Development of an Entrepreneurship Digital Textbook to Increase Students' Interest in Entrepreneurship

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Abstract
This study aims to develop digital entrepreneurship books accompanied by Islamic values to increase the interest of economic education students. The development model used is the ADDIE model, where the research subjects are 5th-semester students at the Muhammadiyah Metro University college. Samples were taken using a purposive sampling technique based on considerations of low student interest. The research instrument uses a questionnaire. Data analysis was based on comments and suggestions from media expert validators, material, and Islamic values, followed by conducting small group trials by giving student response questionnaires. The study results show that digital textbooks have a feasibility percentage of 88.50%, which is very valid at the end of the lesson given a student interest questionnaire consisting of 5 indicators. Including feelings of pleasure, student interest, being diligent in studying, diligently doing entrepreneurial assignments, being diligent and disciplined in learning, and having a study schedule obtaining a percentage of 82.50% categorized as agree. After all, they have never used digital textbooks before. Interest in running entrepreneurship can be shown by students' attitudes, who are very enthusiastic when carrying out entrepreneurial practices. 50% are categorized as agree. This is because students are very enthusiastic when they have never used digital textbooks before. Interest in running entrepreneurship can be shown by students' attitudes, who are very enthusiastic when carrying out entrepreneurial practices. 50% are categorized as agree.

Keywords: development; digital textbook; entrepreneurship; Islamic values

INTRODUCTION
The current digital era has changed the conventional learning paradigm, which leads to learning towards technology-based learning. To integrate technology and learning. In this 21st century, learning is all digital, all practical, with a high level of connectivity to various learning sources so that learning objectives can be achieved (Dewi, Sumarmi & Putra, 2021; Turohmah, Putra & Suharto, 2021). Students in the 21st century access more electronic media, social media, and news for more than 6 hours per day (Blagg et al, 2020). Therefore, this condition can be taken from the positive side by carrying out digital-based learning innovations so that the learning and teaching process becomes easier and more practical. Digital textbooks can
also support distance learning between educators and students (Pernantah, Rizka, Handrianto & Syaputra, 2022). The attainment of higher-order thinking by utilizing digital teaching materials is a demand in the 21st century (Mubarok et al., 2019). With the existence of digital technology innovations in learning strategies, it can facilitate the delivery of information optimally (Hanid et al., 2020). With the existence of digital teaching materials, students can be assisted in deepening the material by thinking and understanding through learning activities and providing real experiences to create sustainable learning. This helps students understand the material better and provides a more concrete learning experience (Coo et al, 2019; Yulaika, Harti, & Sakti, 2020).

So far, the 5th-semester economic education students’ interest in entrepreneurship from the questionnaire given is 46% in the category of having a low interest in studying entrepreneurship. The questionnaire shows that students are not interested in studying entrepreneurship because the books used are theoretical and do not show any practice, and students do not understand the role of Islam in entrepreneurial activities, such as discipline and diligence in entrepreneurship. After graduation, most of the target students become teachers, bankers, and other practitioners. Good learning outcomes are also influenced by students’ interest in learning who are happy with the material being taught (Vahlia, Anjar & Rahmawati, 2017). It is still rare for students after graduation to work as entrepreneurs, so there needs to be interest and encouragement from tertiary institutions so that they are increasingly interested in entrepreneurship. Entrepreneurial learning can help a person develop the skills and abilities to start and manage a business. Islamic values such as honesty, fairness, and social responsibility can also be a strong foundation for responsible and sustainable entrepreneurship. In addition, Islamic teachings also emphasize the importance of hard work, innovation, and good management in entrepreneurship (Adnan & Fatimah, 2013), and social responsibility can also be a strong basis for responsible and sustainable entrepreneurship. In addition, Islamic teachings also emphasize the importance of hard work, innovation, and good management in entrepreneurship and social responsibility can also be a strong basis for responsible and sustainable entrepreneurship. In addition, Islamic teachings also emphasize the importance of hard work, innovation, and good management in entrepreneurship and social responsibility can also be a strong basis for responsible and sustainable entrepreneurship. In addition, Islamic teachings also emphasize the importance of hard work, innovation, and good management in entrepreneurship.

