

Research Article

Implementation of the EDDPEA Model in Entrepreneurship Learning

Annisya Annisya*, Syahrul Munir, Agung Haryono, Ro'ufah Inayati, Lisa Rokhmani, and Umi Masruro

Faculty of Economics and Business, Universitas Negeri Malang, Indonesia

ORCID

Annisya Annisya: <https://orcid.org/0000-0002-0974-0107>

Abstract.

Limited access to direct interaction during the COVID-19 pandemic led to several constraints in the fields of learning and education. Barriers are a challenge for educators and students to continue and carry out learning even if it is limited to face-to-face discussions. Entrepreneurship courses that require a lot of discussion are also boldly transferred. However, learning that is carried out boldly is a solution for educators and students to continue to carry out learning activities using digital platforms. Bold learning requires a learning model that can support and facilitate access to learning. EDDPEA model is one such models used by educators to deliver entrepreneurship learning materials to students. The purpose of this study is to describe the implementation of the EDDPEA model in entrepreneurship learning to improve cooperative skills. The results show that the EDDPEA model can use students' ability in the form of developing creative products resulting from collaboration. Products can be developed through planning, production, and marketing processes. These stages train students to implement Envision, Design, Development, Presentation, Enhance, Assessment (EDDPEA) in overall entrepreneurship learning. Learning carried out in collaboration can improve cooperative skills. The conclusion of this study is that the EDDPEA model is not only suitable in bold learning but also for general learning and can be applied prospectively because it is a joint project to improve cooperative skills.

Keywords: EDDPEA model, entrepreneurship learning, cooperative skills

1. INTRODUCTION

Human activities during the Covid-19 pandemic were shifted online, which were previously carried out conventionally. Humans try to avoid direct contact and not create crowds to protect themselves from Covid-19. Various regulations and efforts from the government have been made to reduce the spread of Covid-19 by limiting activities related to direct interaction because of the risk of contracting Covid-19 (Handarini & Wulandari, 2020); (Mseleku, 2020). The Covid-19 pandemic situation means that almost all activities are carried out online, including learning activities in educational institutions (Ali & Hamidah, 2020); (Hamid et al., 2020). Online learning is carried out to minimize the spread of the Covid-19 virus. Even though the Covid-19 pandemic has subsided, some

Corresponding Author: Annisya

Annisya; email:

annisya.fe@um.ac.id

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learning is still carried out online to avoid crowds (Ayu et al., 2021). Learning carried out by each educational institution uses various types of applications to support learning activities (Dewi, 2020). For example, learning entrepreneurship courses that are carried out online requires a suitable learning model that is oriented towards physical results so that learning not only understands theory but can produce projects. A capable learning model for delivering Entrepreneurship courses is the EDDPEA learning model.

The EDDPEA learning model is a learning model that adopts Imagineering learning, which consists of 1. Imagine, 2. Design, 3. Develop, 4. Presentation, 5. Improvement, 6. Evaluation (Nilsook et al, 2013). Several aspects of the EDDPEA learning model were adopted from Imagineering learning, namely changing the imagine aspect to envision, improvement to enhance, and evaluation to assessment. The word envision was chosen because it means seeing what other people think. This is because the EDDPEA model is not only concerned with individual thoughts which are prioritized but also other people's ideas or thoughts. The word enhance was chosen because at this stage students are required to improve what has been made to be even better. The focus is on improving the products that have been created. The word assessment was chosen because this is the final stage of the EDDPEA model, which is an assessment of products that have been perfectly created by students. Figure 1 shows an overview of the EDDPEA model adopted from Imagineering learning.

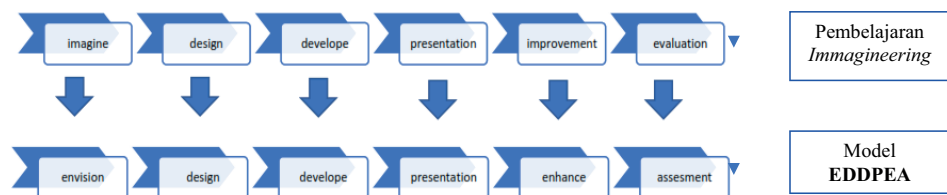


Figure 1: EDDPEA Model (adopted from Imagineering learning).

