



## Increasing Students' Entrepreneurial Intentions Through Experiential Learning-Based Entrepreneurship Textbook Development

Efa Wahyu Prastyaningtyas<sup>1</sup>, Widi Wulansari<sup>2✉</sup>, Elis Irmayanti<sup>1</sup>, Rino Sardanto<sup>3</sup>

DOI: 10.15294/dp.v19i2.4707

<sup>1</sup>Department Economic Education, Faculty Economics and Business, Universitas Nusantara PGRI Kediri, Kediri, Indonesia

<sup>2</sup>Department Teacher Education for Early Childhood Education, Faculty Teacher Training and Education, Universitas Nusantara PGRI Kediri, Kediri, Indonesia

<sup>3</sup>Department Management, Faculty Economics and Business, Universitas Nusantara PGRI Kediri, Kediri, Indonesia

### History Article

Received May 12, 2024

Approved August 26, 2024

Published January 17, 2025

### Keywords

Entrepreneurship; Entrepreneurial Intentions; Experiential Learning; Textbooks

### Abstract

Implementing entrepreneurship learning requires direct experience, not only theoretical, but must also be integrated with learning in the field. Many methods are used in learning, one of which is the experiential learning method. This research produces a product in the form of an entrepreneurship textbook based on experiential learning. The aim of this research is to develop an entrepreneurship textbook based on experiential learning to increase students' entrepreneurial intentions. The type of research used is RnD (Research and Development) with the ADDIE model. The subjects of this research were Economic Education students at Nusantara University PGRI Kediri. Data analysis uses designs including One group pretest post-test design. The results of this research indicate that textbooks are suitable for use so that they can be used by students in learning entrepreneurship, and the use of books among students provides positive and significant results in increasing entrepreneurial intentions.

### How to Cite

Prastyaningtyas, E. W., Wulansari, W., Irmayanti, E., & Sardanto, R. (2024). Increasing Students' Entrepreneurial Intentions Through Experiential Learning-Based Entrepreneurship Textbook Development. *Dinamika Pendidikan*, 19 (2), 178-190.

© 2024 Universitas Negeri Semarang

✉ Correspondence Author:

Jl. Pringgondani No. 70B RT 04 RW 02 – Mrican Kediri Jatim, Indonesia, 64111

Email: [widiwulansari@unpkediri.ac.id](mailto:widiwulansari@unpkediri.ac.id)

p-ISSN 1907-3720

e-ISSN 2502-5074

## INTRODUCTION

Textbooks are indispensable in the learning process, where there are instructional materials that aim to increase student independence. The number of textbooks available and the ease of access for students does not guarantee students to be motivated in learning. Factors causing these conditions include low interest in learning and available textbooks that are less relevant to the learning experience expected by students (Khoirotunnisa' et al., 2023). The entrepreneurship textbooks that have been used by students have not explored their experiences in the field, on average they are still conventional (Dita et al., 2021). So to increase entrepreneurial intention in students, it is necessary to develop an entrepreneurship textbook based on experiential learning (Bernardus et al., 2020).

Entrepreneurship has an important role in the economic development process and maintaining the country's competitiveness in facing the challenges of globalization (Othman et al., 2020). As a form of preparing for these challenges, the younger generation is provided with entrepreneurship education at the tertiary level. Where entrepreneurship education for students is an effort to internalize the entrepreneurial spirit and mentality through formal institutions. Entrepreneurship education is an effort to apply the entrepreneurial spirit and mentality through educational institutions and institutions (Putri, 2021), as well as the process of transmitting knowledge and skills to students to help students take advantage of business opportunities (Saptono et al., 2020). Entrepreneurship courses are growing rapidly and are taught widely in many higher education institutions in the world (Ahsan & Faletehan, 2021). Through entrepreneurship education, it is hoped that it will be able to equip students with entrepreneurial knowledge after they graduate from college. Entrepreneurship education has an important role in producing new entrepreneurs from formal and non-formal education (Cui et al., 2021) because apart from increasing knowledge, entrepreneurship

education can provide skills and creativity so as to foster interest in entrepreneurship (Arfah et al., 2023). Entrepreneurship education aims to develop entrepreneurial potential, encourage someone to work hard, foster a sense of innovation and encourage someone to be intelligent and capable in the scope of entrepreneurship (Zhang, 2020). Based on BPS data in 2023, the number of unemployed people in Indonesia will reach 8.23 million people, where Indonesian university graduates show that the number of unemployed people is still high. In line with this fact, entrepreneurship education must be able to support the development of entrepreneurial values in students while at university (Setiawan & Basri, 2023). This is also supported by the results of previous research conducted by researchers (Prasetyaningtyas; Soetjipto; Rudijanto, 2019) that entrepreneurial education and entrepreneurial personality influence entrepreneurial intentions through self-efficacy in students.

