

The Accuracy of the Online-Based Independent Study Method in Developing University Students' Entrepreneurship Skills

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Abstract

Keywords:

Self-Learning Method, Online-Based, Entrepreneurial Skills.

This study aims to analyze the impact of online-based independent learning methods on developing entrepreneurial skills among students at Private Universities in Kediri. The research focuses on 1) the types of entrepreneurial skills that students are keen on enhancing, 2) the strategies employed by tutors/lecturers to help students strengthen their entrepreneurial skills through online independent study, and 3) the effectiveness of online independent study methods on students' entrepreneurial skills with the guidance of lecturers. The study utilizes a research and development (R&D) approach. The research sample comprises 1) two classes of students from the Islamic Broadcasting Communication Study Program at the Faculty of Da'wah, U.I.T. Lirboyo Kediri, and 2) two classes of students from the Management and Economics Study Program at U.N.P. Kediri. The findings reveal that online-based independent study significantly influences the development of students' entrepreneurial skills. The entrepreneurial skills of interest include online stores, resellers, drop-shippers, and affiliate marketers. The tutor's strategy for fostering students' entrepreneurial skills involves generating new ideas, conducting idea feasibility tests, drafting business proposals, developing business products, creating online advertisements, practicing sales techniques in the field, and preparing sales reports. This tutoring approach contributes to cultivating innovative entrepreneurial skills that yield positive outcomes for students.

Abstrak

Kata kunci:

Metode belajar mandiri, berbasis online, skil kewirausahaan.

Tujuan penelitian ini untuk menganalisis pengaruh metode studi mandiri (Independent study) berbasis online terhadap pembentukan skil kewirausahaan mahasiswa Perguruan Tinggi Swasta di Kediri. Fokus penelitian ini meliputi 1) bentuk entrepreneurship skill yang diminati mahasiswa untuk dikembangkan lebih lanjut, 2) strategi tutor (dosen) dalam membimbing mahasiswa untuk memperkuat entrepreneurship skill melalui independet study berbasis online, dan 3) efektifitas strategi independet study berbasis online terhadap entrepreneurship skill mahasiswa di bawah kendali dosen. Penelitian ini menggunakan penelitian pengembangan (R&D), sampel penelitian terdiri dari dua kelas mahasiswa Prodi KPI Fakultas Dakwah UIT Lirboyo Kediri dan dua kelas mahasiswa Prodi Manajemen dan Ekonomi UNP Kediri. Hasil penelitian menunjukkan, ada pengaruh yang signifikan metode studi mandiri berbasis online terhadap pembentukan skil kwirausahaan mahasiswa. Bentuk skil kewirausahaan yang diminati berlaku menurun meliputi, toko online, reseller, dropshiper, dan pemasar afiliasi. Sementara strategi tutor dalam pembentukan skil kewirausahaan mahasiswa, dimulai dari menentukan ide baru, uji kelayakan ide, membuat proposal usaha, membuat produk usaha, membuat iklan online, praktik penjualan di lapangan dan membuat laporan penjualan. Bentuk strategi tutor ini sebagai pembentukan skil kewirausahaan baru yang memberikan hasil yang progresif bagi skil mahasiswa.

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INTRODUCTION

This research aims to analyze the development of online-based Independent study to foster entrepreneurship skills of students of private universities in Kediri. This is important considering that one of the indicators of undergraduate quality is having entrepreneurship skills that can be developed in life. Therefore, student mobility must carve entrepreneurship skills during their studies in undergraduate programs. The phenomenon in the field shows that currently, there are still many undergraduate graduates who are unemployed because they do not have the skills to support their lives. The Central Bureau of Statistics (B.P.S.) reported that unemployment of university graduates increased by 1.13 percent to 6.31 percent in February 2018 (Haryanto, 2022).

Capturing the phenomenon of undergraduate unemployment above, it is necessary to test the online-based independent study strategy in shaping student entrepreneurship skills, both quantitatively and qualitatively. Thus, clear data will be obtained in shaping student entrepreneurship skills (Badrudin, Satori, Komariah, & Kurniady, 2021; Ratna & Syafi'i, 2023).

