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VALIDITY ANALYSIS INTEGRATED BUSINESS MODULES SPATIAL CULTURE-Based PROJECT BEST LEARNING

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ABSTRACT

This research aims to analyze the validity of the entrepreneurship module integrated spatial culture based project best learning. The research was carried out in Banda Aceh City and Greater Aceh District. This research is developmental research. As far as the stages undertaken in this research include the collection of information, data collection, preparation of teaching modules, small-scale trial tests, material development, module preparation, first field trial, revision of the first module, second field test, second module revision, finalisation of the module. This study concluded that the validation from a linguist indicates an excellent level of validation. The validation of a material expert indicates a very good level of validation. The level of practicality of this module could have been tested by two users where the results showed very practical for implementation. The recommendation of this research is the need to implement existing material on the teaching module to cultivate entrepreneurial interest in creating new edupreneurs.

Keywords: Validity, Modules, Entrepreneurship, Spatial Culture, Project Best Learning

INTRODUCTION

Starting with the need for a spatially integrated cultural entrepreneurship module based on Project Best Learning, then a module needs to be constructed to be used for the entrepreneurial teaching process. Of course it is the duty of an entrepreneurship lecturer in a team to keep working hard and work to create a module that truly fits today's learning system where the best learning project has become the benchmark in the entrepreneurial learning model of the Merdeka Learning-Merdeka Campus program.

The entrepreneurship module applied to UBBG FKIP is still an adoption of the general module published by the author outside the campus. The modules used are still not in line with the main objectives of entrepreneurial learning at FKIP where the faculty is a faculty that transfers science to students to be able to continue further to educational units both in PAUD, SD, Primary and High School. This condition very much requires basic skills about the understanding of the students in the educational unit for students of UBBG to continue entrepreneurship to the education unit. The science of entrepreneurship taught to FKIP students is complete with the application implementation of this entrepreneurial activity should be thrown into the student teaching module so that students are able to read the needs of the field.

As to the previous research that supported this research can be mentioned in the summary of activities as follows:Irman & Waskito (2020) stated that the module is a means or a set of learning media in which there are various aspects prepared as well as possible so that the desired ability is found. Nurhayati et al. (2022) stated that field observation activities, coordination with partners, program socialization, program implementation, and evaluation. The instruments used are product assessment sections, lifts and interviews. The evaluation results showed that there was an improvement in teaching module and project module preparation skills that was initially 32.35% to 91.15%.Setiawati & Mayasari (2021) stated that the term "Teaching Module" used by the School of Movement caused problems in schools. Differences in the understanding and reference of the New Teaching Module (MAB) version of the School of Engineers with the meaning of the Old Teaching modules (MAL) in the previous curriculum, need to be overcome. Izzah Salsabilla et al. (2023) stated that based on analysis there are several components that are present in the teaching module.Dini Yatul Ulva & Amalia Fitri (2022) stated that (1) the textbooks used are not in accordance with core competencies, basic competences, indicators of achievement of competence, and existing issues considered difficult by students; (2) there is no model of learning applied in textbooks. Wulandari et al. (2023) stated that the need for a teaching module that corresponds to an independent curriculum is needed as a guideline in learning.Aji et al. (2018) stated that there are a number of reasons, why teachers need to develop modules and teaching media, namely, among other things; availability of materials according to curriculum requirements, target characteristics, and learning problem solving requirements.Sarti & A. Bangun (2021) stated that the designed module consists of 4 Learning Activities with data centralization size topics. Designed project-based modules are already in line with product specifications and validated. Haristah et al. (2019) stated that media expert validation is carried out by two validators, one docent and one teacher. Testing the effectiveness of the product is carried out by giving the practicality sheet filled.Nisa’ & Sholihah (2022) stated that the component of the teaching module of the diary is general information. The core component consists of learning objectives, meaningful understanding, inductive questions, PBL-based learning activities, assessment, enrichment and remidial.Maulinda (2022) stated that independent learning is a new program of Kemndibud initiated by Nadiem Makarim, which was previously implemented by PT Cikal in the school of Cikal. In fact, the transformation of education through the policy of an independent curriculum of learning is one of the latest innovations to bring an outstanding SDM that has a Student Profile of Pancasila and an independent learning curricular aimed at the entire elementary, secondary, and upper education units. Kristanto et al in Dini et al. (2020) stated that the quality of the teaching module developed was analyzed based on the validity, practicality, and effectiveness of the module.

Setiawati & Mayasari (2021) menyatakan terdapat dua versi Modul Ajar, yakni (1) modul ajar transformasi (karya inovatif) yang mengacu Kurikulum 2013, dan (2) Modul Ajar yang adaptif mengacu Kurikulum Sekolah Penggerak. Nurhayati et al., (2022) menyatakan bidang muatan lokal dapat mengembangkannya sesuai dengan kekhasan dan kebutuhan daerah.

METHODS

According to Borg and Gall, “educational research and development (R&D) is a process used to develop and validate educational products”. It means that educational research is a procedure used to produce products based on field trials and then revised, thus producing valid products. This development research is intended not to test the theory, but to develop products used in supporting the success of educational activities. Borg and Gall, referring to research development or research and development (R&D), follow ten steps or ten steps to develop a product which are as follows:

1. Research and information collection.This phase is used by researchers to analyze needs, review literature, identify factors that cause problems so that there is a need for the development of new products. To find out the circumstances can be done through surveys as a step to analyze needs.

2. Planning.At this stage, researchers begin to establish product designs developed to solve problems found through surveys carried out by researchers.

