

Developing an Integrated Module on Entrepreneurship to Improve Ability in Making Business Plans

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Abstract

This study aims at developing an integrated module on entrepreneurship, which is complete, practical, easy to understand, and uses a simple mode of language as an individual learning aid to improve students' ability in making business plans. The method used in the development of the module is Design Based Research with the following steps: problem identification, explanation of goals, design and development of artifacts, artifact testing, evaluation on artifact testing, and communication of artifact-testing results. The try out was done through individual learning on entrepreneurship materials implementing the integrated module the students had. The effectiveness of the module was determined from the number of students who could successfully develop business plans. The criterion for the effectiveness was that 50% or more of the students could develop business plans. The development results show that the module had gone through some revision, that it finally comes in this following arrangement: Chapter 1 (Developing the Entrepreneurial Spirit), Chapter 2 (Running the Business), and Chapter 3 (Practice Making Business Plans). Chapter 1 consists of 5 topics, Chapter 2 consists of 6 topics, and Chapter 3 consists of 1 topic. The graphic design of the module was made suitable with the characteristics of entrepreneurship field, completed with colorful layout and vibrant atmosphere as the reflection of entrepreneurial spirit itself. Those who have been using the module, as many as 70% of the total number of students, could make up a business plan.

Key word: module, entrepreneurship, experiment

Introduction

An integrated entrepreneurship module includes materials on how to shape the mental of an entrepreneur, how an entrepreneur runs the business by implementing the management aspects, and practices on how to make business plans by considering and integrating all aspects of management. The characteristic of the module is practical, that is there is only one module, simple and clear language uses, and applicative in nature with examples on each of the main topics. The strength of the module lies on its abilities to present materials in an integrated way. This module is so much suitable as an individual learning medium characterized by independent learning.

A course in entrepreneurship supported by this kind of module is so much beneficial to help producing new entrepreneurs. A study by Court (202) on those people running microbusiness finds out that they help the development of new businesspersons. Entrepreneurs contribute to the wealth and the economy; and as they develop their business, they also contribute to the development of the country's economy (Subroto, 2012).

The module published by the General Directorate of Formal and Informal Education in 2010 is actually aimed as a learning medium for the instructors on those types of education, including entrepreneurship courses. There are six modules published by the General Directorate of Formal and Informal Education. The series of modules consist of some topics: developing the entrepreneurial spirit, the basic concepts of entrepreneurship, management of small-scale business, the legality of business, business planning, field visit, and the practice of business. All of those modules are used as the learning media for the instructors of entrepreneurship programs and training all over the country. Entrepreneurship courses are beneficial in helping people wanting to get some training to become entrepreneur.

Courses function as a place for training as to improve the capability and skills of entrepreneurs in certain areas of business, to increase income, and to increase self-confidence and independence in running the business (Jehanzeb, 2013).

The problem found from the interviews with several entrepreneurship courses is the fact that in reality the courses are not using the modules published by the General Directorate of Formal and Informal Education. There are some reasons for this. First, 80% of the interviewees (respondents) stated that the modules are just too many in which the materials are quite common not so practical, meaning that the materials are not directly related to real world contexts. The example is Module 2 on the basic concepts of entrepreneurship. The module is so theoretical, and it does not lead into real practice of running a business. Secondly, 85% of the instructors state that the learning method, that is using games, takes so much time to do. People attending courses and the courses themselves cannot cover that much time needed. In addition, these people need more practical skills than just playing games. Thirdly, 90% of the students say that they cannot read it independently since the language in the module is much too complex and difficult to understand. Thus, the modules published by the General Directorate of Formal and Informal Education are not in line with the definition of modules published by the General Directorate of Quality Improvement (2008:3), in which it is stated that a module is an independent learning medium since it is completed with things supported independent study.

The conclusion from the interviews on the entrepreneurship module with the entrepreneurship courses can be summarized as follows. First, 85% of the students expect clear explanation on the materials, and they also expect to have practical and simple learning topics suitable with their background. Second, 80% of the students expect materials on business management and business mental development. Third, 90% of the students expect to have a module on which they can independently study anytime and anywhere, even without the presence of instructors. Fourth, 85% of the students expect the module to have its own direction on usage. Fifth, 90% of the instructors expect that at the end of the module there are exercises on how to make business plans. Those expectations basically deal with materials on entrepreneurship planning and materials on entrepreneur mentality, as well as the design of the module. The module must covers materials on business planning, since business planning is very crucial for entrepreneurs in developing and maintaining their business (Richbell, 2006). Those expectations are supported by an argument from Kee et al. (2007), which states that a curriculum on entrepreneurship must cover both *business skills* and *entrepreneurship traits*. As suggested by the General Directorate of Quality Improvement (2008:8) that a module plays a role as a practical and flexible learning medium.

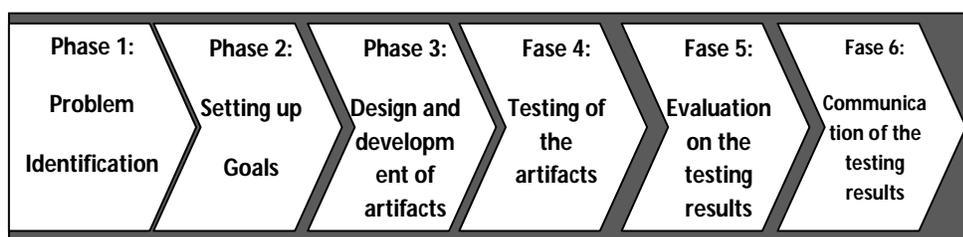
Thus, a study on the development of this kind of module is really needed. A module which is practical, which uses simple language, which emphasizes on *entrepreneurship traits* and *business skill* especially focusing on developing competency on making business plans in form of real practice, is really indispensable.

Method

The study was conducted using a design-based research. This design commonly employs a systematic yet flexible method, through an iterative analysis, planning and development, collaboration between researchers and practitioners .

The Design of the Study

An application of research based on design for in the development of the module. In its process, the study adopted a six-phase models developed by Peffers et al. (2007) as cited in Elly & Levy (2010:111). Those phases are:



The Research Procedure

In each development stage, validation using a cross information technique was conducted, that was in a form of discussion among the students, instructors, and course administrators. The validation functioned as a way to ensure the results of the processes in each stage.

There were 26 students coming from different courses. The requirement for the students to be involved in the study was that they had to finish skill training. The tryout stage started with studying the module and finished with students making their own business plans.

The tryout of the module was conducted through individual learning. The steps were (1) informing students the rules on independent study, (2) students understanding the instruction on how to use the module independently, (3) giving students a week to learn the module, (4) students met the instructors in three meetings, in which each meeting lasted for 1.5 hours, to discuss the module especially the materials students did not understand, (5) students learned the module again for another one week to comprehend the materials better, (6) on meeting four, instructors explained how to make business plans, (7) students were given three days to make their own business plans, (8) on meeting five, students presented their business plans and instructors marked the content, and (9) on meeting six, instructors explained more deeply on business plans and revised the students' business plans.