To prepare graduates to have special competencies as a provision for their lives, it is necessary to develop entrepreneurship skills during their studies (Arbie, Puspitasari, Telaumbanua, Bangkara, & Khasanah, 2023; Haq & Roesminingsih, 2024). So that they no longer expect the function of a diploma to apply for a job as they have expected so far. Of the methods to develop entrepreneurship skills of students, researchers offer independent study based online (Independent study-based online) as a solution to develop entrepreneurship skills of students. Tanjung concluded that this method effectively increases entrepreneurial interest (Tanjung, 2020). Independent study also provides a great opportunity to explore the focus of topics that interest them, analyze information, apply and develop skills, and make products as a form of creativity and innovation. So that students will truly be independent (Afriyola et al., 2020).

Looking at the results of the above research, an independent study will be able to be carried out well by learners when it includes the characteristics required in it, including 1) it is a process, a method, and an educational philosophy in which the learner gains knowledge from his/her efforts and develops his/her ability to research and critically evaluate the problem at hand. 2) in independent study, there is freedom to determine the learning objectives with the tutor's help. 3) it demands freedom to achieve its learning goals, and 4) in independent study there is an opportunity for students to take responsibility for achieving educational values (Bonham 1992).

A medium that can facilitate students to freely explore their interests, talents, and skills independently is the Internet (Baltà-Salvador et al., 2021). Apuke and friends researched with 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 well-known universities in Nigeria are highly dependent on smartphones to access the internet either through Google, Yahoo, and e-Journal access. They believe that the Internet can be used to conduct research, handle some homework, expand the scope of learning, promote, and self-study. (Apuke and Iyendo, 2018)

The target of this research was concentrated on two private universities, namely the Tribakti Islamic University (UIT) Lirboyo Kediri and Universitas Nusantara PGRI (UNP) Kediri. The students of UIT Lirboyo Kediri are homogeneous, with 92 percent living in boarding schools. Several limitations of UIT students are a challenge in itself. Starting from learning resources, freedom to use learning media, and limited learning time. Meanwhile, students at UNP Kediri, on the other hand, are arguably heterogeneous. No less than 90 percent of students come from Kediri and its surroundings. The problem at UNP is no longer the problem of learning media, but rather the attitude of high-class orientation. This means that students tend to see entrepreneurship as not the main orientation to have. From the complexity of this problem, specific research is needed to form entrepreneurial skills.

The ending of this research is expected to provide comprehensive information about online-based independent study strategies in shaping student entrepreneurship skills. This will answer the gap that arises with indiscriminate learning strategies that can shape students' entrepreneurial skills. This research is based on the argument that realizing entrepreneurial skills requires the right learning strategy, clear steps, and measurable achievement standards, both in terms of knowledge, skills, and attitudes. The online-based independent study strategy is an alternative solution to form student entrepreneurship skills that have been questioned.

RESEARCH METHOD

This research uses the Research and Development method. The focus of the research is aimed at evaluating online business module products that are applied in independent learning (independent study) in shaping student entrepreneurship skills. The stages carried out in developing this independent study strategy are 4-D, namely define, design, develop, and dissemination. The initial stage in the development of this independent study strategy is to look at the syllabus of entrepreneurship courses used by lecturers and review textbooks and reference books used. Student characteristics are also considered when implementing this learning. Discussions with lecturers are also carried out intensively so that learning conditions can be read clearly.

The second step is design, which is designing a simple online business module based on independent learning. Previous learning materials related to business learning programs are support in developing this module, introduction to entrepreneurship theory and application, student entrepreneurship program guidebook, and entrepreneurship for students and the public.

The third step is development, which is the validation stage, product trials, and testing of the effectiveness of the module. At the validity stage of the module based on independent learning developed is to see the fulfillment of aspects of presentation, content, and language. This simple module is validated by media experts, material experts, and linguists. If this module has been declared feasible by media experts, material experts, and linguists, it is immediately tested. At the trial stage, the use of the module can see its practical aspect. This means how effective it is used by students and

lecturers who teach this course. The trial was conducted by distributing online questionnaires (Google Forms) to students of entrepreneurship study programs at UNP and UIT Lirboyo Kediri.