This model is very suitable to be applied in entrepreneurship courses. Entrepreneurship courses can improve students' creative spirit and foster students' interest in pursuing entrepreneurship (Widnyana et al., 2018); (Ernawati et al., 2021). This course is required for students to target the character of students with an entrepreneurial spirit (Widnyana et al., 2018); (Ernawati et al., 2021). Entrepreneurial learning that produces work can train students to increase their competitiveness due to intense competition, learning is successful when it takes the form of real objects (Oktavian & Aldya, 2020).

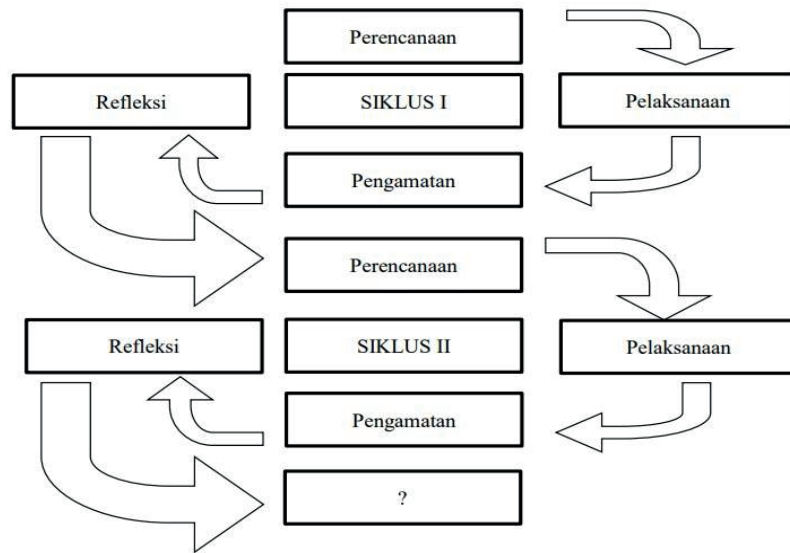
Teaching entrepreneurship courses using the EDDPEA learning model can help collaborate students' potential or abilities in completing entrepreneurship course assignments. Educators will provide project-based entrepreneurship material that can be carried out in groups because the EDDPEA model creates learning that can improve skills in working together individually and in groups (Cooperative Skills). Collaboration between self and friends' abilities can improve students' abilities in managing entrepreneurial tasks which can later be applied in real life. The aim of this research is to minimize the existence of free riders in a work group. This is very likely to happen, especially with learning activities carried out online. This is a very big opportunity because students cannot meet in person to discuss project-based learning which is carried out in groups. The development of this model is also intended to improve students' cooperative skills in the learning process. So, based on the urgency of this research, the author took the title Implementation of the EDDPEA Model in Entrepreneurship Learning.

2. METHOD

The type of research used in this research uses the research method used, namely classroom action research which focuses on student learning outcomes. Classroom action research is research carried out by lecturers in their own classes through self-reflection, with the aim of improving their performance as lecturers, so that student learning outcomes improve. The research method in applying the EDDPEA model refers to the stages of classroom action research (PTK). The steps for implementing the EDDPEA model consist of two cycles, each cycle through reflection, planning, implementation and observation. In summary, the steps for implementing the EDDPEA model are shown in the following figure.

3. RESULTS AND DISCUSSION

The use of learning models is important in activities to understand material and hone knowledge so that it becomes the attention of educators in order to align it with learning objectives. The EDDPEA learning model can be used to assist educators in providing mastery of the material to students with relevant examples. Educators also give assignments where the final result is a product. This product can be used as an assessment tool to see how well students understand entrepreneurship material and how successful the online learning has been. The EDDPEA model was developed based



Sumber: Arikunto (2010:17)

Figure 2: Steps for implementing the EDDPEA model.

on the Imagineering concept so that there are aspects that are modified to build the EDDPEA model as a model for improving cooperative skills.