Data analyses were done in several steps starting from making the module, testing the module, and revising the module. To measure the accuracy of the module prototype, a percentage analysis technique was conducted; this technique means that the measurement was done to see how many students (in percentage) could finish making business plans. The result of the calculation using percentage analysis was described as follows: 0 – 25% (less effective), 26 -50% (quite effective), 51 -75% (effective), and 76 -100% (very effective). Revision on the module was done based on the data from the tryout and the discussion with the students.

Findings

The Phase of Problem Identification and Identification Results

The results of data collection on the income of students' parents showed that: 80% of the parents had monthly income of 1 million to 1.5 million and the rest 20% of the parents had monthly income of 1.5 million to 2 million. In terms of job, 50% of the parents were farmers, 30% of the parents were retailers, while the rest 20% were working on private sectors. Since 2000, most of the students had finished senior high school (58%), junior high school (29%), and the rest (13%) did not finish junior high school. Commonly, senior high school graduates could understand materials more easily making them more confident in studying. The method implemented by the instructors in 70% of the courses was to give practice and theory at the same time, yet the other 30% courses differentiated when to give theory and to have practice. Classroom activities were dominated by lecturing and formal discussion. Based on the collected data, it was found out that the common entrepreneurship materials given in class in 80% of the courses were business ethics, work ethic, and cooperation, building customers' trust, calculating cost on materials and equipment, and marketing. While the rest 20% of the courses gave written materials which were practical and brief on how to make financial report, manage marketing, and manage production.

The results on data collection on the expectation of the courses related to the materials presented showed that (1) 80% of the courses stated that they needed a module which consisted of materials on how to form the mental of entrepreneurs, on creativity, on how to manage the business practically, on marketing, on how to make financial report, on how to calculate cost production, and on how to make business plans; (2) 20% of the courses needed a module which emphasized materials on how to manage the business, such as: on how to manage human resources, on marketing, on how to make financial report, on how to calculate cost and break-even point, and on how to make business plans. On the matter of the learning method expected by the courses, there were (1) 85% of the courses stated that they needed a module which gave a clear instruction on how to use the module, entrepreneurship materials, examples of cases, practice and exercises, and answer key, and (2) 15% of the courses needed a module which presented a simple and easy language.

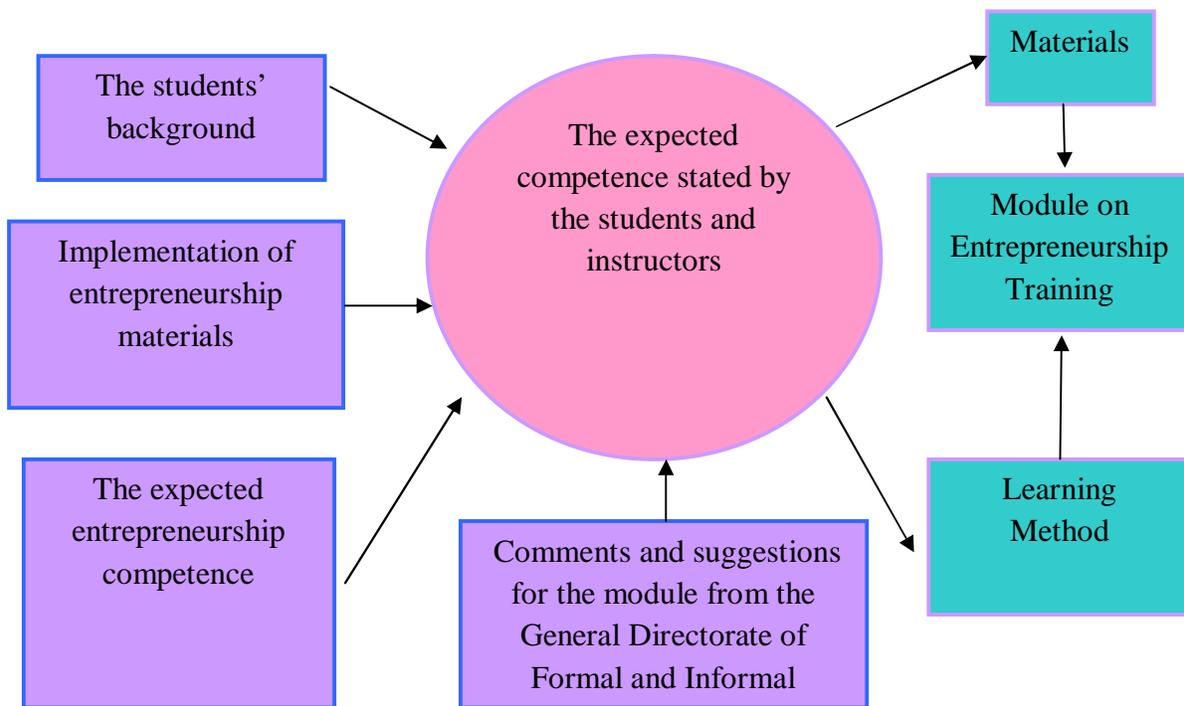


Figure 1: Problem identification process

Based on the identification of the problems, some competency needed by the students could be mapped. Those students needed (1) materials related to shaping the mental and attitude of entrepreneurs and related to managerial aspects as the basis for making business plans and (2) a module which provides direct instruction on how to use it, which is presented in a simple and practical language, which gives examples of cases on each unit, as well as exercises and answer key.

Based on the explanation above, problem identification was done and the results were used as the input in making the module on entrepreneurship.

The Phase of Explaining the Goal of Module Development

Based on the problem identification, then the goals of the development of the module could be made as the limitation in making the materials and content of the module. Validation was then be done in form of discussion with course owners and the result showed that the content of the module was suitable with the expectation of the students as the users of the module.

The explanation of this phases consisted of (1) the language used in the module was simpler, shorter, clearer, and easier, (2) there was only one module used, (3) the module presented an independent learning strategy, in which it gave directions on how to use it, assessment, exercises, and answer key. The materials were also made suitable with the expectation of the students and instructors during the problem identification phase, and they were validated as well. The materials covered (1) main materials consisted of building entrepreneurship mental, running the business, growing creativity, making financial report, managing human resources, calculating production cost, and making business plans, (2) the materials in the module included applicative ways and many examples dealing with entrepreneurship. Thus, the goals of making the module has been explained and has been in line with the expectation raised by the students and the teachers in the entrepreneurship courses. These goals are important in understanding and choosing as well as implementing the right approach in doing effective evaluation (Henry, et al., 2004).

The Phase of Design and Development of the Module

In this phase, the draft of the module was developed by involving the collaborating groups consisting of course managers, students, and instructors.

The title of the module is “A Module on Entrepreneurship for Students of Service Skill Courses”. The structure of the module at the **introduction part** consisted of (1) Background, which gave brief explanation on the interconnection of each chapter in the module and on the characteristics as well as the advantages and strength of the module, (2) Requirement upon use, which gave information on the requirement needed by the students before they use the module, (3) General objectives of the module, which gave information on the four objectives of the module in developing entrepreneurship skills, (4) Directions on use, which explained how the students and the facilitators of the courses may use the module, and (5) Evaluation and assessment, which gave information on how to do the exercises presented in the module.