In the process of entrepreneurship lectures, there are still several obstacles, namely, student discussion forums that are less active. Teaching resources that are more theoretical than applicable, and the many similarities in sentence structure in student answers when working on assignments or final semester exams. This is because Islamic values are not listed explicitly in the textbooks or references provided. In addition, some students still have difficulty submitting assignments on time, and textbooks that are less attractive can cause students to be less motivated to read or study existing material. Students also need books that are easy to carry and have pictures or videos that help them understand entrepreneurship material. The digital book is expected can provide more useful learning to improve entrepreneurial skills in accordance with Islamic teachings. Apart from only seeking profits in the world, entrepreneurial learning must also prepare students for life in the afterlife. In the entrepreneurial learning process, students will be directly confronted with the environment where they live, and the lecturer here will act as a facilitating agent because the purpose of entrepreneurship education is to help students have an entrepreneurial spirit.(Hasan, 2020; Wita, 2019)
Students play a major role in the learning process, and they are guided by the lecturer to find their own solutions to the problems they face. One of the challenges that are often faced by lecturers is determining the right textbook to help students achieve competency. Therefore, lecturers must be able to innovate in presenting the subject matter, including by using digital textbooks that contain Islamic values. Thus, students can make Islamic values the basis for the attitudes and behavior of business actors, these Islamic values such as trustworthiness, honesty, avoiding fraud, self-confidence, and task and result-oriented (Hamzah, 2021).

Digital teaching materials are an important component in an effort to achieve learning objectives. Content accessibility in digital teaching materials can help the learning process become more effective and efficient. Thus, digital teaching materials can help students understand the material better and facilitate access to quality learning resources (Hanid et al., 2020). One of these teaching materials is the use of digital textbooks, which are learning media to assist lecturers in delivering material, as well as assisting students in studying lecture material independently. According to (Atmadja et al., 2015), digital books are a type of book that can be read electronically via a computer or other device. Typically, digital books consist of files in various formats, such as PDF (portable document format), which can be opened using the Acrobat Reader application or other similar programs. Digital books make it easy for readers to read books without having to carry physical printed materials, and they also make it easier to access various types of books that may not be available at your local bookstore or library.

This era of all-technology demands universities in Indonesia that are flexible and customized (Richardson et al., 2019). In this case, lecturers at Muhammadiyah Metro University are required to integrate learning in accordance with the University's vision and mission, namely, "Professional, Modern and Enlightening Center for Prophetic Excellence." Entrepreneurship lecturers are starting to carry out the learning process with digital platforms such as using SPADA, quizizz, google meet, and zoom meetings. Most Economics Education students, especially semester 5, already have an Android mobile phone so that they can support digital learning. Digital textbooks can be an effective way to increase student entrepreneurial interest. Digital textbooks are learning media that can be accessed via electronic devices such as computers, laptops, or cell phones. This book has several advantages compared to conventional textbooks. The existence of digital textbooks can increase student interest and participation, as well as facilitate flexible and customized learning. The development of digital textbooks to increase interest in entrepreneurship must also be supported by educational policies, administrative support, and the readiness of lecturers and students (Schacter et al., 2017). For example, universities can integrate these digital textbooks into the learning curriculum, as well as provide the necessary technological facilities to access these digital textbooks. And facilitate flexible and customized learning. The development of digital textbooks to increase interest in entrepreneurship must also be supported by educational policies, administrative support, and the readiness of lecturers and students (Schacter et al., 2017).

