%	B	Good
60 – 65%	C	Enough
55 – 59%	D	Less
≤ 54%	E	Very Less

(Source: Ngalm Poerwanto, 2002)

The data collection method in this study uses a questionnaire method. First, this method is used during the pre-test and post-test to measure the level of student learning motivation in both the experimental and control classes. The second is to measure students' entrepreneurial skills in the experimental and control classes.

3. FINDINGS AND DISCUSSIONS

Description of Research Variables: Independent study of Learning Motivation, and Entrepreneurship Skill

Table 2. Descriptive Statistics

	N	Min.	Max.	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error
Indept. study	64	55	86	71.30	.856
Learning-Motivation	64	55	79	66.56	.731
Entrepreneur-Skill	64	54	90	72.84	.917
Valid N (list-wise)	64				

The table above explains that the value of the independent variable study is 64 students, the minimum score is 55, the maximum is 86, the average is 71.30, and the standard deviation is 6,849. Learning motivation a total of 64 students with a minimum score of 55 and a maximum of 79, an average of 66.56, and a standard deviation of 5,850. Entrepreneurship skills of 64 students with a minimum score of 54 and a maximum of 90, an average of 72.84, and a standard deviation of 7,338.

The effect of the Independent variable (x1) study on entrepreneurship skills (y).

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2992.695	1	2992.695	464.167	.000 ^b
Residual	399.742	62	6.447		
Total	3392.438	63			

- Dependent Variable: Entrepreneurship Skill
- Predictors: (Constant), Indep. study

From the ANOVA test analysis table above, it appears that the dependent variable in this analysis is entrepreneurship skills, while the independent or influencing variable is independent learning. This

table shows that the independent study's effect has a significance value of 0.000. If this value is transformed to the Fisher distribution or the F test, the value is less than $\alpha < 0.050$. Thus, hypothesis Ho is rejected, meaning that the independent learning variable (X1) influences the entrepreneurial skill variable (y).

The effect of learning motivation variables (x2) on entrepreneurship skills (y).

ANOVA ^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	455.219	1	455.219	9.609	.003 ^b
	Residual	2937.219	62	47.374		
	Total	3392.438	63			

- Dependent Variable: Entrepreneur Skill
- Predictors: (Constant), Learning Motivation

The table above shows that from the results of the ANOVA test analysis, the influence of learning motivation has a significance value of 0.003. When this value is transformed to the Fisher distribution or F test, the value is less $\alpha < 0.050$. It can be concluded that Ho's hypothesis is rejected, meaning that learning motivation (X2) has a variable influence on the entrepreneurship skill variable (y).

Effect of independent variables (x1) learning motivation (X2) on entrepreneurship skills (y).

ANOVA ^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3051.643	2	1525.821	273.112	.000 ^b
	Residual	340.795	61	5.587		
	Total	3392.438	63			

- Dependent Variable: Skil.Wirausha
- Predictors: Constant), Motiv.bljr, Indep.study

From the table above, it appears that from the results of the ANOVA test analysis, the influence of the Independent variable (x1) and learning motivation (x2) together on entrepreneurship skills (y) has a significance value of 0.000. When this value is transformed to the Fisher distribution or F test, the value is less $\alpha < 0.050$. It can be concluded that Ho's hypothesis is rejected, meaning that there is an influence of independent study variables (x1) and learning motivation (x2) together on entrepreneurship skills variables (y).

1) Analysis of the Effect of Online Independent Study on Entrepreneurship Skills

As discussed above, online-based independent learning positively affects the formation of entrepreneurial skills. This influence is shown by increased cognitive, affective, and psychomotor aspects. There are a number of reasons why independent studies can be influential.

First is self-study, which gives students pure experience. Experience is the best teacher, especially for students. Experiencing what is learned will give awareness that what is learned has something to do with the need for self-development. This will affect the effectiveness of learning. Learning will be in vain if the things he knows conflict with his integrity. Therefore, students with their independence can enrich and strengthen their integrity. On the other hand, through experience, the learner can directly face the desired problem, which will give meaning to the learner. During self-study, by experiencing directly on the internet, the learner can enrich the new things they want. But what is important in this independent learning is that the autonomy of freedom students get a large portion. This means the student gains the trust of being responsible for something he wants. Even so, self-study does not mean that students work alone. Teachers have an important role in motivating and directing groups so that the knowledge they want can be easily achieved.

Second, curiosity. With self-study, learners want to know more. They look for ways to explore and

learn various angles and formats according to what they want. The role of online-based learning strategies in achieving academic success includes providing evidence of increased knowledge that is flexible and participatory. At UNP, online-based independent learning emphasizes the role of learning structures in facilitating student learning and seeks to increase the effectiveness of their learning. In addition, online-based independent learning facilitates flexible learning.