The next was the **content part** of the module. (1) Chapter I discussed “Entrepreneurship Skills”, Chapter II “Business Skills”, Chapter III “Making Integrated Business Plans”. (2) The objectives of the module, in which in each chapter there was some explanation on the goals of the chapter itself. (3) The topics of the module, in which Chapter I consisted of five topics namely the concepts of entrepreneurship characteristics, an entrepreneur as a leader, decision making, risk taking, creativity, and negotiating skills. Chapter II consisted of six topics, namely making new products into production planning, marketing and marketing plans, break-even points, financial report, human resources management, and making business plans. Chapter III only consisted of 1 topic namely practice on making business plans.

The topics were arranged in the same way. They were (1) the activities, (2) the summary, (3) the evaluation, (4) answer key, and (5) scoring guide. At the beginning, students were informed on how to study the topics. Then, summary explained the content of each topic briefly and also summarized the content. Evaluation dealt with assessment on the students’ mastery of the topics. Answer key section provided the answers toward all exercises. Scoring guide provided students with the criteria to score their answers. Each item was scored 20. There were 3 items, so the total score was 60. Their mastery was classified as follows: 0% - 30% as need improvement, 34% - 66% as enough, and 67% - 100% as good.

The last part of the module was the end part of the module as the concluding remark. It consisted of (1) concluding remark, consisted of general conclusion of the module, and (2) reference, consisted of the references used in making the module. Therefore, the module consisted of introduction, content, and conclusion.

The results of the tryout was taken from the percentage analysis, in which 70% of the students could finish making the business plans, and the rest 30% stated that they found it difficult to finish making the business plans. Some expressions and behaviors were found during the study. (1) Students were motivated to learn the module guided by their instructors and were really thinking of being entrepreneurs. (2) Some of the students were willing to read the module independently and felt very much helped with the instructions attached. (3) Students felt relaxed, were not shy, were not feeling under pressured in class especially in giving comments on the contents of the module. (4) Students were reluctant to read the module at the beginning, yet after they found out that the module provided instructions and practical ways to run business, they eagerly read it. During the tryout process, the instructors played role as facilitators by explaining only the materials students found difficult, and as motivators to motivate students to read and practice the content of the module by themselves. As according to Atmoko (2011:261), educational theory sees students as being able to learn independently, and that learning is the process of realization of students’ potential, and that relationship between students and teachers must be based on affection and love—the way teachers treat students will affect their emotional side and behavior. In line with the findings, some interviews were made by the researcher. The interviews were made random and incidental as to clarify the findings on the benefit of the module.

The Phase of Tryout Evaluation

From the tryout, it was found out that 70% of the students were able to make business plans; this means that the module has been proven to be effective as a medium of learning entrepreneurship in an integrated way by applying all aspects of management in making business plans. Thus, the analyses on the tryout showed that the module was quantitatively effective and acceptable to be used as learning materials for the students and was suitable with the characteristics of the students.

The Phase of Communication of Product Revision

This is the last phase. In this phase, the module was discussed again to the instructors, students, and course owners. The result of the discussion showed that 90% of the students found the materials easy to understand, 80% of the instructors stated that the module was complete enough as a learning medium in entrepreneurship, and 80% of the course owners stated that the module was suitable with the training materials expected by the courses.

Thus, the development and the content of the module already met the characteristics of the students, and the expectation raised by the instructors and the course owners.

Discussion

Some information can now be said about the design-based research that has been conducted. First, some more data was needed from the users of the product in the process of the study; thus the study took longer time to complete and needed more attention from the users of the product. Second, researchers take part as information collector, facilitator in dispute related to information collected, and writer of the product as needed by the users. Third, cooperation is built between researchers and product users during the process of developing the module in order to gain effective results.

The research has been successfully conducted through some phases. Each phase resulted in the results of the study.

In the problem identification phase, some information related to the background of the students was collected; that was related to their family economy, their educational background, and their parents' jobs. In making learning materials, we need to consider things such as (1) who the students are, (2) how the students behave, (3) how ready the students are to study, and (4) how motivated they are to study or other characteristics which will contribute to their study. Most of the students were senior high school graduates (80%), and generally, students who were senior high school graduates could understand materials faster and easier, and were more confident in class. The curriculum and materials given in class were practical in nature, included general entrepreneurship materials such as work ethic, discipline, work attitude, preparing and maintaining business, managing business, and communication. The strategy applied in class was mostly the integrated one, between theory and practice, in which theories were given directly while practicing, as suggested by Omar, et al. (2010), and Pratikno (2011) which states that the strategy in the implementation of entrepreneurial behavior internalized in the culture of educational context covers motivation to success (quality, international and national standard orientation), independency, creativity, risk taking, proactive and tough, future orientation, communicative and reflective, leadership, instrumental behavior, and appreciation toward money.

Success in entrepreneurship does not depend only on the financial modal, but also on personal action (non-financial stuff) such as skills, the speed of innovation, and the right attitude in making business decision (Malaya, 2006; Ahn, et al, 2008; Randolph, 2013; Eroglu, O., 2011). Some courses separate the teaching of theory and practice. The module published by the General Directorate is not used since the materials are just too many and the content does not directly lead students into practice of running business, and students cannot learn the materials themselves. The expectation raised by the instructors, the students, and the course owners were on a module that is practical, brief and concise, that provides just enough theories but of many practices and exercises, and that can be learned independently by the students. A module must be made suitable with the characteristics of the students; in this case, the students want to be entrepreneurs, so they need something practical and directly related to the field of business. The module by Rahayu, et al. (2011:155) has met these expectations. This module is ready to use and has fulfilled the effective, efficient, individualized, and applicable requirements.

The phase of goal explanation was the phase for limiting the goals of making the entrepreneurship module, in which the goals had to be related to the results of problem identification; thus, the explanation on goals had to cover the explanation on design and materials of the module. The design covered the things related with language (the need for simple and effective sentences) and the materials had to directly relate with business field. The materials included work ethics, creativity in developing business, managing business in simple ways, and marketing (Crea, 2010). In general, the materials included materials on the mental of being entrepreneurs and managing small-scale business.

The design and development of the module was the phase for the real activities of arranging the draft of the module. The module was arranged in three chapters, consisting of building the entrepreneurial spirit, managing the business, and making the business plans. This is also supported by the study by Murtini (2011:401) which examines how to guide and develop college students' business plans through a competition in making the plans. The materials and the design were made simpler, practical, and with more practices and exercises on entrepreneurship as expected by the users.

