

## The Use of Web Learning Media and Entrepreneurship Education E-books

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### ABSTRACT

The era of digitalization 4.0 has entered into all fields including education. The need for digitalization learning needs to be familiarized by all circles. The purpose of this study is to determine the effectiveness, response and influence of web learning media and educational e-books on entrepreneurship courses. The research method used is quantitative research with experimental research designs. The population is Tadris Mathematics student VII semester IAIN Sheikh Nurjati Cirebon in the academic year 2019/2020. The sampling technique used was purposive sampling, where students were taking entrepreneurship courses. Analysis of the data used is the z test and regression test and descriptive analysis. Based on the results of research that the application of web media and e- book entrepreneurship is effective in learning entrepreneurship courses in terms of completeness of student learning outcomes. Student responses to web learning media and e-books are quite good. And the influence of web media and e-books by 67.4% on the achievement of learning outcomes in entrepreneurship courses.

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## 1. INTRODUCTION

Education broadly is a learning experience that takes place in all environments and throughout life, while narrowly education is teaching carried out by schools as formal educational institutions. In the National Education System Law no. 20 of 2003, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spirituality, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state (Rasyidin et al, 2011) To

improve the quality of the learning process, teachers need to understand the things that influence the student learning process, both those that hinder and those that support.

According to Sanjaya, the teaching and learning process is essentially a communication process, where the teacher acts as a messenger and students as recipients of the message (Sanjaya, 2009). Therefore, in a communication process a channel is needed that functions to facilitate the delivery of messages. This is the essence of learning media.

Learning is a process of interaction between students and learning resources, but the learning process that takes place in reality is still largely centered on the teacher, where a quality learning process is ideally learning that can help and facilitate students to develop their potential optimally, and be able to achieve goals are set effectively, oriented to the interests, needs and abilities of learners (Priyanto, 2008). The readiness of the teacher in the form of learning materials and models before delivering learning, should focus more attention on all groups and motivate students so that students play an active role (Rizky, 2013). Lessons prepared by lecturers must review various student conditions so that they can receive learning material in class so that learning objectives are achieved.

The use of technology in the world of education, one of which is using interactive e-books, has been widely used. Apart from that, one of the technological developments that provides benefits is the web. The interactive ebook will be created in web form because it has the following benefits: 1) users can study entrepreneurship anytime and anywhere as long as they have an internet connection and have an account on the web, 2) users do not need to carry physical books because the books to be studied are already stored on web (Liwang, 2013). E-books or electronic books are textbooks that are converted into digital format, e-books are also defined as learning environments that have applications that contain multimedia databases of instructional resources that store multimedia presentations about topics in a book (Restiyowati & Sanjaya, 2013).

The Horizon Report (Johnson, Levine, Smith, & Stone, 2010, p. 17) mentions ebooks as one of the trends in the use of technology in higher education that will be widely used in the next two to three years (2011 – 2013). In subsequent research, in 2011 the Horizon Report (Johnson, Smith, Willis, Levine, & Haywood, 2011, p. 8) again explained that ebooks had been widely used in the learning process with a positive response to use because ebooks were considered a transformative technology capable of provide a variety of reading experiences.

Mawarni and Ali Muhtadi's research produced an interactive digital book product in the form of a Compact Disk (CD) along with an instruction manual. The results of the product feasibility assessment score through the alpha test for material experts were 3.39 (very feasible) and for media experts were 3.54 (very feasible). The results of research conducted by Wirawan (2012) show that E-Learning capabilities can be expanded into M-Learning by adding components to the software product layer and application layer. Course/lecture data can be utilized so there is no need to create an M-Learning system separately from E-Learning.

Web-based learning is the delivery of learning without meeting in person or remotely, of course using technology. Apriyanti and Sukardi (2012) added that currently e-learning has made a lot of progress, where everyone only accesses learning, but now e-learning features are getting better, such as forums and chat. Online learning or (E-learning) which is also known as "Web based learning" is one type of application of electronic learning (Rusman et al, 2011; Riyanto, 2019). Online learning also helps the new generation of teachers to improve their skills for the pedagogy of learning teaching staff to the 21st century tools (Basak, Wotto, & Lange., 2018).

## **2. METHOD**

The research carried out was quantitative research with the aim of finding out the effect of using web learning media and entrepreneurship education ebooks on learning outcomes. This research is research that aims to determine the relationship between the variables studied. Research design (Sugiyono, 2015) is all the processes required in planning and implementing research. Experimental design is a design that contains the steps and actions that will be carried out in experimental research activities, so that the necessary information about the problem being studied can be collected factually (Arifin, 2011). The population of this study were Tadris Mathematics

students for the 2019/2020 Even Academic Year. Meanwhile, the sample used came from semester 7 of the entrepreneurship course. The instruments used are comprehension tests and response questionnaires for e-books and e-learning. The collected data was analyzed using the regression formula.