3. Develop preliminary form of product.This stage begins to assemble the initial shape of the required product. The research process at this stage is carried out

by carrying out product design validation by an expert in the field. The validator consists of at least two professionals in their field, the results of this validation are used as a material to improve the initial product design before being tested.

4. Priminary field testing.The next stage is a limited trial. Once the product is ready for use, the next activity is to test the design of the developed product. This stage, the test that's done is a small-scale test. The data obtained is then analyzed and evaluated to improve the product developed for later application at the next stage.

5. Main product revision. The initial product review is based on the results of a limited test at the first stage, by analysing the shortcomings found during a small-scale product trial, then the shortcoming can be corrected. The shortcomings found and revised according to the input of the teacher and the validator can be an improvement to the product developed and can be used in field trials or on a large scale.

6. Main field testing.After the revision of the product developed, the next stage is the field trial or large-scale trial. At this stage the developed product is implemented in a wider area. Field trials are recommended to take more samples from samples in small scale trials.

7. Operational product revision. After the product has been applied or tested in a wider area, if there are still deficiencies found in the product developed based on observations, advice of teachers and validators then the product is revised. It's done to fix the things that are still lacking that are found on the implementation of the developed product.

8. Operational field testing.After a double test and a double revision, a product implementation can be done to determine the level of effectiveness of a product developed against child learning after the implementation of the product developed in the learning process.

9. Final product revision. Before the product is published to a wider target of the user it is necessary to do the final revision to correct things that are still not good results at the time of implementation of the product.

10. Dissemination and Implementation.The final stage of this research is to report results in scientific forums through seminars and publish them in scientific journals.Diagram of research flow development analysis validity enterprise module spatially integrated culture based Project Best Learning can be seen in the image below:

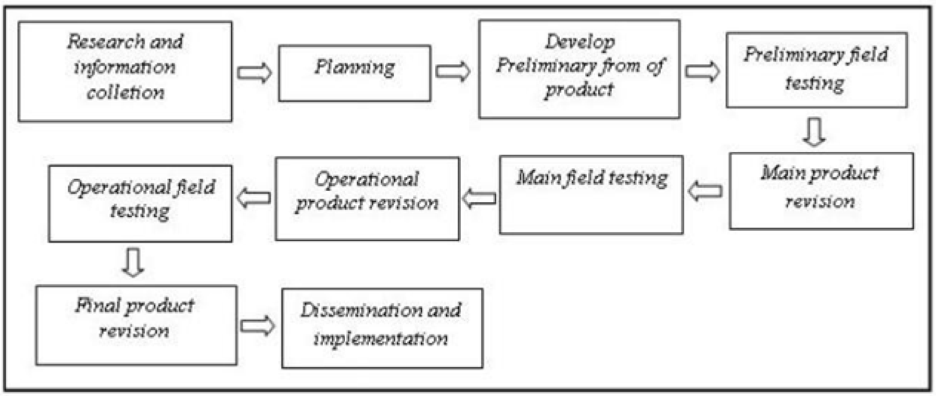

Figure 1. Flow Diagram Research Flow Development Validity Analysis Spatially Integrated Entrepreneurship Module Culture-Based Project Best Learning The data analysis techniques used are qualitative analysis in descriptive form to describe the validation of the module developed.

RESULTS AND DISCUSSION

The development of a spatially integrated entrepreneurship module based on a culture-based project best learning can be validated by holding a trial of the material in three meetings. After three meeting with different materials, the following data was obtained:

Table 1. Practicality of Implementation

Lesson	Percentase Evaluation Observer		Average	Category
	K18	K2		
Lesson 1 Lesson 2 Lesson 3	3,3 3,8 3,7	3,7 3,6 3,8	3,50 3,70 3,75	Practice Practice Practice
Practicality of Implementation			3,65	

Source: Research Results, 2023

Based on the data, it was found that the three materials provided show practical figures to be applied in classroom in learning entrepreneurship integrated spatial culture based project best learning at the Universitas Bina Bangsa Getsempena.

Aspects Assessed	Score
1.The language used is standard	3
2.Presentation of sentences easily understood by lecturers	3
3.Clarity of language used so as not to cause double interpretation	4
4. Instructions in the module make it easier for lecturers to convey the aims and objectives of various activities to students	3
5.The module makes it easier for lecturers to teach material to students	3
6.Steps in according to the available time allocation	4
7.The learning method used is in accordance with the material presented	4
8.Accuracy Format module	4
9.The module makes it easy for lecturers to attract student interest in learning	4
10.The module can be used as one of the data sources for the evaluation of the learning process.	4

Source: Research Results, 2023

Based on the above data, it can be concluded that the scores obtained from the questionnaire to the lecturer of the practitioner who passed the entrepreneurship course indicate that the content of the module is perfectly suited to the needs of the local learning process. The ten points that were assessed showed a variation in the numbers three and four. The conclusion that can be drawn is that the entrepreneurship learning module integrated spatial culture based project best learning is practically used.

CONCLUSION

The validity test results of the spatially integrated entrepreneurship module of a culture-based project best learning evaluated by the validator obtained an average percentage with a valid category for the material expert, for the media expert achieved an average percent with the valid category and for the linguist achieving an average per cent with the valida category. The results of this study conclude that the developed spatially integrated cultural entrepreneurship module based on project based learning is valid for use as a teaching material in entrepreneurial courses. The developed module can be used to support the teaching process by practitioners in the subject matter concerned as well as to facilitate students in understanding the topic of space integrated culture based project best learning.

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