Entrepreneurship education is not only limited to classroom learning but must use integrated education, linking classroom learning with experience in the field and having a strong network between students, alumni who have become entrepreneurs or successful entrepreneurs in the field (Bazkiaei et al., 2020). Industrial experience has a positive influence on entrepreneurial performance through motivation and direct training in the field to gain direct experience (Rodriguez, 2020). Entrepreneurial learning can be defined as a dynamic process that plays an important role in sustainable entrepreneurship, where entrepreneurial learning is able to create innovation and increase opportunities in the business world (Lin et al., 2023). Entrepreneurial learning equips individuals with skills such as creative thinking, managing risk, and business development strategies that are relevant in facing modern business dynamics (Funken et al., 2020). Implementing entrepreneurship learning requires direct experience, not just theoretical, entrepreneurship learning in the classroom must be integrated with learning in the field in the form of a more intensive internship pro-

gram (Servoss et al., 2018). Entrepreneurship learning requires support from policy makers who can inspire students to gain direct experience and be able to learn from entrepreneurs in the business world (Ramsgaard, 2018).

The reality in the field in the entrepreneurship learning process lecturers still do a lot of conventional entrepreneurship lectures, where lectures still use lectures and have not been supported by varied learning media. Meanwhile, the implementation of learning in general has not been centered on students and is dominated by the lecture method. The educational situation that allows optimal teaching and learning activities to occur is strongly influenced by the teacher's ability to create learning situations so that students can interact with the teacher intensively based on the agenda that the teacher has programmed. This is in accordance with the statement from Arga & Hidayat (2019), that the use of conventional learning (lecture) is not a bad thing, so that every teacher in delivering learning often even often uses conventional learning because it is considered easier and simpler in delivering learning material. Based on initial observations made by researchers, it shows that the conditions for entrepreneurship learning in the Economic Education Study Program at University of Nusantara PGRI Kediri are still mostly based on lectures and assignments. So, the learning carried out so far has not been able to foster enthusiasm, interest and motivation for entrepreneurship. This can be seen from initial observations made by researchers that 20% of students have businesses, the remaining 80% do not. To foster an entrepreneurial spirit based on experience, an experiential learning-based approach is necessary. The experiential learning approach applied in learning is carried out by searching for information through observation, asking, experimenting, experience, then processing existing data or information and continuing by analyzing, reasoning, concluding and creating (Supriani et al., 2020). Experiential-based learning is a structured activity that focuses on participation and interaction (Chen et al.,

2020) (Sukardi et al., 2022). Entrepreneurship education has a philosophical relationship between experiential learning and general topics, reflective learning, entrepreneurial identity which leads to action-based conception and understanding (Souto & Rodríguez-López, 2021). Experiential learning methods and approaches can improve outcomes for students in higher education. So, teaching materials are needed that can arouse entrepreneurial intentions in students based on experience.

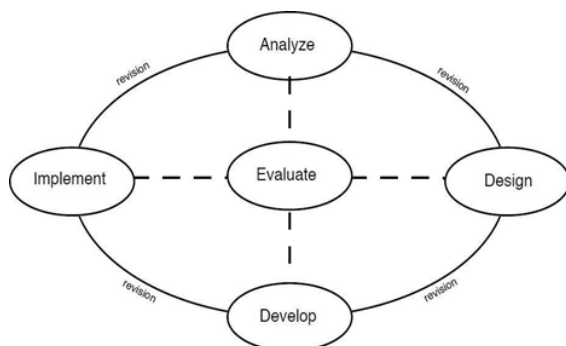
In addition, there is no teaching material on experiential learning-based entrepreneurship learning used in lectures in the Economic Education Study Program at UNP Kediri, because lecturers are less updated on new books and research journals. To realize entrepreneurial learning based on experiential learning, teaching materials are needed that support the learning process for lecturers (Hockerts, 2018). The aim is to increase student motivation and learning outcomes (Logan et al., 2021). In addition, developing teaching materials can make students directly and actively involved in learning (Tohani & Sugito, 2020). Entrepreneurship education with experiential learning will increase entrepreneurial intentions so that entrepreneurship education in higher education becomes better (Pokidko et al., 2021). It is hoped that the experiential learning-based entrepreneurship book that is being developed will be able to stimulate students' ability to see challenges and obstacles in the socio-economic field. Where students are expected to be able to articulate entrepreneurial behavior as a reaction to socio-economic problems that are often encountered in everyday life (Anwar & Abdullah, 2021).

This entrepreneurship course requires direct action in the learning process so that students gain direct experience, by learning collaboratively in the form of small projects (formulating business plans according to their scientific field). So, to make this happen, an entrepreneurship textbook based on experiential learning is needed, where the learning that is applied focuses on the process of involving students in finding material and connecting it

with real life. The aim of this research is to determine the suitability of the experiential learning-based entrepreneurship textbook that has been developed, as well as to determine students' entrepreneurial intentions based on their opinions on the textbook that has been developed. Young prospective entrepreneurs have an entrepreneurial character and have the skills to become entrepreneurs who can ultimately create their own jobs.