The fourth step, dissemination, is the use of modules that are widely used by different students. The following are the steps of module development with the 4-D model:

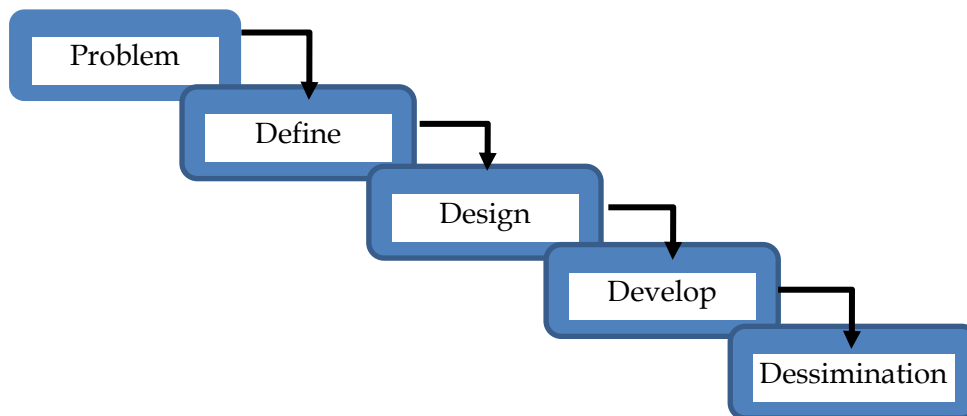


Figure 1. [Module Development with 4-D]

The data collection method in this study uses three methods, namely the first questionnaire, this method is used during the pre-test and post-test, to measure the entrepreneurship skills of students. Second, the interview method is used to explore data about a) online-based independent study learning strategies applied by lecturers in entrepreneurship learning, b) to review the media used in shaping student entrepreneurial skills, c) analyze online business modules made, to find out the ease and difficulties experienced by students while using one of the learning resources.

Third, the validation questionnaire, this method is used to get input from material experts, language experts, and learning design experts to get input and suggestions for further improvement. In practice, the experts provide an assessment of online-based learning modules, especially online business.

Fourth, observation, this method was used during the blended learning process during the pandemic in August-September 2021. By directly observing the learning process both online and offline. This observation is equipped with an assessment sheet.

The module development research instruments used questionnaires, validation sheets, observation sheets, and test sheets. In detail can be read in the following table:

Table 1. *Aspects assessed, Instruments required*

Aspects	Data	Instrument	Observed Data	Respondent
Product Feasibility Validation	Product Validity	Sheet Online	Business module for students	Design experts Material expert Language expert

	Questionnaire	Ease of lecturers in	Lecturer
	Observation	learning time	Observer
	Sheet	smooth	
		implementation	
		easy to understand	
		instructions	
Product	Test Sheet	Pre test and Post	Student
Effectiveness		test	
Observation	Student	Observer	
Sheet	Activity		
Product	Questionnaire	Student interest	
Attractiveness			

The data analysis technique uses qualitative descriptive analysis and quantitative descriptive analysis. Qualitative descriptive analysis is used to process data on suggestions and responses from the assessment results on validation sheets, observation sheets, and questionnaires in the form of descriptive data. Quantitative descriptive data analysis describes the statistics of existing data in the study, namely using T-test analysis assisted by SPSS techniques.

RESEARCH RESULTS AND DISCUSSION

Results

Data Exposure

Types of Online Businesses that Students are Most Interested in

The data revealed that the type of online business that students from two private universities are interested in is different. UIT Lirboyo Kediri students prefer resellers and worshipers. They explained that the two types of entrepreneurship chosen were considered the easiest and least draining. According to the students of this pesantren, entrepreneurship, including resellers and drop shippers, is part of religious science, which is arguably a secondary science. While the primary science is religious in shari'i. They stated that the main purpose of coming to Kediri was to study at the Islamic Boarding School. While studying at UIT Lirboyo Kediri is an additional programme, after graduating from the pesantren.

In contrast to UNP Kediri students, they choose more varied types of online entrepreneurship. 3 entrepreneurial skills are most in demand, namely online shop (23%), affiliate marketer (14%), and reseller (16%). Nusantara PGRI University students are generally from heterogeneous backgrounds. Although they are predominantly Muslims, they generally come from the general public. They recognise entrepreneurship as an important science for humans like other sciences for life in the world.

Lecturers' Strategies in Guiding Students to Strengthen Entrepreneurship Skills

Lecturer strategies in guiding students of these two private universities are also different. UIT Lirboyo Kediri entrepreneurship lecturers direct students quite simply and do not demand a lot of practice in the field. This is because the opportunity for students to explore data is very limited. The majority of them live in boarding schools.