The results of the tryout showed that the module was considered clear and easy to understand; yet, there were still some suggestions and recommendations for the improvement and revision of the module. The module had fulfilled the requirement for an independent module. The finding showed that 70% of the students had been successfully able to finish making business plans. According to Aisyah, et al. (2011:399), the use of module can increase students' cognitive strategy. From the tryout, it was known that students could study the module independently without the presence of their instructors. In addition, 80% of the female students could finish making the business plans faster, as suggested by a study by Ismail, et al. (2010) which finds that female students respond more positively on entrepreneurship modules than male students do, due to the fact that female students have more flexible time in managing their chores. As many as 90% of the female students could finish their business plans. In general, classroom activities using the module were able to implement individual learning technique characterized by self-instruction. These findings are in line with the finding by Darmiany (2010:87) stating that self-regulated learning (SRL) makes students happier and do not completely depend on the teachers but actively construct their own knowledge.

The module was then measured for its effectiveness in the phase of tryout evaluation. The results of the study confirm that the module was quite effective in which 70% of the students could finish their business plans. Qualitatively, the module was effective for the students. The design of the module consisted of the title, table of content, information map, general objectives, evaluation guide, and content part (consisting of the title of each topic, learning objectives, activities, materials, evaluation, answer keys, and scoring guide). The characteristics of the module have been suitable with the requirement of the theory on good modules, that is self-instruction, self-contained, stand alone, adaptive, user friendly (Ditjen Peningkatan Mutu, 2008: 2-3).

The communication phase was the phase for the module to be communicated with the users, that were students, instructors, and course owners. From this phase, it was known that the module had fulfilled the expectation of those parties (students, instructors, and course owners). Thus, the process of module development has fulfilled the requirements stated by Plomp et al. (2007), stating that a module must be developed based on the needs of the users.

Conclusion and Suggestion

Conclusion

From the study, some findings were found from the perspective of research and development, and as well as from the perspective of the product developed. The development of the module is characterized by these following things: (1) Improving the existing module by making it more suitable with the need and expectation of students, instructors, and course owners; (2) the development of the module was conducted through communication and discussion with the collaborating partners and the users, that were students, instructors, and course owners; (3) there was validation phase through communication with the collaborating partners and the users, that were students, instructors, and course owners; and (4) the development of the module was qualitatively measured, through a survey to collect data in forms of comments and suggestions as to improve the module itself, and quantitatively measured through percentage as to find out the effectiveness of the module.

The advantages for facilitators are: (1) to help them to give more personal touch and guidance, since students can study anywhere and anytime; (2) instructors could give more effective remedial based on students' needs; (3) facilitators were freed from routine which might be boring; (4) since students could study anywhere and anytime, it reduced the workload of facilitators; (5) instructors could do their work better since students were more active and more motivated to raise questions; and (6) reflection could be done for each and every student effectively. The use of modules could improve students' ability in using a cognitive strategy as well as to improve students' achievement since students will be more actively involved and engaged in the study (Aisyah, 2011; Akpomi, 2009).

Some of the weaknesses of teaching learning process using a module were as follows: (1) there was less interaction between students and facilitators, so more meetings and group discussion needed; this also means that instructors must not completely rely on students' ability in studying the module independently; (2) individual interaction sometimes did not help since students were shy and silent; (3) students were given more freedom to choose what to do and this led into students delaying doing tasks and being undisciplined; (4) the learning environment was not supported with the media and facility needed by the students; (5) the module was not completed with both audio or video as learning media which caused students to have to ask questions to the more able, and this led into time inefficiency; and (6) the cost was higher than learning through lecturing.

The module consists of these following components after tryout and revision—some changes happened. The introduction with the label of “A Module on Entrepreneurship Training for Service Industry” consists of acknowledgement, table of content, background, module requirement, and general objectives, directions for use, and evaluation and assessment. The content consists of three chapters. Chapter I discusses “Entrepreneurship Skills”, Chapter II “Business Skills”, Chapter III “Making Integrated Business Plans”. Chapter I consists of five topics namely the concepts of entrepreneurship characteristics, an entrepreneur as a leader, decision-making, risk taking, creativity, and negotiating skills. Chapter II consists of six topics, namely making new products into production planning, marketing and marketing plans, break-even points, financial report, human resources management, and making business plans. Chapter III only consists of 1 topic namely practice on making business plans (Faria, 2009).

The topics are arranged in the same way, starts with the objectives of the lesson, activities, materials, summary, evaluation, answer key, scoring guide, and list of references. The last part of the module was the end part of the module as the concluding remark, consisting of general conclusion of the module. The summary of this explanation can be seen in the following figure