## METHODS

This research uses the type of research RnD (Research and Development). This research produces products in the form of experiential-based entrepreneurship textbooks. The purpose of this research is the development of experiential-based entrepreneurship textbooks to increase entrepreneurial intentions in students. The stages of research used in this study are the ADDIE development research model. The following is a picture of the research stages in question.



**Figure 1.** ADDIE Development Model

The stages referred to are as follows: (1) Analysis, researchers make observations and analyze the problems that exist at the research site. The problem is that there is no entrepreneurship textbook based on experiential learning. From the results of the analysis of these problems, researchers analyzed the need for product development in this case an experiential learning-based entrepreneurship textbook and analyzed the feasibility and requirements of product development which were then evaluated to continue the next stage; (2) Design,

developing things needed by schools through previous analysis. Researchers search and collect materials and the relevance of materials that can support the development of this textbook, preparation of materials, as a reference in product development, preparation of instruments for assessing the quality of products developed and can proceed to the development stage. In this case, researchers made an initial draft of entrepreneurship textbooks and evaluated the results of the design that had been made; (3) Development, the coursebook to be developed is adjusted to the design that has been made. Then, the textbooks that have been made are validated by material experts, design experts and linguists. Experts are tasked with assessing the suitability of the material in the experiential learning-based entrepreneurship book. Design experts are tasked with assessing the appearance of the book developed. Linguists are tasked with assessing the structure and use of language so that it is easily understood by users. If the results of the overall validation have stated that the textbook is feasible, then the next trial will be conducted on students at University of Nusantara PGRI Kediri; (4) Implementation, textbook trials were conducted in the Economic Education Study Program at University of Nusantara PGRI Kediri. During the implementation of product trials, researchers noted deficiencies and obstacles in the use of the product, in addition, students were given a questionnaire to determine the effectiveness of the textbook that had been developed in increasing entrepreneurial intentions; (5) Evaluation, research conducted by analyzing textbooks in the implementation stage whether there are still deficiencies and weaknesses. If there are no more revisions then the textbook is ready to be used in learning.

At the development stage, validation tests were carried out on several experts to determine the level of validity in terms of attractiveness, practicality and effectiveness of the product to be developed and used as a basis for making improvements.

**Table 1.** Indicators and Subindicators of Textbook Assessment

Indikator	Subindikator
Material	The suitability of the material with KD
	Accuracy of the material
	Up-to-date material
	Encourages curiosity
Design	Presentation technique
	Presentation support
	Presentation of learning
	Coherence and flow
Linguist	Straightforward
	Communicative
	Dialogically interactive
	Appropriateness to learner development
	Conformity with language rules

Source: Processed data (2024)

**Table 2.** Criteria for Product Validity and Attractiveness

Value	Validation Criteria	Validation Level Category	Description
1	85% – 100%	Very Valid	Can be used without revision
2	61% – 80%	Valid	Usable with minor revisions
3	41% – 60%	Less Valid	Not recommended for use
4	0% – 40%	Not Valid	Not for use

Source: Processed data (2024)

Expert judgment who conducted the validation test consisted of 2 (two) material experts, 1 (one) design expert, and 1 (one) lan-

guage expert. The results of the validation assessment refer to the Table 2.

At the implementation stage, a trial was conducted with the subjects in this study were level II students of the Economics Education Study Program who were taking Entrepreneurship courses with a total of 34 students at Universitas Nusantara PGRI Kediri. Data analysis using One group pretest posttest design.

## RESULT AND DISCUSSION

This study is a research using a quantitative approach. The development research model chosen is the ADDIE research and development model. The location of this research is University of Nusantara PGRI Kediri with the research subjects are students who are taking Entrepreneurship courses.

### Experiential-based Entrepreneurship Textbook Needs Analysis (Analysis)

At the needs analysis stage carried out at the Economic Education Study Program, UNP Kediri includes activities: (1) Analysis of the utilization of existing facilities and infrastructure in the Economic Education Study Program, UNP Kediri, where the results obtained that the facilities and infrastructure for lectures have supported have not supported entrepreneurship courses because there is no special laboratory that can be used by students to practice entrepreneurship courses; (2) Analysis of the lecture process in level II students who take entrepreneurship courses, where the results obtained are students who have a business as much as 20%, the remaining 80% do not have a business. It shows that the intention to entrepreneurship of students is still very lacking; (3) Analysis of the use of textbooks by students. Where the results obtained that lecturers still do not use teaching materials in the form of books, because lecturers are less updated on new books and research journals related to entrepreneurship. The next step is to analyze the characteristics of students as well as interviews with peers and students, the aim is to find out the interests and motivati-



on of students towards the coursebook to be developed and obtain suggestions and input from both peers and students about the coursebook. All stages of the analysis are carried out to identify the needs needed for textbooks that are suitable for lectures in the Economic Education Study Program at UNP Kediri, in this case an entrepreneurship textbook based on experiential learning.