Capturing this condition, UIT Lirboyo Kediri lecturers apply expository learning strategies in addition to group discussions. The required entrepreneurship content includes types of business, business implementation strategies in the field, and achievements obtained by the businessman. These three targets are encouraged to explore on the internet. While the report is submitted in class discussions.

The UNP Kediri lecturer has another pattern, which tends to be more operational. This can be seen in the context of entrepreneurship lectures. At each meeting, the lecturer provides opportunities for students to think more actively. Several stages are carried out, 1) students are challenged to find business ideas or business ideas. At this level, a hard effort is needed for students to immediately find certain issues to be followed up, 2) students are asked to analyze the feasibility of business ideas that have been found, 3) after the idea is found, students are asked to make a business proposal, 4) to complete the business more concretely, students are assigned to make a video of making a business product that they have run. 5) students are assigned to make business product advertisements or online promotions, 6) students continue selling products online, and 7) after success, students are assigned to make sales reports. From all of these tasks, students are required to make online sales and report the results.

The Effect of Online Independent Study Learning Strategy on Entrepreneurship Skills

The effect of online-based independent study learning strategies on entrepreneurial skills tested in two educational institutions shows differences. At UIT Lirboyo Kediri shows no effect. The results of the analysis can be read in the following description:

Table 2

T-test analysis results, the effect of online-based independent study learning strategy on entrepreneurial skills at UIT Lirboyo Kediri

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pretest - postes	.100	4.421	.807	-1.551	1.751	.124	29	.902

The results of the above analysis show that, of the 30 students analyzed, the mean score is 0.100, the standard deviation is 4.421, and the significance value is 0.902. This significance value is greater than the significance level of 0.05. Thus Ho is accepted, meaning there is no difference between the control group and the experimental group. In other words, there is no effect of an online-based independent study learning strategy on the entrepreneurial skills of students of the Tribakti Islamic Institute of Kediri.

The results of the T-test analysis at UNP Kediri showed that there was an effect of online-based independent study learning on student entrepreneurship skills. A detailed description can be seen in the following table:

Table 3
T-test analysis results The effect of online-based independent study learning strategies on entrepreneurial skills at UNP Kediri

		Paired Samples Test								
		Paired Differences				95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	prettes - postes	-3.417	1.645	.274	-3.973	-2.860	-12.459	35	.000	

The results of the analysis of 36 students above, show that the mean price is 3.417, standard deviation is 1.645, with a significance of 0.000. This significance value is smaller than the significance level of 0.05. Thus Ho is rejected, meaning there is a difference between the control group and the experimental group. In other words, there is a significant effect of online-based independent study learning strategy on the entrepreneurial skills of UNP Kediri students.

Discussion

Types of Online Businesses that Students are Interested in

As the data revealed by researchers that, online business that students of two private universities are interested in quantity is different. The difference when traced from the conditions of cultural and family backgrounds to the reasons that support these differences. UIT Lirboyo Kediri dominantly departed from the Santri. This is corroborated by the main purpose of students in addition to studying at UIT Lirboyo Kediri at the same time learning religious knowledge at the boarding school. Therefore, learning in entrepreneurship courses is part of religious knowledge which is arguably a secondary science, the primary is religious knowledge in shari'i.

In contrast to students from Universitas Nusantara PGRI, they generally come from heterogeneous backgrounds. This means that although they are predominantly Muslim, they generally come from the priyayi and abangan circles ('Clifford Geertz's Cultural Interpretation 2016). Looking at this background, they see entrepreneurial science as a primary and important science like other sciences.

In terms of the distribution of online business choices, there are striking differences. UIT Lirboyo Kediri students are dominant in resellers and drop shippers, while UNP Kediri students have the most choices in online shops. This difference is influenced by the learning model. UNP lecturers emphasize more on real products than students do. For example, during the midterm exam, UNP students are required to make

a business proposal (business plan). This will affect more practical learning outcomes, compared to written exams as done by UIT Lirboyo Kediri lecturers.

Similarly, related to assignments to students, UNP lecturers provide more operational tasks, for example, tasks for groups include; designing business ideas, business canvases, business plan proposals, product-making videos, making online advertising products, product sales, and sales reports. From several group assignments, this will affect the interest in the online business that they choose. The more operational the learning strategy applied, the more operational the student's interest in working (A. Aji and Khan 2019).