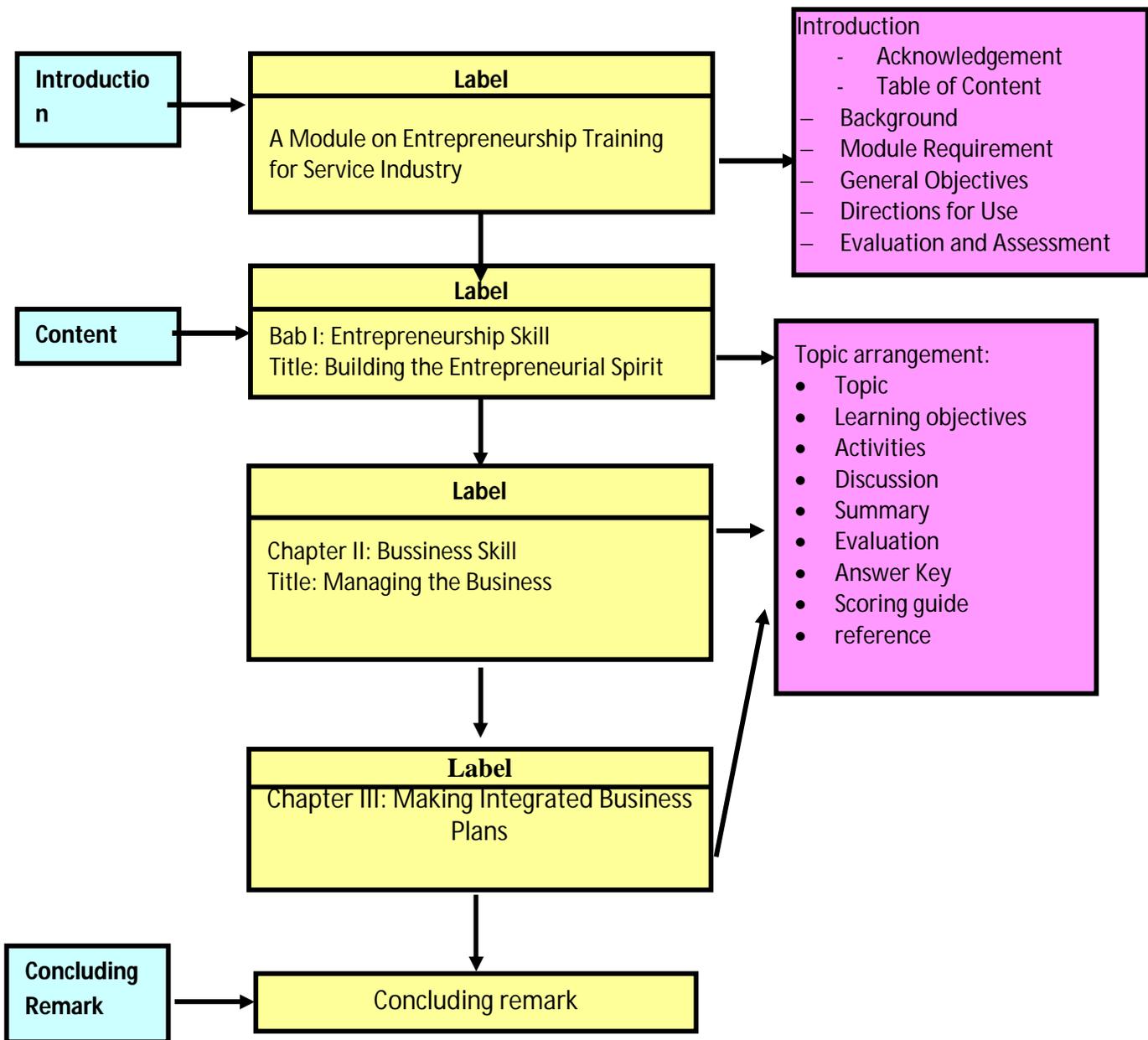


Figure 2: Content of an Integrated Module on Entrepreneurship

In general, the module was integrated, in which Chapter I and Chapter II became the materials to finish Chapter III.

Suggestions and Recommendations

Some suggestions on the development and the use of entrepreneurship module can be given now. First, course owners are suggested to periodically examine the curriculum on entrepreneurship so that it is in line with the demand of the business field and technology advancement as well. Second, course instructors are suggested to deepen their understanding and master the content of the module intensively; qualified instructors are really important for the development of the students individually (Likoko, 2013). Third, students must read the module thoroughly and actively discuss problems with their instructors. Fourth, future researchers are suggested to develop a module which is also equipped with electronic media. Finally it is important to bear in mind that these courses on entrepreneurship deal with adult education, thus the module must be made flexible and suitable for independent study.

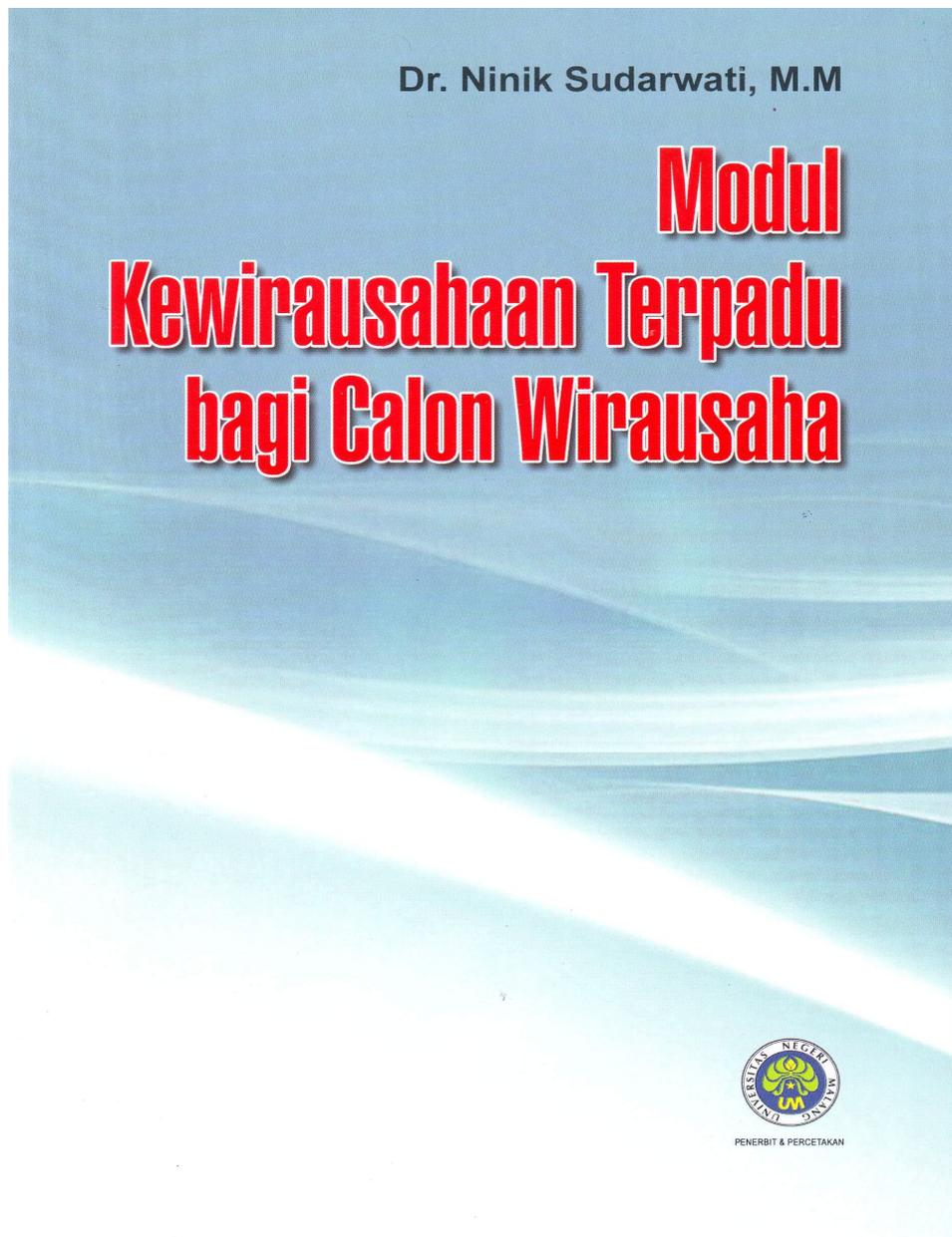
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Attachment

An Integrated Module on Entrepreneurship



MODUL KEWIRAUSAHAAN TERPADU BAGI CALON WIRAUSAHA

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Sudarwati, Ninik

Modul Kewirausahaan Terpadu Bagi Calon Wirausaha -Oleh: Ninik Sudarwati.-Cet. I,-Malang: Penerbit Universitas Negeri Malang, 2012.

viii, 183 hlm; 23 cm

ISBN: 979.495.013.0

MODUL KEWIRAUSAHAAN TERPADU BAGI CALON WIRAUSAHA
Dr. Ninik Sudarwati, M.M

- Lay-out : Tita
- Cover : Yusuf

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- Cetakan I : 2012
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KATA PENGANTAR

Modul ini telah diteliti berdasarkan tingkat kelayakan modul. Modul disusun dari perpaduan berbagai modul kewirausahaan. Modul dapat dipakai untuk peserta didik pendidikan formal, pendidikan non formal, pendidikan informal, semua wirausaha pamula. Modul kewirausahaan terpadu ini bersifat praktis dan lengkap serta bahasa yang mudah dimengerti. Modul ini mengikuti kaidah-kaidah penulisan modul yang berlaku seperti ada uraian, latihan, dan contoh-contoh. Isi materi kewirausahaan modul ini bersifat praktis dan singkat bisa dipelajari setiap waktu oleh peserta didik karena modul ini merupakan modul mandiri yang tidak perlu didominasi instruktur.