The implementation of the EDDPEA model was carried out during the Covid-19 pandemic, where there were policies related to the implementation of online learning. The results of data collection for the practicality test on students were 93%. This test was carried out to find out how students responded after implementing the EDDPEA model in entrepreneurship learning. This practicality test was carried out by taking small group data from each individual in the group in each class. This test is carried out on groups who have different business ideas, so that there are representatives to balance the practicality of each business.

The following is a description of the results of applying the EDDPEA model which was tested on economic education student class of 2019 in entrepreneurship learning.

3.1. EDDPEA model in Entrepreneurship learning

Learning carried out online does not deny educators access to provide teaching to students. Teaching is carried out from the beginning of the lecture meeting the educator explains that in entrepreneurship learning there is an output in the form of a product which is used as an educator assessment tool for students so that the educator provides a description of the learning plan for entrepreneurship courses for one semester for students and students can determine the progress that will be carried out during

lectures according to directions. educator. Each progress will be an assessment tool for educators to assess student activity in responding to learning activities.

1. **Envision**, at this step the educator directs students to be able to imagine and see what other people think. What this means is that students are able to observe ideas within themselves and collaborate with other people's ideas. This research takes entrepreneurship courses as a means to implement the EDDPEA model. This is implemented by giving assignments to students as one of the requirements for passing the entrepreneurship course. Educators assign students to manage their own entrepreneurship so they can observe business potential in the surrounding environment. Students can put forward business ideas in groups and get direction from educators and suggestions from other friends. At the beginning of the lecture, the educator explained that the final result of the entrepreneurship lecture was in the form of a product along with a progress report for sixteen meetings. This stage trains students' ability to manage their own perspective on problems and solutions that will be implemented (Thornber, 2017); (Dawson & Beattie, 2018).
2. **Design**, at this step educators provide assignments that can hone students' experience to become familiar with technology and be able to follow developments in digitalization. Students are able to create good and attractive designs using the available digital platforms. Educators provide opportunities for students to illustrate their ideas into designs. Next, students promote the design results on social media to attract consumers. The designs created are simple designs such as designing a business logo according to the group's ideas. Product designs are made in accordance with the group's business interests and consumer needs which have been previously analysed by students. Students have the freedom to be creative in depicting their imagination in logos and products that will be introduced to consumers. Designing a logo can train students to have the courage to realize ideas and increase their confidence in introducing them to other people. Design services in the digital age are also much needed, making it a business opportunity for students to pursue. The following are several examples of designs created by students to illustrate products that will be marketed to consumers. Each logo created by students is accompanied by a philosophy to make the logo unique and better known to consumers.
1. **Development**, this stage students develop ideas until they become products. Students design ideas and discuss them together. The previous stage, which was in the form of a design, was then developed until it was actually in physical form,



Figure 3: Contoh desain logo produk mahasiswa.

such as students starting to produce products by preparing materials and starting the launch of entrepreneurial products. Production is carried out through various discussions with material providers and groups. Discussions are also held to find out expenses, income and profits obtained from sales. Through these discussions, student obstacles were discovered during the implementation of entrepreneurial tasks and then joint solutions were sought to find a way out in resolving the obstacles. This process can train students to think critically and learn to understand and respect other people's ideas to continue to develop their abilities in building and creating creativity within themselves.

2. **Presentation**, at this stage students present the results of their work in order to obtain input from peers and from lecturers who teach the course. This step is carried out with a video presentation by each group according to the product being developed and the progress that has been implemented. Students make videos as creative as possible by attaching designs and their philosophy. This video aims to save time to make it more efficient because the results of the presentation are uploaded to Google Drive so that all students and lecturers can check the results of their work on entrepreneurship assignments. If the presentation is done on Google Meet, it will use up more time and internet quota. The following is an example of a video presentation made by students.

3. **Enhance**, improving what has been made to be better by discussing the results of the work with group friends and with the lecturer as a critic. All suggestions and criticism obtained can be used as product improvements to update what has been done to make it more interesting and valuable. At this stage, students in groups are divided into divisions so that each student has a responsibility. These divisions are the finance division to manage expenses and income costs as well as profit and loss from product sales, the design division manages product illustrations depicted through logos and product images, the marketing division manages promotions and social media which are used as online sales media, and the equipment division as a provider of materials needed to manufacture products. Each division is mutually responsible to other divisions by holding online discussions via Google Meet and WhatsApp groups.
4. **Assessment**, this stage is the stage of evaluating products that have been created and carried out by the course lecturer by looking at the results of group and individual work that have been collected by students on Google Drive. The product and progress assessments that have been carried out are used as a tool to assess students' UTS and UAS. Assessment is based on the creativity of the products sold and cooperation between individuals and groups. During one semester, students manage entrepreneurial products with various implemented strategies along with progress reports that can train students to carry out real work.