The forms of online business that are of greatest interest to UIT Lirboyo Kediri students are resellers and drop shippers. These two forms of online business according to research notes, are the easiest for students to understand and do. Their reason is very rational because every day they live in a cottage that is prohibited from carrying mobile phones, so the flexibility of exploring online business data is very limited. They tend to look for what is easy and do not need to leave the cottage. This principle is also motivated by the learning strategy applied by lecturers who use an expository approach. Such verbal learning certainly cannot connect to real life and will affect low learning outcomes (Paolini 2015).

Strategies of Tutors (lecturers) in Mentoring Students to Strengthen Selected Entrepreneurship Skills

The data on the strategy of tutors (lecturers) in guiding students from these two private universities is again quite different. UIT Lirboyo Kediri entrepreneurship lecturers direct students quite simply and do not demand much practice in the field. This is because the opportunity for students to explore the data is very limited. The majority of them live in boarding schools. Capturing this condition, UIT Lirboyo Kediri lecturers apply expository learning strategies in addition to group discussions.

The principle of the UIT Lirboyo Kediri lecturer here, of course, is quite far from the concept of an ideal learning strategy. According to Silver and friends, learning strategy means a learning method that includes learning phases with specific objectives, structuring learning content, and content features so that learners can gain targeted learning experiences (Akdeniz 2016). Learning strategies include activities to help the class to learn in a quality manner. Therefore, learning strategies should consider learning objectives and curriculum content.

The use of various strategies to assist key elements of the learning process requires favorable conditions. Such as learner characteristics, subject specifications, and the learning environment. As the findings of Gunarto and friends explain, the learning outcomes of Science (IPA) students taught with guided inquiry strategies and expository strategies are different. Learning outcomes using guided inquiry strategies are higher than those using expository learning strategies. (Gun 2019) This explains that conditions are an important factor in implementing learning strategies. Science subjects that are real require a real understanding process as well.

Similarly, the condition of student motivation also needs to be considered in implementing learning strategies. Because the level of student motivation affects student learning outcomes. This was also found by Gunarto and friends, that groups of students who have high learning motivation achieve better science learning outcomes than groups of students who have low motivation.

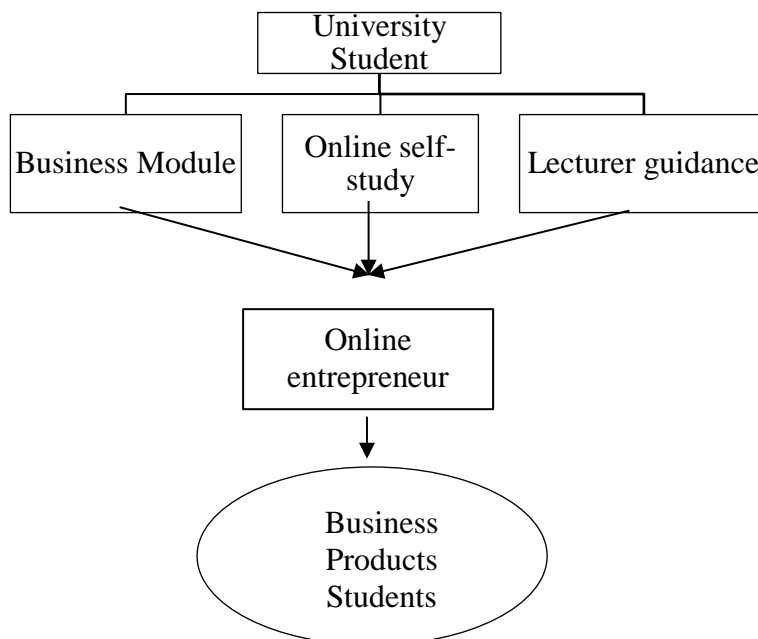


Figure 2. [Independent Study Learning Scheme]

The learning strategy applied by UNP Kediri lecturers has another pattern, which tends to be more operational. This can be seen in the context of entrepreneurship lectures. Each meeting provides an opportunity for students to think more actively. In the first stage, students are challenged to find business ideas or business ideas. At this level, a hard effort is needed for students to immediately find certain issues to be followed up. Finding this idea plays an important role in the learning process. As suggested by Mohammed & Omar in their research, to open the minds of students to strive for higher-level thinking, namely finding, it is advisable to make open-ended questions, so that students will be free to be creative to find something according to their natural thoughts (Mohammed and Omar 2020).