Materi kewirausahaan ini bermanfaat untuk memberikan dasar bagi calon wirausaha pada lulusan kursus atau lulusan SMK/SLTA dan yang sederajat agar mampu mengembangkan usaha secara mandiri, maka modul ini bersifat sederhana, singkat, padat dan jelas. Calon wirausahawan diharapkan setelah mempelajari modul ini memiliki perilaku dan sikap wirausahawan serta mampu merintis mengelola wirausaha secara mandiri.

Materi kewirausahaan ini tidak terlepas dari perkembangan informasi dan teknologi, sehingga masih perlu beberapa masukan dan saran untuk membenahi materi modul kewirausahaan terpadu ini.

Malang, Nopember 2012

Ninik Sudarwati

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PENDAHULUAN

A. Latar Belakang

Modul pelatihan kewirausahaan untuk peserta didik lulusankursus dan untuk peserta didik lulusan SLTA/SMK, modul bersifat mandiri dan praktis yang telah disesuaikan dengan karakteristik latar belakang pendidikan dan kemampuan intelektual peserta didik. Bagi peserta didik yang kurang memenuhi syarat, maka dalam mempelajari modul ini masih perlu didampingi oleh fasilitator secara intensif. Isi modul lebih praktis dan langsung berisi tentang langkah-langkah membentuk jiwa berwirausaha, langkah praktis mengelola usaha dan menyusun rencana usaha. Modul ini juga bersifat mandiri dengan metode penyajian teori secara singkat dan contoh kasus sehingga peserta didik dapat mempelajari secara mandiri tanpa harus tergantung dari instruktur serta tidak ada batasan waktu dan tempat serta tanpa kelompok. Modul ini berisi 3 pokok utama bahasan, yaitu:

1. Membentukjiwaberwirausaha.
2. Mengembangkan keterampilan mengelola usaha.
3. Praktik Menyusun rencana usaha terpadu.

Setelah mempelajari modul ini, pertama, peserta didik mengetahui langkah operasional yang harus dilakukan dalam membentuk jiwa wirausaha dari keterampilan menumbuhkan kreatifitas, mengembangkan sifat pemimpin, dan melakukan negosiasi. Perilaku tersebut harus dilatih secara rutin dalam kehidupan sehari-hari hingga menjadi sebuah kepribadian, hal itu sangat bermanfaat untuk prestasi kerja demi masa depan. Kedua, peserta didik mampu mengelola usaha dari merencanakan sebuah produk baru, memproduksi sebuah produk sampai menyusun laporan keuangan. Selanjutnya, ketiga, peserta didik mampu menyusun rencana usaha secara sederhana.

Dalam praktik sehari-hari selain peserta didik diharapkan akan bersikap, berjiwa dan berperilaku sebagai wirausaha, serta mampu memulai untuk mengelola usaha secara mandiri, diharapkan juga dapat mengaktualisasikan sikap dan perilaku kewirausahaan secara nyata dalam kehidupan sehari-hari. Ketiga, peserta didik melatih diri menyusun

MODUL KEWIRUSAHAAN TERPADU BAGI CALON WIRUSAHA

rencana usaha, isinya merupakan keterpaduan dari materi yang telah dipelajari dari Bab I dan Bab II, hal itu sangat bermanfaat untuk pegangan dalam mengembangkan usaha.

Keseluruhan modul ini dapat dikuasai peserta didik sangat tergantung dari tujuan peserta didik menentukan batasan dalam mempelajari modul ini. Peran instruktur hanya berperan sebagai fasilitator untuk memberikan penjelasan isi modul yang tidak dimengerti dan fasilitator tidak mendominasi pengarahannya modul.

Agar peserta didik dapat mempelajari secara sistematis, menguasai, dan mampu menerapkan dalam memulai berbisnis, maka perlu dijelaskan tentang prasarat, tujuan umum modul, petunjuk penggunaan dan evaluasi kemampuan.

B. Prasyarat

Sebagai prasyarat untuk mempelajari modul ini atau sebelum mempelajari modul ini, terlebih dahulu sebaiknya peserta didik memiliki wawasan tentang:

1. Dasar-dasar cara berpikir kreatif dan bertindak inovatif, dengan menguasai keterampilan jasa yang dipelajari.
2. Dasar-dasar cara berprestasi, dengan wujud memiliki semangat mempelajari isi modul dan ada upaya berkomunikasi dengan fasilitator tempat peserta didik mengikuti kursus.
3. Dasar-dasar jiwa berusaha, dengan wujud adanya upaya mempraktikkan berwirausaha dalam kehidupan sehari-hari.

C. Tujuan Umum Modul

1. Menciptakan kesadaran tentang wirausaha dan wiraswasta sebagai pilihan karir bagi peserta didik pelatihan di lembaga-lembaga pendidikan dan pelatihan.
2. Membangun dan mengembangkan sikap-sikap positif, kreatif, dan prestatif.
3. Memberi pengetahuan dan keterampilan praktis dalam memulai dan menjalankan usaha, terutama memulai mengelola usaha kecil dengan mengadopsi dan mengadaptasi penerapan manajemen yang diperlukan.
4. Membentuk keterampilan menyusun rencana usaha secara rasional.

Pendahuluan

5. Mempersiapkan peserta didik untuk bekerja secara produktif dalam usaha-usaha kecil, sebagai upaya mengantisipasi kelangkaan lapangan kerja.

D. Petunjuk Penggunaan Modul

Agar berhasil menguasai modul ini dengan baik, ikutilah petunjuk belajar sebagai berikut:

1. Bagi peserta didik:

- a. Bacalah dengan cermat bagian pendahuluan modul ini, sampai Anda memahami betul apa, untuk apa, dan bagaimana mempelajari modul ini.
- b. Baca sepintas bagian demi bagian dan temukan kata-kata yang Anda anggap baru. Kemudian cari pengertian dalam penjelasan awal topik atau mencari penjelasan pada fasilitator tempat Anda kursus.
- c. Pelajarilah mulai dari Bab I sampai menguasai materi, selanjutnya diteruskan pada Bab berikutnya secara runtut.
- d. Susunlah perencanaan usaha Anda untuk diterapkan dalam dunia bisnis setelah mempelajari pada setiap modul.
- e. Selesaikanlah latihan-latihan soal pada akhir modul dan pastikan kebenarannya dengan kunci jawaban, jika mengalami kesulitan, komunikasikan pada fasilitator tempat Anda kursus.
- f. Periksa tentang diri Anda, apakah Anda telah menguasai sikap dan tindakan yang diperlukan seorang wirausaha dan bagian keterampilan apa yang sudah Anda miliki.
- g. Susunlah perencanaan usaha Anda untuk diterapkan dalam dunia bisnis setelah mempelajari pada setiap modul.
- h. Amati sekeliling Anda orang-orang yang berprestasi dan berhasil dalam hidupnya, mengapa seperti itu.