Third is self-examination. Self-study gives learners the power to examine their strengths and weaknesses. They strive for measurable progress and often chart their achievements and failures. They determine their learning goals, plan the learning process, use the learning resources they choose, make academic decisions, and carry out the activities they choose to achieve their learning goals.

Fourth is accountability. Independent learning will foster a strong sense of responsibility. They do not depend on other people, whether he will stop or continue to achieve goals. But from a psychological standpoint, they are motivated to achieve their targets. The faster it reaches the target, the less dependent it is on sources outside its learning focus.

Fifth, critical thinking In practice, self-study can foster critical thinking. They check all the possibilities and often come up with many solutions. In addition to memorizing, they also ask "why" and intelligently formulate answers based on observations.

Sixth is comprehension with little or no instruction. Self-study has an uncanny ability to read, evaluate, or instruct themselves kinetically. They will find a way to understand the material through the app. In general, they hold trials of several sites that allow them to find solutions.

Seventh is persistence. Independent learners do not give up. They continue to learn to understand a number of concepts on their own before asking others for help. In general, independent learners will ask others for help when they feel stuck and do not find a solution to the problem.

Eighth is self-motivation. Online-based self-study will generate strong self-motivation by setting internal goals to be achieved. Their achievements drive them.

In general, self-learning has broad autonomy of thinking. They will be fully responsible for their learning in an online learning environment that lecturers in person or other people do not accompany. With conditions like this, students feel comfortable, and their self-esteem increases.

2) *The Effect of Motivation on Entrepreneurship Skills*

The effect of learning motivation on entrepreneurship skills provides an understanding that knowledge and skills are needed for strong learning motivation. The learning motivation of UNP Kediri students is relatively high. This is thanks to the learning method applied by the Entrepreneurial lecturer, which challenges students to master one type of entrepreneurship. So, students have internal and external encouragement that causes students to act to achieve their goals. Even with strong motivation, students have characteristics such as initiative, diligence, and active learning, not being easily satisfied, and giving up. They always try to study for the best results.

From some of the results of the research above, the researcher concludes that children who have high motivation have characteristics of 1) have high responsibility for their tasks, 2) choose tasks that are challenging, difficult, and realistic, 3) have expectations of success, 4) make great efforts to achieve success, 5) try to get the best results.

Thus, the findings above provide helpful information for lecturers that lecturers must identify and pay attention to the motivation for optimal student achievement in learning management. Judging the design of learning strategies, student characteristics must be analyzed and received attention. So, teachers can manage learning according to learning objectives and student characteristics.

Motivation for achievement is part of student characteristics. The motivation of achieving children has enormous potential to achieve learning success. This is shown by learning in the classroom, 1)

working hard. Students with high achievement motivation always try to study, work diligently, and pay attention to something as detailed as possible. Success in doing the task encourages him to do other tasks that are more complex and more diligent. 2) Hope for success. Students with high achievement motivation try hard to succeed by studying seriously, doing assignments seriously, being willing to ask other people, and looking for learning resources properly. 3) Avoid failure. Students with high achievement motivation will work on assignments, solve problems seriously and try not to fail to get the best grades, and 4) Students have the willingness to compete.

The study's results revealed that online self-study was very effective for students. Four factors influence online learning on student motivation, especially learning satisfaction, including instructor quality, learning design, fast feedback, and student expectations for success. The quality of the entrepreneurship lecturer at UNP Kediri can be seen in providing instructions or directions for doing business theoretically and in practice in the field so that students get a clear picture. Likewise, independent learning designs are designed considering students' initial abilities and the steps that students must take, and they always control the success achieved independently or with fellow students. UNP Kediri lecturers also provide quick feedback on student work achievements so they are immediately aware of their work's success level.

Furthermore, students who have high achievement motivation will always try to compete for success in carrying out their duties properly. Competition is used as a vehicle to succeed in carrying out their duties. Highly motivated students show more persistence than others in facing challenges and often seek challenging assignments. To foster student motivation, UNP lecturers assign students to come up with new entrepreneurial ideas, create online business plans, and try to market online. In this way, students are expected to be able to use creative processes to solve business problems in the field.