In the second stage, students are asked to analyze the feasibility of the business idea that has been found. In Bloom's cognitive level, this stage is classified as analyzing. The function of this analysis is to break down a unit into parts so that the overall structure or organization can be understood properly. Even the relationship with other parts. In this case, the ideas found by students are asked to look back at the current economic conditions. If the relationship between the business idea and the current economic development is found, it is possible to run the idea.

The third stage is the creation of a business proposal. The task of proposing requires divergent thinking. Students must mobilize their thinking to realize a rational

and pragmatic business plan, compare plans and results to be obtained, think critically and objectively about the business field to be carried out, make assumptions carefully, and how much success in business. With a clearer program of business activities designed, it will be easier for students to go further toward the realization of the business set.

In the fourth stage, students are assigned to make a video of a business product that they have run. This task provides evidence that students concretely have a business product. To show the seriousness of this business product, lecturers conduct interviews and tests in class in simulations and discussions. Thus, it will be known the seriousness of students in building entrepreneurial skills. Learning strategies that use direct practice, even down to the manufacture of products are very effective learning strategies. Include building entrepreneurial skills. Mukti, entitled *Exploring the Impact of Project-Based Learning and Discovery Learning to the Students' Learning Outcomes: Reviewed from The Analytical Skills*, explains that there is an effect of applying project-based learning and discovery learning models on science learning achievement (Mukti et al. 2020).

In the fifth stage, students were assigned to create an advertisement for a business product or online promotion. This kind of assignment provides evidence that the process of discovering something must use a clear stimulus. The assignment is a very strong lecturer stimulus to be done as a student learning response. When students do the assignment well, in other words, make a real advertisement, it means that the step of building an elbow has gone well. The application of the task of making advertisements is a stimulus that is quite effective in achieving learning objectives. This is like the initial concept of behavioral learning theory, which is a learning theory that concentrates on overt behavioral changes that can be observed and measured. Pavlov, Thorndike, Watson, and Skinner agreed on the conditioning of human behavior to learn. Among the major contributions behaviorism theory has made 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 (Ng'andu et al. 2013).

The seventh stage is product sales. The learning task of making this product is emphasized by UNP Kediri lecturers to be proven. As an evaluation for this proof, students are told to tell and present in front of the class. Students are expected to bring evidence of goods that have been sold. If necessary, online data is shown in front of the class. From this strategy, it appears that the practice stage is a learning step that students believe is doing real business activities. The assignment of selling products is classified as project-based learning which is supposed to produce maximum learning outcomes (Mukti et al. 2020).

Project-based learning is an innovative learning model that is student-centered. The focus of project-based learning is so that learners in learning can develop their knowledge and skills through a structured process of investigation and produce products and learners gain long-term meaningful knowledge and skills.

The eighth stage is an assignment in the form of a sales report. This means that with this task students must make online sales and report the results. By practicing directly, students get their own experience, and their creation, and in the end, get satisfaction that is very valuable for their lives. This learning strategy can be classified as an experiential learning strategy. Where the function of experiential strategies provide opportunities for learners to meet their needs, provide opportunities for thinking, increase independent problem-solving, and improve skills in making decisions, it can also encourage learners to apply new ideas as their products (Alkan, 2016).

Analysis of the Effect of Online-Based Independent Study on Entrepreneurial Skills

As discussed above, online-based independent study has a positive effect on the formation of entrepreneurial skills. This is as research by Putra et. al. (2017) entitled the application of independent learning methods in improving student learning outcomes stated that there is a significant effect of independent study methods on student learning outcomes. The effect was shown by an increase in cognitive, affective, and psychomotor aspects. The results of Putra's research explain the effect of independent study on several aspects of learning outcomes, but the explanation has not described in detail what level each of these aspects is. So the results of the study still need to be developed further. The researcher's study complements Putra's in that there are several reasons why this may be the case. Firstly, self-learning gives the learner a pure experience. Experience is the best teacher, especially for students. Experiencing what is learned, will provide awareness that what he learning has a link to the needs for his development. This will affect the effectiveness of learning. Learning will be useless if the things he learns are contrary to 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 problem of interest and this will give meaning to the learner. During self-learning by experiencing directly on the internet, the learner can enrich new things they want. However, what is important in this self-learning is that the autonomy of students' freedom gets a large portion. This means that students are trusted to be responsible for what they want. However, self-learning does not mean that students work alone. The teacher has an important role to motivate and direct the group so that the knowledge they want can be easily achieved.