4. DISCUSSION

The EDDPEA model in entrepreneurship learning was formed by looking at the needs of online learning which seeks to create final results with the work of students. The work is in the form of products that can be sold so that students are not only able to create products but also market them. The making of this product itself is carried out in groups so that students can develop their own performance and apply it together with the group's performance so that every student who has good performance will produce a good product. Students can carry out cooperation through forming groups that have been determined at the previous meeting with the aim that students can communicate openly in expressing opinions. Group learning can improve students' cognitive abilities because it involves discussions related to students' critical thinking (Ningsih et al., 2016).

Good learning requires students to be active in showing their ability to manage tasks and be able to share their experiences with other friends. Learning opens up the widest possible range of opinions and criticism which builds student competence in

understanding the material. Group learning also provides students with the opportunity and courage to be skilled at adapting to the environment. Learning is more meaningful when students are able to learn and find positive impacts that can be realized in real life. Learning that conceptualizes students being able to understand and solve problems together in groups (Mukarrom et al., 2019). Entrepreneurship learning in the form of an assignment to create a product until the product is sold is a unique learning because it provides real experience to students. Carrying out assignments is not only aimed at getting grades or just completing assignments, but there is a process of communication and tolerance towards every idea in the group (Fadhilah et al., 2019).

Completing tasks divided into groups provides responsibility for each individual. However, completing tasks is a shared responsibility and should be carried out with maximum effort. Results that meet expectations are the main goal in the group so that each group will try to build meaningful collaborative learning activities. Collaboration in groups is not easy because it brings together individual differences in solving problems. Completing learning assignments feels meaningful because learning provides experience, is fun because learning provides challenges for students to complete projects, and motivates them to learn to improve previous shortcomings (Dianastiti, 2019). Learning creates unique ideas for students to think critically and can place themselves in an important role in learning (Muhtasin, 2018).

The concept of Imagineering can increase innovative learning because communication is carried out effectively (Pornsawan et al., 2019). Convey ideas and be able to analyse other people's opinions and understand existing realities to create real products. Getting to know information technology in developing personal skills to recognize innovation so as to create quality learning in the form of ideas that emerge in students' own minds (Wannapiroon et al., 2021). The modern economy requires workers who can apply knowledge and skills in solving problems (Techakosit & Nilsook, 2018).

Showing inspiration by using practical learning so that students can develop problem-solving abilities (Kanoknitanunt et al., 2021). Digital skills can prepare students without age limits to empower themselves to become potential creators in driving technology. Technology also functions to increase personal creativity which can be used as a creative economy (Sanglub et al., 2019). A generation that balances the cognitive and character domains of a good and intelligent generation (Santika, 2020).

Business practice can create unique ideas for students and in the future can be realized as a form of self-training to become an entrepreneur (Harnani et al., 2020). An entrepreneurial attitude not only functions to train oneself but to manage teamwork

(Zulaidah & Widodo, 2020). Entrepreneurship is important for students to equip themselves with new abilities and not depend on companies because they can create their own job opportunities (Zulaidah & Widodo, 2020). Entrepreneurship dominates personality and manages business skills thereby creating competitive graduates (Hapsari, 2018).

5. CONCLUSION

The EDDPEA model is a suitable model for applying entrepreneurship courses to online learning. In fact, the EDDPEA model can also be implemented in learning as usual because the EDDPEA model can realize theory and practice in understanding entrepreneurship material. By using this model, the assessment carried out by lecturers is not only focused on the final results, but of course on the process of students generating product ideas, realizing products, marketing products, evaluating products, and teamwork. The assessments obtained by lecturers in the EDDPEA model are divided into two, namely individual assessment and team assessment.

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