3) *The Influence of Independent Study and Learning Motivation on Student Entrepreneurship Skills*

As the results of the analysis, the independent study method and motivation together have a significant effect on entrepreneurship skills. It can be explained that the purpose of independent learning is to utilize cognitive elements and, more than that, a universal learning process carried out consistently in many contexts. Some empirical studies have examined how the different elements of independent learning may change depending on the context. The learner self-study and self-regulates to control his behavior. The capacity to overcome contextual challenges is important to awareness and self-control. That capacity will formulate self-study goals, gather motivation to pursue its goals and mobilize its cognition to achieve the objectives.

Self-study can avoid or overcome challenges that hinder their academics. Therefore self-regulation may not vary according to the context. But on the other hand, there is a condition that affects self-regulation, namely the character of the class situation. It could be that self-regulation becomes constrained due to the lack of freedom in using time in class. As with the classroom conditions at UNP that researchers observed, lecturers provide a fairly large space, considering that students are given the freedom to realize entrepreneurship skills which are more widely done outside the classroom. There are learning conditions set by UNP Kediri lecturers, including;

First, students are challenged to find business ideas or business ideas. Students need a lot of effort at this level to find specific problems to be followed up on immediately. Discovering this idea plays an important role in the learning process. Namely to open students' minds to try to think at a higher level. To extend students' minds, UNP lecturers ask open questions about the type of business they are interested in, hoping that students will be free to be creative in finding something according to their thoughts.

Second, students are asked to analyze the feasibility of the business ideas that have been found. The function of this analysis is to break down a whole into parts so that the overall structure or organization can be well understood. It is also related to other sections. In this case, the ideas that

students found were asked to look back at the current economic conditions. If a relationship is found between a business idea and recent economic developments, the idea can likely be implemented.

Third, making business proposals. The task of making a proposal requires divergent thinking. Students must exert their thoughts to realize a rational and pragmatic business plan, compare the plans and results to be obtained, think critically and objectively about the field of business to be carried out, and make careful assumptions about how big the success rate is in business. With the increasing clarity of the business activity program designed, it will make it easier for students to go further toward the realization of the established business.

Fourth, students are tasked with making a video of making business products that they have run. This assignment provides evidence that students really have a business product. To show the seriousness of this business product, UNP lecturers held interviews and tests in class in the form of simulations and discussions. Thus, the severity of students building entrepreneurial skills will be known. Starting from developing ideas and report presentation designs to forms of online marketing. Learning strategies that use hands-on practice, even manufacturing products, are very effective including in building entrepreneurial skills.

Fifth, students are tasked with making product advertisements or online business promotions. This kind of assignment proves that finding something must use a clear stimulus. Assignments are a powerful lecturer stimulus to work on as a response to student learning. When students do their job well by making real advertisements, it means that the steps to building morale are going well. Implementation of the task of making advertisements is a sufficiently effective stimulus to achieve learning objectives. This is like the initial concept of behavioral learning theory, which is a learning theory that concentrates on overt behavior changes that can be observed and measured. In other words, they are conditioning human behavior to be able to learn. Among the significant contributions of the theory of behaviorism to education are; the provision of behavioral objectives for the instructional process, the importance of creating a favorable environment for learning, and the improvement of 'behavior modification' techniques for the educational process.

Sixth, students are assigned to sell their products online. UNP lecturers highly emphasized the task of making this product as a proof evaluation. In practice, students are asked to tell stories and present in front of the class. Students bring evidence of goods that have been sold. If necessary, online data is displayed in front of the class. From this strategy, it can be seen that practice is a learning step that really shows the existence of real business activities. The assignment of selling products is classified as independent learning, which is believed to result in maximum learning achievement.

The seventh stage is the assignment in the form of a sales report. This means that with this assignment, students are required to make sales online and report the results. With direct practice, students get their own experience and creations, and in the end, they get the satisfaction that is very valuable for their lives. This learning strategy can be classified as an experience-based learning strategy. Where the experience-based strategy function provides opportunities for students to meet their needs, provides opportunities to think, improves problem-solving independently, and improves skills in making decisions. It can also encourage students to apply new ideas to their products.

4. CONCLUSION

Based on the data analysis above, this study can be concluded as follows: firstly, online-based independent study methods influence students' entrepreneurship skills. Students' entrepreneurship skills can be quickly curated when they study independently online. Secondly, there is an influence of learning motivation on students' entrepreneurship skills. This means that the higher the student's learning motivation, the more mastery of entrepreneurship skills. Thirdly, online-based independent study methods and learning motivation mutually influence students' entrepreneurship skills. This

means that both variables of independent study and learning motivation, if owned by students, can simultaneously increase entrepreneurship skills. This research provides valuable insights on improving student entrepreneurship skills that focus on independent online learning, especially considering the strongest motivational factors driving success.

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