2. Bagi fasilitator:

Modul ini dirancang untuk peserta didik mempelajari modul secara mandiri, oleh sebab itu peran Anda sebagai fasilitator, sebagai berikut:

- a. Bacalah dengan cermat bagian pendahuluan modul ini, sampai Anda memahami betul apa, untuk apa, dan bagaimana mempelajari modul ini.

MODUL KEWIRAUSAHAAN TERPADU BAGI CALON WIRAUSAHA

- b. Pelajari pada masing-masing modul dan kuasailah dengan benar pada tiap isi modul.
- c. Kerjakanlah menyelesaikan latihan soal pada akhir modul dan pastikan kebenaran jawaban dengan kunci jawaban yang telah tersedia.
- d. Terapkan dan laksanakan dengan sungguh-sungguh semua saran, langkah-langkah bisnis yang ada dalam isi modul untuk menemukan permasalahan bisnis secara nyata guna meningkatkan penguasaan modul.
- e. Memulai membimbing peserta didik untuk menyarankan membaca isi modul terlebih dahulu dengan batasan waktu sesuai kesepakatan bersama.
- f. Membantu peserta didik dalam memahami konsep, praktek kewirausahaan dan menjawab kendala-kendala dalam proses belajar.
- g. Membantu peserta didik dalam menentukan dan mengakses sumber tambahan lain yang diperlukan untuk belajar.
- h. Membantu peserta didik menyelesaikan latihan soal pada akhir topik.
- i. Memotivasi peserta didik menerapkan modul dalam praktek berwirausaha.

E. Evaluasi Kemampuan

Untuk mengukur kemampuan peserta didik, Anda sebagai peserta didik perlu mengikuti petunjuk mengerjakan latihan-latihan soal pada masing-masing akhir modul. Tiap latihan soal telah disediakan kunci jawaban. Bentuk soal berbentuk pertanyaan dengan bebas peserta didik menjawab yang tidak jauh dari teori dalam topik. Tiap soal diberikan skor 20, masing-masing topik diberi 3 soal sehingga total skor berjumlah 60. Sifat soal terdiri dari soal teori dan soal praktik. Kriteria penilaian kemampuan diukur dari tingkat persentase apabila menguasai 34% keatas dinyatakan cukup atau baik sedangkan kurang dari 34% dinyatakan kurang menguasai materi dan diharapkan untuk mempelajari kembali.

Peserta didik harus berusaha mengerjakan latihan soal dengan cermat, selanjutnya hasil jawaban dipastikan kebenaran dengan kunci jawaban yang telah tersedia. Apabila masih terdapat soal yang kurang dipahami, perlu dikonsultasikan pada fasilitator.

BAB 1

**ENTREPRENEURSHIP SKILL
— MEMBENTUK JIWA WIRAUSAHA —**



**MODUL KEWIRAUSAHAAN TERPADU
BAGI CALON WIRAUSAHA**

TOPIK 1

Karakteristik Kewirausahaan

I. TUJUAN:

Pada akhir pembelajaran topik 1, diharapkan peserta dapat:

- a. Mengetahui ciri-ciri watak seorang wirausaha.
- b. Mengetahui sikap dan perilaku seorang wirausaha.

II. KEGIATAN:

- a. Peserta mempelajari secara teori tentang karakteristik kewirausahaan.
- b. Peserta memerinci jiwa kewirausahaan secara lebih operasional.

III. MATERI

A. Karakteristik Kewirausahaan

Di dalam kehidupan bidang usaha atau dunia bisnis, seorang Wirausaha tidak berdiam diri sendiri, tetapi sangat perlu bantuan para Wirausaha lainnya, adanya bantuan dari pihak pemerintah atau badan-badan usaha terkait lainnya. Oleh karena itu, seorang Wirausaha harus menunjukkan tingkah laku yang baik, sopan santun, tolong-menolong, tenggang rasa, hormat-menghormati satu sama lainnya. Masalah sopan santun, hormat-menghormati, tolong-menolong, dan tatakrama di dalam berwirausaha sehari-hari itu adalah merupakan etika. Jika kata etika digabungkan dengan Wirausaha akan menjadi Etika Wirausaha. Dengan demikian Etika Wirausaha itu adalah prinsip-prinsip atau pandangan-pandangan dalam kegiatan bidang wirausaha dengan segala persoalannya untuk mencapai suatu tujuan serta melaksanakan nilai-nilai yang bermanfaat untuk meningkatkan kehidupan usaha sehari-hari.

Tokoh kewirausahaan yang bernama Meredith, et al. (1996) mengemukakan bahwa: Para wirausaha adalah orang-orang yang mempunyai kemampuan melihat dan menilai kesempatan-kesempatan yang ada; mengumpulkan sumber-sumber daya yang dibutuhkan guna mengambil keuntungan daripadanya dan mengambil tindakan yang tepat guna memastikan sukses.

BAB 2

Mengembangkan Produk Baru dan Perencanaan Produksi

I. Tujuan:

Pada akhir pembelajaran ini, Peserta diharapkan:

- a. Mengana
- b. Mempra

BUSINESS SKILL MENGELOLA USAHA

II. KEGIATAN

- a. Peserta mempelajari cara-cara mencari produk yang diminati konsumen dan menjual produk yang mampu di



- 2. Ketompokkan p... **MODUL KEWIRAUSAHAAN TERPADU** bidang keahlian
Anda, susunlah skala **BAGI CALON WIRAUSAHA** lesalan permasalahan
menurut kemampuan Anda.

TOPIK 1: Menentukan Produk Baru dan Perencanaan Produksi

I. Tujuan:

Pada akhir pembelajaran topik 1, peserta diharapkan:

- a. Menganalisis dalam memilih produk baru.
- b. Mempraktikan proses perencanaan produksi.

II. KEGIATAN

- a. Peserta mempelajari cara-cara mencari produk yang diminati konsumen dan memilih produk yang mampu di produksi.
- b. Peserta mempelajari proses-proses perencanaan produksi.

III. MATERI

A. Ide Produk Baru

Kemampuan untuk menganalisis dengan teliti, mencari dan memanfaatkan dengan tepat waktu dan tepat guna, dapat memberikan kesempatan yang tersedia untuk peluang bisnis adalah salah satu ciri khas pengusaha sukses. Kemampuan ini juga merupakan dasar untuk mengawali dan mempertahankan bisnis yang sudah berhasil atau yang baru memulai. Hal ini meliputi aktivitas memperoleh gagasan, juga memilah dan mengevaluasi kesempatan tersebut untuk menetapkan antara beberapa pilihan gagasan bisnis yang paling tepat untuk dipilih menjadi gagasan produk baru unggulan walaupun gagasan tersebut hanya sedikit modifikasi namun penuh keyakinan hasil evaluasi menunjukkan sangat dibutuhkan oleh konsumen. Berikut ini beberapa cara menciptakan gagasan produk baru:

1. Mengkoordinasikan beberapa permasalahan yang ada di masyarakat dan mengklasifikasikan permasalahan yang sesuai dengan bidang yang Anda tekuni.
2. Kelompokkan permasalahan yang sesuai dengan bidang keahlian Anda, susunlah skala tingkat kemudahan penyelesaian permasalahan menurut kemampuan Anda.

