

# Dissemination of Webquest With Active Learning Strategy On Entrepreneurship Psychology Courses

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**Abstract-**The purpose of this study is to produce a product in the form of a webquest media with active learning strategy in the subject of entrepreneurship psychology which has been expanded to counseling study programs at the PGRI Semarang University and IKIP Veteran Semarang to produce students who have entrepreneurship

This research method uses Borg and Gall development model with 10 stages in it. namely (1) Research and information collecting, (2) Planning, (3) Develop preliminary form of product, (4) Preliminary field testing, (5) Main product revision, (6) Main field testing, (7) Operational product revision, (8) Operational field testing, (9) Final product revision, (10) Dissemination and implementation. In this follow-up study using steps 7-10 with webquest products produced with active learning strategy which has been tested expanded by giving questionnaires to the response of students and lecturers, with the average results of the percentage of lecturer response that is 100%, the material aspect is 87%, aspects of language and display 89% and aspects of example questions and exercises of 90% means that lecturers generally assess this product as valid and practical to be used in classroom learning, while the results of the average percentage of student responses are media aspects of 80%, material aspects as big as 77%, aspects of language and appearance of 76% and sample aspects of questions and exercises of 80% means that students generally judge this product to be very valid and practical to be used in the learning of entrepreneurial psychology in the classroom, then the results of the posttest obtained the average value of the experimental class better than the control class is  $75 > 63,75$  and  $t$  count  $< t$  table that is  $1,55 < 1,75$  so that this product is effectively used as a learning media for entrepreneurial psychology for

education study programs for counseling counseling in Universitas PGRI Semarang and IKIP Veteran Semarang, generally LPTK in the Semarang and surrounding areas.

**Keywords:** *webquest, active learning strategy*

## I. INTRODUCTION

In the rapid development of the world, it is compulsory for lecturers to be able to print students who are capable of global challenges, in accordance with the PGRI Semarang University Strategic Plan which includes that lecturers must be able to create interesting learning based on ICT, therefore it is mandatory for lecturers to make research IT-based research is technology to teaching and learning.

The concept of active learning strategy includes student activities, student involvement, and podcasting. In active learning strategy, the material is first provided through learning videos that students must watch in their homes. Conversely, classroom learning sessions are used for group discussions and work assignments. Here, the lecturer acts as a mentor or advisor[1]

One of the subjects studied in the counseling guidance program is entrepreneurial psychology which discusses all the material about character in fostering an entrepreneurial spirit, how to start a business. [2]so, [3]showed on research because Gains in self-efficacy: using SMART board interactive whiteboard technology in special education classrooms make smart student Nevertheless, the evidence in the field shows that the learning outcomes of entrepreneurial psychology courses are still low. To overcome the difficulties in learning entrepreneurship psychology curricular courses, ways that can be pursued include the application of blended learning with active learning models that essentially

learn actively packaged in online menus on the web that we create systematically according to the characteristics of students in the UPGRIS Counseling Guidance Program Study. [4]making sense of the three way interactions between teacher, pupils and technology in the classroom make student happy in the classroom and then [5]result Interactive multimedia and model-based learning in biology its very interesting learning biology make creativity student

Based on the above problems, it is necessary to conduct research on " Dissemination Webquest With Active Learning Strategy On Entrepreneurship Psychology Courses " using the Borg and Gall development model which includes 10 steps, namely (1) Research and information collecting, (2) Planning, (3) Develop preliminary form of product, (4) Preliminary field testing , (5) Main product revision, (6) Main field testing, 7) Operational product revision, (8) Operational field testing, (9) Final product revision, (10) Dissemination and implementation.

**II. RESEARCH METHOD**

In this second year research includes the type of R & D (research and development), where the procedure for developing instructional media using a model developed by Borg and Gall which includes 7th step until 10th step, namely (7) Operational product revision, (8) Operational field testing, (9) Final product revision, (10) Dissemination and implementation. [6]states that the development research procedure basically consists of two main objectives: (1) developing the product, and (2) testing the effectiveness of the product in achieving the goal.

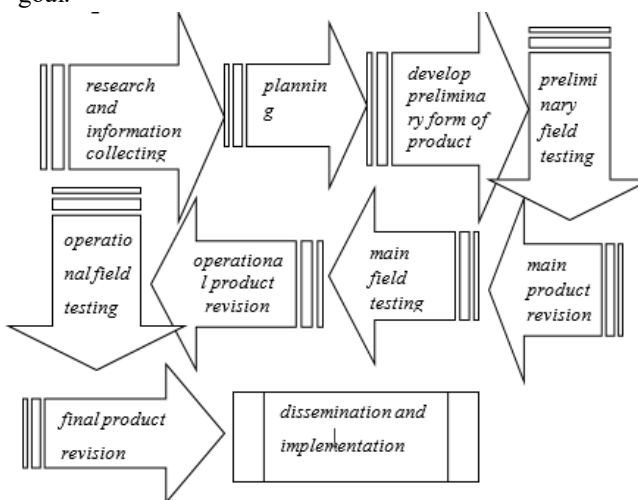


Figure 1. Development Cycle Model Research of Borg and Gall

This development research was conducted at PGRI university of Semarang. In this study drafting webquest with Active Learning Strategy on entrepreneurship

psychology courses along with its instruments in accordance with the characteristics of students Counseling Counseling holistic. In the preparation of this webquest media request validation to some validators, then revise the appropriate input and suggestion validator[7].showed if Interactive whiteboards very useful some lessons from the classroom this is indicator to development media interactive whiteboard. Data collected on webquest development with Active Learning Strategy in the form of quantitative data as principal data and qualitative data in the form of suggestions and inputs from respondents as additional data. The data gives an idea of the feasibility of the developed product, [8]‘The interactive whiteboard as a force for pedagogic change: the experience of five elementary schools in an English education authority its showed to teacher can make media from elementary shool to university