Second, curiosity. With self-learning, the learner wants to know more. For this reason, they look for ways to explore and learn various angles and formats according to what they want (Neroni et al. 2019). The role of online-based learning strategies in achieving academic success has been widely researched for campus-based students. Shuja and colleagues concluded that independent learning through mobile technology provides evidence of increasing flexible and participatory knowledge. It is explained that the results of mobile-based independent learning strongly emphasize the role of learning structures in facilitating student learning and increasing their learning effectiveness through variability in learning methods. It is further suggested that mobile-

based independent learning facilitates flexible learning (“Effect of M-Learning on Students' Academic Performance Mediated by Facilitation Discourse and Flexibility” 2019).

Third, self-motivation. Online-based self-learning will bring about strong self-motivation by setting internal goals to be achieved. They are driven by their achievement. Mohammed Yusuf's research concluded that self-efficacy has a direct effect on academic achievement, while achievement motivation and self-learning strategies have an indirect effect on students' academic achievement (Yusuf, 2011).

Yusuf's research above illustrates the effectiveness of self-directed learning strategies for homogeneous students. The research results revealed that independent learning is also very effective for students. This is reinforced by Gopal and friends' research that four factors influence online learning on student motivation, especially on learning satisfaction, including instructor quality, learning design, fast feedback, and student expectations (Gopal et al. 2021). It is further suggested, that online learning teachers, be enthusiastic about developing genuine learning resources that can actively connect learners towards proficient performance.

Fourth, self-examination. Self-learning empowers learners to examine their abilities and weaknesses. They strive for measurable progress and often map their achievements and failures. Ratminingsih and colleagues' findings concluded that students who were taught with good self-assessment affected writing ability compared to those who were treated conventionally.

Fifth, accountability. Self-learning fosters a strong sense of responsibility. They are not dependent on others, whether they will stop or continue to achieve their goals. But from the psychological side, they are motivated to achieve the targets they set (Abusin, Aliani, & Rofiq, 2021; Supriyanto & Sari, 2024). The faster they reach their targets, the less they depend on sources outside their learning focus. Mohammed Yusuf's research findings state that strong self-efficacy affects higher learning achievement than students with low self-efficacy (Triantoro, 2013).

Sixth, critical thinking In practice, self-study can foster critical thinking. Students examine all possibilities and often come up with multiple solutions. Besides memorizing, they also ask “why” and formulate answers based on intelligent observation. Oka's research states that the application of independent learning affects critical thinking skills (Rohmadiyah, Zamroni, & Ismawati, 2024; Rokhman, Usman, Usman, Kassim, & Muslihun, 2023).

Seventh, comprehension with little or no instruction. Self-learners have an uncanny ability to kinesthetically read, evaluate, or instruct themselves. They will find ways to understand the material through application. They generally conduct trials of several possible sites that can find solutions.

Eighth, persistence. Independent learners do not give up. They continue studying to understand concepts independently 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. In general, independent learners have a wide range of thinking

autonomy, they will take full responsibility for their learning. In an online learning environment where the lecturer is not directly present, neither is anyone else. With this condition, students feel comfortable and their self-esteem is increased.

CONCLUSION

This study can conclude that students develop Entrepreneurial skills that are quite varied and spread unevenly, starting from resellers, worshipers, online stores, and affiliate marketers. The specialization of entrepreneurial skills is influenced by the learning facilities owned by students and the lecturer's learning model in class. The results of this study make a major contribution to the learning model in students, namely with a strategy of mentoring and motivation to realize independent entrepreneurial products starting from determining new ideas, feasibility testing of ideas, making business proposals, producing business products, making online advertisements, sales practices in the field and making sales reports, can form satisfactory entrepreneurial skills of students. Even though this research produces clear entrepreneurial skill products, it has limitations, including limited cases that are only two targets, not seen at different levels, and limited locations. Therefore, a study is needed that accommodates several more varied cases and a larger sample to get a deeper and more comprehensive understanding. That way, a more appropriate policy can be formulated.

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