### 3. RESULT AND DISCUSSION

Web learning media research data was obtained from distributing questionnaires to a research sample of 80 students. The web learning media questionnaire was given to students on a scale of 5 with a total of 25 statements. The results of calculating questionnaire distribution data can be seen from Table 1 below.

Table 1. Web Learning Questionnaire Results

	Media Web
N	80
Minimum	66,21
Maximum	89,32
Range	21,45
Mean	87,66
Std. Deviation	16,22
Variance	135,958

The results of distributing entrepreneurship web learning media questionnaires from 80 students after calculating using SPSS revealed descriptive statistics that the average web learning media questionnaire was 87.66 with a minimum score of 66.21 and a maximum score of 89.32 so the range was 21.45. The standard deviation value is 16.22 and the variance is 135.958.

Researchers can calculate all the aspects compiled in the web learning media response questionnaire as a whole to find out the average percentage of student response questionnaires to the web learning provided. The results of calculating the response questionnaire for all aspects can be reviewed in the table below. Table 2 Recapitulation of web learning media response questionnaire aspects.

Tabel 2. Recapitulation of web learning media response questionnaire aspects

No.	Aspect	Percentage	Average	Note
1	Presentation View	82%		
2	material	86%	83%	Very strong
3	Benefit	81%		

Based on the results of the recapitulation of calculations for each aspect, the average of all existing aspects is then calculated in order to determine the general average of the questionnaire. The calculation result of the average response questionnaire regarding this web media as in Table 2 is 83% in the very strong category. Students as respondents or research subjects have responded to the web learning media in the entrepreneurship course which is classified as good or satisfactory.

Research data on entrepreneurship education ebooks was obtained from distributing questionnaires to a research sample of 80 students. The entrepreneurship education ebook questionnaire was given to students on a scale of 5 with a total of 20 statements. The results of calculating questionnaire distribution data can be seen from Table 3 below.

Tabel 3. E-book Edukasi Questionnaire Results

Ebook Edukasi	
N	80
Minimum	70,12
Maximum	92,43
Range	22,31
Mean	90,11
Std. Deviation	26,32
Variance	167,228

The results of distributing web learning media questionnaires and entrepreneurship education ebooks from 80 students after calculating using SPSS revealed descriptive statistics that the average web learning media questionnaire was 87.66 with a minimum score of 66.21 and a maximum score of 89.32 so the range was 21.45. The standard deviation value is 16.22 and the variance is 135.958.

Table 4. Recapitulation of Educational E-book Media Aspects

No.	Aspect	Percentage	Average	Note
1	Discuss	87%		
2	Ease of Understanding	80%		
3	Appearance	88%	83,75%	Very Strong
4	Learning Implementation and Evaluation	80%		

Based on the results of the recapitulation of calculations for each aspect of the educational ebook questionnaire, the average of all existing aspects is then calculated in order to determine the general average of the questionnaire. The calculation result of the average response questionnaire regarding this educational ebook as in Table 4 is 83.75% in the very strong category. Students as respondents or research subjects have responded to the educational ebook in the entrepreneurship course which is classified as good or satisfactory.

Entrepreneurship learning outcomes are obtained from distributing students' understanding tests after attending KBM, especially in entrepreneurship courses in class. The results of learning using web learning media and educational ebooks at the end of the activity were distributed regarding students' understanding of the material that had been presented in web and ebook form. The results of the student learning outcomes test description can be reviewed in the following table.

Table 5. Description of Learning Outcomes

Statistics	Learning Outcomes
N	80
Minimum	72,11
Maximum	87,81
Range	15,7
Mean	85,77
Std. Deviation	19,45
Variance	153,77

The results of the entrepreneurship learning outcomes test after implementing web learning media and entrepreneurship education ebooks from 80 students after calculating using SPSS revealed descriptive statistics that the average learning outcome was 85.77 with a minimum score of 72.11 and a maximum score of 87.81 so the range is 15.7. The standard deviation value is 19.45 and the variance is 153.77.

From calculations using SPSS software for the regression test, the calculation data for the linearity regression test can be obtained as follows.

Table 6. Regression Linear Test

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	52,174	2	52,174	,693	,000 <sup>b</sup>
	Residual	3615,906	78	75,331		
	Total	3668,080	80			

a. Dependent Variable: Hasil Belajar Entrepreneurship  
b. Predictors: (Constant), Media web dan ebook edukasi

In Table 6 above Anova, the F value = 0.693 with a sig value of 0.000. Because the significant value is smaller than 0.05, regression can be used to determine the influence of attitudes towards web learning media and educational ebooks on student entrepreneurship learning outcomes. 2. Regression Equation Based on the results of calculations using SPSS software, the following data was obtained.