**III. RESULTS AND EXTENSIONS ACHIEVED**

The research procedure in the second year was carried out in step (7) Operational product revision which was carried out in an integrated manner where the activities at this stage were a trial of a webquest media involving 9 classes. This trial is conducted to find out whether the webquest media has shown a performance as expected. If there are still weaknesses then it will be carried out in step (8) Operational field testing, which is the improvement of the webquest media to analyze weaknesses based on the results of the expanded trial. The next step is (9) Final product revision that produces webquest media revisions. The results of improvements from the webquest media are then called final drafts that are ready to be published. The last step of this research is (10) Dissemination and implementation. This stage was taken with the aim that the newly developed product namely Webquest Media with Active Learning Strategy could be used by the wider community. The core of the activities in this stage is to disseminate the products developed at the regional and national levels

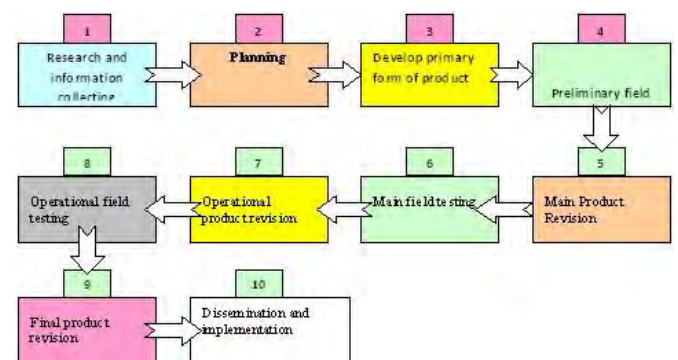


Figure 2. Borg and Gall Development Scheme in the second phase of the study

The following is the website view on Webquest Media Development with Active Learning Strategy at the Entrepreneurship Psychology Course which can be accessed at the website address, <http://www.psikologikewirausahaan.com>.



Figure 3. Product Learning Website of Entrepreneurship Psychology

Display Interactive Module Menu, users can search and start to learn the material that is available in the form of a digital module in the following picture.

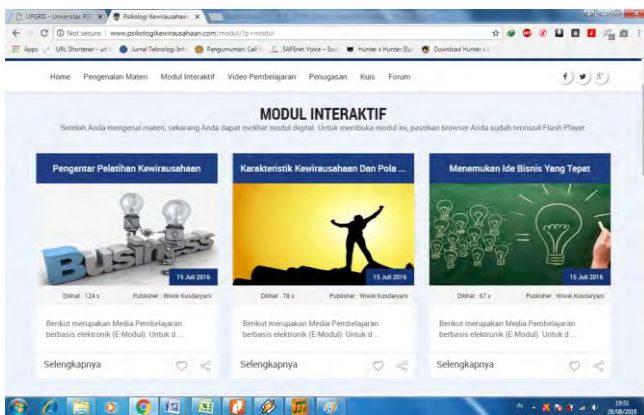


Figure 4. Interactive Module Menu Display

The following table presents a description of the results of the questionnaire responses of lecturers on the development of this webquest material submitted through the questionnaire method as follows :

Table 1. Lecturer Response Results Through Lecturer Response Sheet Instrument

Number	Assessment Aspect	Appropriateness
1	Media	100%
2	Material	87%
3	Language and view	89%
4	Examples of Questions and Exercises	90%
average		91,5%

From the table above can be seen for the media aspects get 100%, 87% for material aspects, 89% for aspects of language and display, 90% for aspects of example questions and exercises. This [9]seeing believing for Features of effective multimedia for learning science, so with multimedia for example interactive whiteboard can effectively learning

The following table presents a description of the results of student questionnaire responses to the development of this webquest material submitted through the questionnaire method as follows.

Table 2. Student Responses Through Student Feedback Sheets Instrument

Number	Assessment Aspect	Appropriateness
1	Media	80%
2	Material	77%
3	Language and view	76%
4	Examples of Questions and Exercises	80%
average		78,25%

From the table above can be seen for the media aspect gets 80%, 77% for material aspects, 76% for aspects of language and display, 80% for aspects of example questions and exercises. According [10]about 'Focused interactive learning: a tool for active class discussion'

make motivation student more active because interactive media can make support mental student.

The next step after data is presented is to analyze the data. Data analysis was carried out from data regarding comments from the webquest media with an active learning strategy developed as listed in table through the t test, it can be calculated the percentage of learning media achievement levels as follows: The average value of the control class is 63.75 while the average value of the experimental class is 75.  $t_{count} = 1.55512$ .  $t_{table} = 1.75$ . The conclusion of the responses of student respondents was Denied. [11] about useful of Information and communications technology, knowledge and pedagogy with media can improve pedagogy student, for added motivation teacher to make media [12]) From technology to professional development: how can the use of an interactive whiteboard enhance the nature of teaching and learning in secondary mathematics and modern foreign languages, for example interactive whiteboard very effective to delivered student improved spatial ability.

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