In accordance with the vision of UM Metro, in the entrepreneurship learning process, it is necessary to instill Islamic values in textbooks and lecture activities. Students really need digital textbooks which contain Islamic values so that they can increase the entrepreneurial interest of Economics education students. Entrepreneurship digital textbooks that contain Islamic values are a type of book that combines entrepreneurial principles with Islamic values such as honesty, justice, and social responsibility. This book provides guidance for Muslim
entrepreneurs to run their businesses in accordance with Islamic principles while at the same
time providing positive values for society (Budiman, 2020)

Digital textbooks are a medium that can support success in the learning process (Sariyatun et al., 2018) The use of digital textbooks that are integrated with Islamic values is more flexible and can be put to good use by students anywhere and anytime. Digital textbooks accompanied by Islamic values emphasize the importance of having good thinking skills to achieve success in this world and in the hereafter, which is the responsibility that must be borne by Muslim entrepreneurs (Hassan & Khan, 2018 ; Sheibani, 2019). This research is able to support the understanding of the material and student assignments. This research produces technological innovations to maximize students' interest in learning. The purpose of this study was to find out how to develop digital textbooks accompanied by Islamic values to increase entrepreneurial interest in entrepreneurship courses. Digital textbooks can increase student interest and participation and reduce learning costs. In addition, digital textbooks can also facilitate access to learning materials and facilitate flexible learning (Lilis, Ruhiyat, & Djumena, 2019; Joksimovic & Milojevic, 2019). The use of digital textbooks can increase entrepreneurial interest by presenting interesting and easy-to-understand material, as well as providing opportunities for students to study independently according to the desired time and place. Digital textbooks can increase entrepreneurial interest (Muhammad & Wulandari, 2019; Nurjanah & R Hidayat, 2018).

METHOD
Research refers to the ADDIE development model. This development model consists of several stages, namely analysis, design, development, implementation, and evaluation. The development procedure carried out follows the design of the ADDIE development model developed by Dick and Carry, stating that the ADDIE research procedure is divided into five stages described (Sari, 2017) as follows:

Analyze
This stage is the stage of defining what the participants will learn, namely conducting a needs analysis and curriculum analysis.

Design
This stage starts with setting learning goals, designing scenarios, designing learning tools, designing learning materials, and learning outcomes evaluation tools.

Development
This stage realizes the conceptual framework into a product that is ready to be implemented.

Implementation (execution).
At this stage, the designs and methods that have been developed in real situations are implemented, namely in the class that is the target of the research.

Evaluation(feedback)
This evaluation is done by giving feedback to the users of the model/method. Revisions were made in accordance with the results of the evaluation that the new model/method had not been able to fulfill.
At this stage, testing and evaluation are carried out as well as making improvements to the resulting product and then concluding that the research being developed has achieved its objectives or met the predetermined specifications. The schematic of the model stages is shown in Figure 1 below.

Figure 1. Schematic of the Model

The following are the stages of developing teaching materials with the ADDIE model:

Figure 2. Stages of Teaching Material Development Using the ADDIE Model

The subject of this study was the 5th semester of the economics education study program, totaling 30 students at Muhammadiyah Metro University. The procedure for carrying out the research is as follows:

1. Analysis of student needs through interviews and observations, as well as the use of the curriculum that has been implemented at Muhammadiyah Metro University
2. Designing digital textbook products accompanied by Islamic values by adjusting semester learning plans (RPS) which contain material, sample questions, summaries, and entrepreneurial practice activities carried out by students both individually and in groups, as well as designing digital textbook cover layouts so that it attracts student learning interest. Besides that, it also made a product validation questionnaire for media and material experts and a student learning interest questionnaire.
3. The development stage is the process of combining digital textbooks and testing the validity and practicality of digital textbooks, and evaluating improvements to suggestions and comments from experts and students. At the small group trial stage, there were 10 students in line with the explanation (Barus, 2018) that the trial subjects consisted of small group trials of 9-20 students. The sampling technique in this study used proportional sampling, or the sampling technique was deliberately carried out by the researcher. That is, the sample is not taken randomly, but the researcher determines the sample himself. The reason researchers prefer to use proportional sampling is that the Covid-19 pandemic is happening, which requires schools to be closed until an undetermined time. This is in line with (Marvin, 2018) statement that it is a sampling technique with certain considerations. This sample is more suitable for use by qualitative researchers or research that does not generalize.