BAB 3

Menyusun Rencana Usaha Terpadu

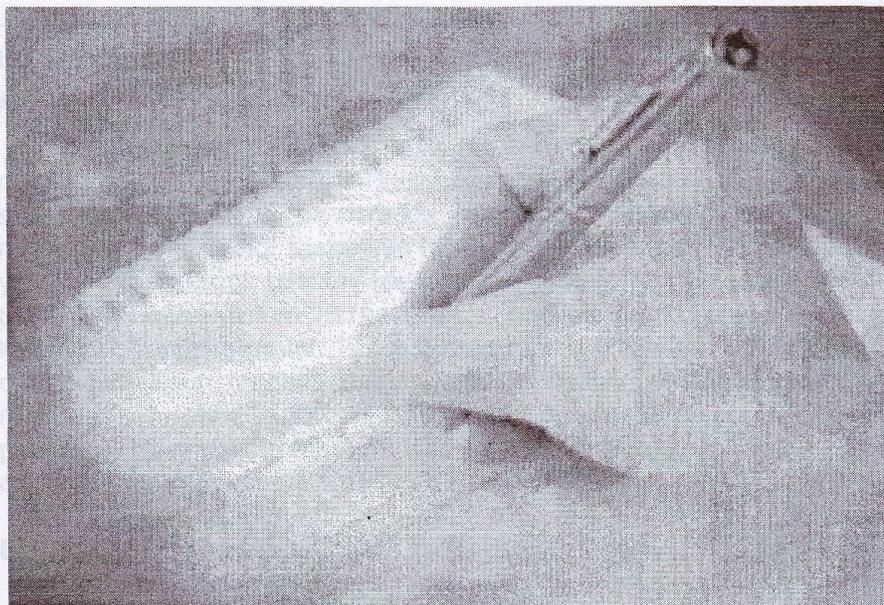
1. Tujuan:

peserta mampu menyusun rencana usaha secara mandiri sesuai kemampuan keahliannya dan kemampuan berwirausaha

PRAKTIK MENYUSUN

RENCANA USAHA TERPADU

- a. Peserta mempelajari petunjuk umum penjelasan dalam menyusun rencana usaha terpadu.
- b. Peserta mengisi rencana usaha sesuai dengan kemampuan keahlian dalam berwirausaha.



MODUL KEWIRAUSAHAAN TERPADU
BAGI CALON WIRAUSAHA

TOPIK 1

Praktik Menyusun Rencana Usaha Terpadu

I. Tujuan:

peserta mampu menyusun rencana usaha secara mandiri sesuai kemampuan keahlian dan kemampuan berwirausaha

II. Kegiatan:

- a. Peserta mempelajari petunjuk umum penjelasan dalam menyusun rencana usaha terpadu.
- b. Peserta mengisi rencana usaha sesuai dengan kemampuan keahlian dalam berwirausaha.

III. Materi:

A. Menyusun Rencana Usaha Terpadu.

Anda telah mempelajari Bab I yang berisi petunjuk tentang upaya meningkatkan mental berwirausaha, membentuk mental yang kuat sebagai modal kekuatan jiwa dan semangat yang tinggi, pantang menyerah menghadapi tantangan bisnis. Anda telah mempelajari Bab II yang berisi petunjuk tentang menemukan produk baru, merencanakan produksi, menentukan harga pokok, bauran pemasaran, laporan keuangan, rencana usaha. Pengetahuan tersebut sebagai bahan utama dalam menyusun rencana usaha. Rencana usaha terpadu merupakan rencana usaha yang isi format susunan rencana usaha meliputi rencana prestasi kerja yang ditargetkan dan rencana pengembangan usaha yang ditargetkan.

B. Petunjuk pengisian latihan menyusun rencana usaha terpadu

Format rencana usaha ini telah disertai petunjuk umum pengisian, tidak ada patokan yang baku dan Anda dapat mengisi sesuai dengan kemampuan Anda yang berbeda jawabannya dengan wirausaha lain.



Dr. Ninik Sudarwati, M.M. Kelahiran Mojokerto 25 Juni 1968. Lulus SD Balongsari IV Kota Mojokerto tahun 1981. Lulus SMPN1 kota Mojokerto tahun 1984. Lulus SMAN 2 Jalan Jawa, kota Mojokerto tahun 1987. Lulus S-1 Jurusan Pendidikan Dunia Usaha, IKIP Malang tahun 1992. Lulus S-2 Magister Managemen, Universitas Satyagama Jakarta tahun 1999. Lulus S-3 Pendidikan Ekonomi, Universitas Negeri Malang tahun 2012. Pekerjaan: Dosen negeri diperbantukan di STKIP PGRI Jombang, Jawa Timur jurusan Pendidikan Ekonomi, sejak tahun 1993 sampai sekarang, Pengalaman membuat buku tahun 2009, Judul "Kebijakan Pengentasan Kemiskinan (Mengurangi Kegagalan Penanggulangan Kemiskinan), ISBN 978-979-1761-31-4; dan sebagai pelatih kewirausahaan pada UMKM serta pelatih kewirausahaan di beberapa lembaga pendidikan formal, non formal dan informal.

SINOPSIS

Modul kewirausahaan terpadu ini bersifat lengkap yang terdiri dari membangun mental usaha, mengelola usaha dan menyusun rencana usaha, praktis dengan jumlah modul hanya satu dan tidak terpecah-pecah, operasional dengan metode teori, studi kasus dan contoh soal, mengerjakan soal dan kriteria penilaian kunci jawaban, mudah dipahami dengan kalimat mudah dimengerti dan tuntas hingga berakhir praktik menyusun rencana usaha. Materi Modul berisi Bab I, Membentuk Jiwa Wirausaha, Bab II, Mengelola Usaha, Bab III, Praktik Menyusun Rencana Usaha. Bab I terdiri dari 5 topik, meliputi: karakteristik kewirausahaan, wirausaha sebagai pemimpin, pembuatan keputusan dan mengambil resiko, kreatifitas, membangun kerjasama dengan keterampilan negosiasi. Bab II, berisi 6 topik, meliputi: menentukan produk baru dan perencanaan produksi, pemasaran dan rencana penjualan, break even point/titik impas, menyusun laporan keuangan, manajemen sumber daya manusia, perencanaan usaha dan pengembangan usaha. Bab III berisi 1 topik, yaitu praktik menyusun rencana usaha terpadu, yang berisi latihan menyusun rencana usaha.

ISBN 979495013-0



9 789794 950135
Anggota IKAPI No. 059/JTI/89