Table 7 Regression Equation Test

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	67,248	14,510		4,635	,000
	Media Web	,288	,106	,119	4,824	,000
	Ebook	,122	,134	,123	4,922	,000

a. Dependent Variable: kecemasan

From the regression equation above, it is known that the constant value is 67.248 and the significance value is 0.000, which means it is significant or less than 0.05. The regression direction coefficients are 0.288 and 0.122 with a significance value of 0.000 which is less than 0.000. Therefore, the regression equation is  $Y = 67.248 + 0.288X_1 + 0.122X_2$ . The regression coefficient of 0.288 states that every addition (increase) in the application of web learning media will influence learning outcomes by 0.288. The regression coefficient of 0.122 states that every addition (increase) in the application of educational ebooks will affect learning outcomes by 0.122. The coefficient is positive, meaning that there is a positive relationship between web learning media and educational ebooks on students' entrepreneurship learning outcomes. The higher the score of students' web learning media and educational ebooks, the higher the student's entrepreneurship learning outcomes.

To determine the goodness of the regression model, calculations were carried out using SPSS software. The SPSS calculation results can be seen in the table below.

Table 8 Model Goodness Test

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,561 <sup>a</sup>	,674	,206	18,679

a. Predictors: (Constant), Hasil belajar  
b. Dependent Variable: media web dan ebook

Based on Table 8 above, it shows the results of data calculations for web learning media and educational ebooks,  $r_{xy} = 0.561$ . Based on the interpretation of the  $r$  value, the correlation between the web learning media variables and educational ebooks with the entrepreneurship learning outcome variable shows a strong category. From a correlation coefficient of 0.561, a determination index of 0.674 is obtained, which means that 67.4% of entrepreneurship learning outcomes are determined by web learning media and educational ebooks, while the rest is influenced by other factors.

The advantages of interactive digital books are supported by content designed to provide meaningful learning according to Bruner, namely giving students the opportunity to actively identify key principles they have discovered themselves, not just receive explanations (Mawarni & Muhtadi, 2017). The existence of digital books provides an opportunity for students or in general digital book readers to find keywords in the material they are reading and then understand the explanation in the next sentence. This gives e-book readers a special task to always be careful and analyze what they are reading themselves, not relying on hearing in general.

In the application of web learning media and ebooks for entrepreneurship education, there are still shortcomings in this research regarding content or student competency standards, but based on research obtained by researchers, the response of students to the use of web learning media and ebooks for entrepreneurship education is good. Students are enthusiastic about participating in the learning process, and they realize that the use of web learning media and educational ebooks can increase the intensity of learning without a teacher and practice independent learning.

The use of e-books carried out by Prabowo and Heriyanto (2013) in libraries often experiences problems and obstacles, namely the internet is far from adequate, users find it difficult to access e-book passwords, and they are not flexible when typing to read via computer. With e-learning, students maximize their role through searching for material using their own efforts and initiative (Syuhendri & Wiyono, 2015).

The entrepreneurship learning outcomes after using web learning and entrepreneurship education ebooks were found to be an average of 85.77. With a maximum score of 87.81 and a minimum of 72.11, it can be said that the results of studying entrepreneurship have achieved complete learning. The use of web learning and ebooks for entrepreneurship education gives students a new nuance in understanding the material in entrepreneurship courses.

Based on the results of calculations and analysis of influence tests using multiple regression, the resulting multiple regression equation is  $Y = 67.248 + 0.288X_1 + 0.122X_2$ . If the web learning media and entrepreneurship education ebook variables are constant then the value will remain constant according to the constant value, namely 67.248. If based on the results of the  $r^2$  test, it is obtained that it is 67.4%, which indicates that the learning outcomes for students in entrepreneurship courses which are supported by web learning and entrepreneurship education ebooks simultaneously are 67.4%. The use of web media and entrepreneurship education ebooks on students' learning outcomes in entrepreneurship courses has a positive effect and helps students understand the entrepreneurship course material.

#### **4. CONCLUSION**

Based on the results and discussion in this research, then Researchers can conclude that web learning media and e-books for entrepreneurship education are effective in terms of the completeness of student learning outcomes. Student responses to the application of web media and e-books for entrepreneurship education are classified as good. The influence of web media and e-books is 67.4% on the achievement of learning outcomes in entrepreneurship courses. Obtained from the research results is that achieving good learning outcomes in entrepreneurship courses can be done through the application of web learning media and educational e-books.

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