4. The implementation stage is conducting large group trials, namely learning using the products developed, and at the end of the meeting, questionnaires of interest in learning are distributed.

5. Evaluation is carried out to improve textbooks based on known deficiencies at the implementation stage to be able to improve digital textbook products.

6. The data collection technique in this study used interview sheets and assessment questionnaires assessed by material experts and design experts; besides that, there was a respondent questionnaire that was distributed to 10 students. The data analysis technique in this study has 4 rating scales from 1-4, namely, strongly disagree, disagree, agree, and strongly agree with the product validity criteria (85.1-100%) very valid, (70.1-85%) valid, (50.1-70%) quite valid, (0.1-50%) less valid. Furthermore, data analysis techniques at the practicality stage it has 4 rating scales from 1-4, namely, strongly disagree, disagree, agree, and strongly agree. Product practicality criteria include (85.1-100%) very practical, (70.1-85%) practical, (50.1-70%) quite practical, (0.1-50%) less practical (Agustina & Vahlia, 2017)

RESULT AND DISCUSSION

The development of digital textbooks accompanied by Islamic values will be carried out from 1 August to 15 November 2022 in the economics education study program. The first stage was interviews and observations with the economics education lecturer for the entrepreneurship course Mrs. Sangidatus Sholiha, M. Pd. The learning uses books that are theoretical and general, there are no entrepreneurial practice activities accompanied by Islamic values, and students already have android devices that can access textbooks digitally. Nowadays, it is necessary to use information technology so that the entrepreneurial learning process can run well (Afwan, Vahlia, & Sholiha, 2022; Munawar, 2020). In addition, the curriculum applied is the independent learning curriculum where students actively participate in lectures and tasks by directly involving themselves in entrepreneurship (Prastyo, Islam, & Putra, 2021; Purwanto & Risdianto, 2022).

The product development process is continued, namely conducting product validation to material experts, media, and Islamic experts, which can be seen in Table 1.
Table 1. Percentage Results Of Digital Textbook Validation (Sholiha, Vahlia & Afwan, 2022)

<table>
<thead>
<tr>
<th>Expert fields</th>
<th>Name validators</th>
<th>Eligibility Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islamic Expert</td>
<td>Dr. M. Ihsan Dacholfany, M. Ed.</td>
<td>95.00%</td>
<td>Very Valid</td>
</tr>
<tr>
<td>Material Experts</td>
<td>Nurul Farida, M.Pd.</td>
<td>82.00%</td>
<td>Quite Valid</td>
</tr>
<tr>
<td>Media Expert</td>
<td>Satrio Wicaksono Sudarman, M.Pd.</td>
<td>88.50%</td>
<td>Very Valid</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td><strong>88.50%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 1. shows that digital textbooks have a feasibility percentage of 88.50%, which is very valid to use in implementation. From the validation results, there are comments and suggestions from the media validator, namely that the cover must adjust the font and contrasting colors so that it is attractive, and concept maps are made like a structured chart so that it is easy to see the sub-chapters of digital textbooks. From the material validator, namely in the material, real examples of problems in entrepreneurship are given from people who are already successful at this time and add digital transaction processes that are widely used today, for example, through e-commerce or scanning QR codes. From the validator of Islamic values, namely digital textbooks, there are improvements related to the interpretation of Al-Qur’an verses that are in accordance with the material.

Next, conduct a small group trial of 10 economic education students who provided comments and suggestions related to digital textbook products can be shown in Table 2.

Table 2. Student comments and suggestions

<table>
<thead>
<tr>
<th>M1</th>
<th>When using digital books on the auto flip, it’s better to fix it again because when I used it, I didn’t understand it, so I tried a number of times and was able to use it. For the material, maybe you can add the impact of entrepreneurship in terms of economic, social, political, and others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M2</td>
<td>It is quite helpful to better understand what entrepreneurship is, equipped with appropriate hadiths and verses of the Koran. To obtain entrepreneurial knowledge and Islamic values, there are practice questions and structured assignments for self-study. Interestingly, you can use barcodes to view video material to better understand entrepreneurial material.</td>
</tr>
<tr>
<td>M3</td>
<td>I am quite complete and clear because we can learn a lot about the meaning of entrepreneurship in general, including the benefits of studying entrepreneurship for students. The principles of Islamic entrepreneurship entrepreneurial activities according to Islam. Moreover, in the explanation, there are verses in the Qur’an and then sales management and the concept of entrepreneurship.</td>
</tr>
<tr>
<td>M4</td>
<td>The whole is good and good, and the explanation for each chapter is easy to understand, concise and simple. However, the writing cannot be read on page 22, namely the table of ten things that entrepreneurs must have. It is best if the writing on the table image can also be clarified so it can be read.</td>
</tr>
<tr>
<td>M5</td>
<td>Digital book products are good, but when you open the flipbook, it is a little difficult and takes a long time to open, and the book cannot be opened directly to the desired page.</td>
</tr>
<tr>
<td>M6</td>
<td>Very good and easy to read and understand on every sheet in the book. Suggestion: some structural charts or drawings are not clear</td>
</tr>
</tbody>
</table>
Entrepreneurship digital books can facilitate learning, especially as a source of learning. Cover and interesting contents make enthusiasm and interest in learning.

Entrepreneurship digital books are very helpful in learning; apart from being easy to use, the delivery of the material presented is quite understandable. The questions are also understandable. In terms of cover and appearance, colors don’t hurt your eyes and are very much in sync with the title.

Digital books are very good, making it easier for us to study entrepreneurship which can be accessed anywhere and anytime.

Interestingly enough, it’s good for understanding entrepreneurship material and equipped with Islamic values that are in accordance with the Koran and hadith. It’s also equipped with barcodes to watch videos, so you understand better.

Digital textbooks are undergoing product improvements such as providing instructions for using digital textbook products because some have difficulty opening them, writing verses from the Qur’an that are not clear, and replaced with other applications. From the questionnaire analysis, student responses obtained a percentage of 84.00% in the practical category shown in Table 3.

Table 3. The Percentage Of Each Aspect Of The Student Response Questionnaire Indicator

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Aspect Indicator</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Quality and Purpose</td>
<td>a. The attractiveness of the appearance of Digital Books</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Suitability of the digital book cover design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Concept map clarity</td>
<td>83.33%</td>
</tr>
<tr>
<td></td>
<td>d. Clarity of instructions for use</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Clarity of discussion of the material</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Clarity of material summary</td>
<td></td>
</tr>
<tr>
<td>Engineering Quality</td>
<td>a. Clarity of appearance and color</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Text readability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Conformity of verses of the Qur’an and hadith</td>
<td>85.20%</td>
</tr>
<tr>
<td></td>
<td>d. Practice questions and feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Ease of use of Digital Books</td>
<td></td>
</tr>
<tr>
<td>Quality of learning</td>
<td>a. Ease of learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Material equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. There is a video to facilitate understanding of the material</td>
<td>82.67%</td>
</tr>
<tr>
<td>Benefit</td>
<td>a. Acquire entrepreneurial knowledge and Islamic values</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. There are practice questions and structured assignments for independent study</td>
<td>85%</td>
</tr>
</tbody>
</table>

Digital textbook product design that adjusts the material by paying attention to the components in it such as in each chapter, there are verses of the Qur’an related to the material being taught so that students do not only understand the theory of the concept but rather its application in real life of entrepreneurial students, both in narrow circles and in the wider community. An example is that in the textbook, there is a letter Al-Jumuah, verse 10, which
instructs Muslims not to be lazy after carrying out worship. Then there is surah At-Taubah verse 119, which explains that in running an entrepreneurial business, a businessman acts honestly so that what is obtained in business becomes a blessing because nowadays, many are dishonest in running a business. The cover of teaching materials is made attractive, and the layout is good. Each chapter also contains a summary of the material to make it easier for students to read and understand the material, as well as structured assignments that are practical in nature, such as students making direct observations with entrepreneurial partners to find out how the entrepreneurial process can run smoothly, how to develop a product that is still liked by consumers, service to consumers so that they are satisfied and buy their products again, how to maintain the quality of a product, how to make the product, how to overcome difficulties in running a business and how to overcome these difficulties. Students are given structured assignments until these students can make entrepreneurial products that they plan to do later after graduating from entrepreneurship lectures.

The implementation stage is learning activities for 8 meetings using digital textbooks. This process is to determine whether this product is successful in increasing interest in learning (Hadi & S Agustina., 2016). Next is the evaluation stage, where students feel happy and excited about participating in lecture activities when the learning takes place. Students' interest in entrepreneurship has increased because of textbooks that discuss entrepreneurship. This textbook can better understand what entrepreneurship is, how to start a business, and how to manage a newly opened business.

Students more easily understand the basic concepts of entrepreneurship and are more motivated to try to enter the world of entrepreneurship. This digital textbook can also provide examples of cases that can be used as material for consideration and inspiration for students who want to start a business. To understand the material, they don't need to carry books everywhere. Just by bringing their cellphones, they can understand the material, and in the digital textbooks, it has been explained in the audio-visual form regarding the material. After understanding the material, they were given projects, and they were very enthusiastic about carrying out these assignments. Thus, textbooks on entrepreneurship can be one factor that influences student entrepreneurial interest to increase in line with the opinion of (Andini & Saino, 2022). Besides that, textbooks on entrepreneurship can also provide knowledge about how to manage risks associated with business so that students who read the book will better understand that entrepreneurship is not something easy but also has risks that must be faced. This textbook can provide useful information for students who want to start a business, as well as provide the knowledge needed to manage the business properly.

To understand the material, they don't need to carry books everywhere. Just by bringing their cell phones, they can understand the material, and in the digital textbooks, it has been explained in an audio-visual form about the material. After understanding the material, they were given projects, and they were very enthusiastic about carrying out these assignments. Thus, textbooks about entrepreneurship can be one-factor influencing student entrepreneurial interest, which is in line with (Dzulfikri & Kusworo, 2017). They feel motivated in entrepreneurship activities such as entrepreneurship practicum activities. They are very enthusiastic about business planning, presenting business proposals, and implementing marketing when the product is finished. The products produced are innovative, such as processed banana peels, dried pempek, sambal, and aci meatballs. At the end of the
lesson, a student interest questionnaire was given, which consisted of 5 indicators, including feelings of pleasure, student interest, being diligent in studying and diligently doing entrepreneurial assignments, being diligent and disciplined in learning, and having a study schedule obtaining a percentage of 82.50% categorized as agree. This is because students are enthusiastic and have never used digital textbooks.

CONCLUSION
Digital textbooks have several advantages compared to printed textbooks. First, digital textbooks are more accessible. Students can download digital textbooks for free or at a lower price than printed ones. In addition, students can also read digital textbooks anywhere and anytime using electronic devices such as smartphones or laptops. Second, digital textbooks are more interactive. Digital textbooks provide features such as videos and quizzes to help students better understand the material. In addition, digital textbooks can also provide faster and more timely feedback through features such as discussion forums or chats. Third, digital
textbooks are more environmentally friendly. The use of digital textbooks can reduce paper usage and reduce greenhouse gas emissions resulting from the process of making printed books. Entrepreneurship digital textbooks accompanied by Islamic values are one of the media that can support lecture activities to achieve lecture objectives. Digital textbooks have a feasibility percentage of 88.50%, which is very valid for implementation. At the end lesson, students are given a questionnaire of interest in learning, obtaining a percentage of 82.50% and can be categorized as agreeing. This is because students are enthusiastic and have never used digital textbooks. Interest in running entrepreneurship can be shown by students' attitudes, who are very enthusiastic when carrying out entrepreneurial practices. Therefore, it can be concluded that digital textbooks can help students acquire the knowledge needed to start a business and provide a more interactive and effective learning experience. We thank all those who have helped in this research.

REFERENCES