Based on the results of observations that have been made for needs analysis in the Entrepreneurship course of the Economics Education Program at Universitas Nusantara PGRI Kediri, it shows that students need an entrepreneurship textbook based on direct experience. Where so far there is no textbook that is used as a reference for entrepreneurship course material, because the teaching materials used by lecturers are still in the form of power points. While the learning methods are still lectures, observations and assignments, it is very necessary to develop this textbook for lectures (Prastyaningtyas et al., 2023).

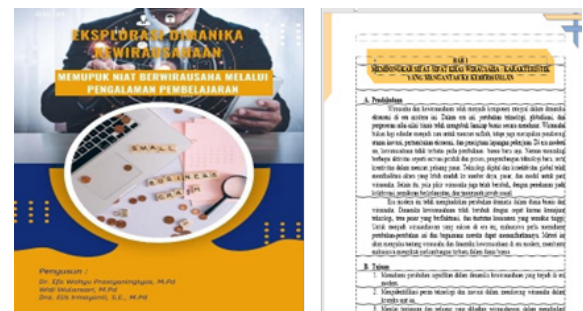
Experiential learning-based entrepreneurship textbooks are developed based on students' direct learning experiences in the field. Where students will be invited to find, among others: (1) concrete experience (for example, students carry out field work to find entrepreneurial opportunities); (2) reflective observation (for example, students carry out class discussions based on field work to describe the experience gained); (3) abstract conceptualization (for example, students connect field work experiences with relevant theories or concepts to formulate the best entrepreneurial opportunities and create business model designs based on Business Model Canvas (BMC); (4) active experimentation (for example, students try to bring out new concepts by applying more fieldwork such as market triangulation) (Prastyaningtyas et al., 2023).

### Development of an Experiential Learning-Based Entrepreneurship Textbook (Design)

At this stage the researchers carried out the design, namely: (1) Determining the users of entrepreneurship textbooks, namely stu-

dents of the Economics Education Study Program, University of Nusantara PGRI Kediri who take entrepreneurship courses; (2) Competence and understanding of indicators that can be achieved through textbooks, by adjusting to the RPS that has been made based on experiential learning; (3) Making book designs that can be used to achieve competencies as indicators to be achieved; and (4) Determining the level of mastery of students after using textbooks in research design. This activity is designed to facilitate lecturers in providing information and material in the lecture process.

The following is an explanation of the design of entrepreneurship textbooks in this study:



**Figure 2.** Display of the Experiential Learning-Based Entrepreneurship Textbook

The entrepreneurship textbook developed in this study is entitled "Exploring the Dynamics of Entrepreneurship: Nurturing Entrepreneurial Intention Through Learning Experience". Where based on the RPS made in this entrepreneurship course, it seeks to present a book based on the direct experience of students in the field, both through observation, interviews with creative business people and direct practice related to being a real entrepreneur. Based on the needs analysis that has been carried out, the information that can be compiled for the content of the developed textbook is presented in Table 3.

In the developed textbook, students are given direct experience to make observations to MSME actors, then based on the results of these observations, students can understand and create startup business ideas that will be used as a reference to develop a new, more cre-

ative business and implement it in the form of a startup business project. This is shown in the book from chapter 3 to chapter 6.

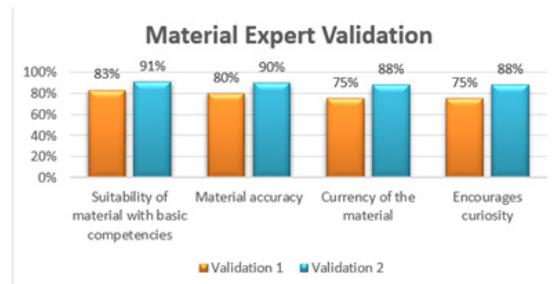
**Table 3.** Entrepreneurship Textbook Materials

Chapter	Textbook Materials
1	Entrepreneurship and the Dynamics of Entrepreneurship in the Modern Era
2	Uncovering Entrepreneurial Traits: Characteristics that Lead to Success
3	Honing Creativity: Strategies and Steps for Finding Business Ideas
4	Sprouting Ideas: Unleashing the Potential of Brilliant Business Ideas
5	Designing for Success: Describing the Future of a Business through the Business Model Canvas (BMC)
6	Toward Reality: Business Plan Implementation in the Entrepreneurial Trajectory
7	Cultivating Entrepreneurial Interest through Experiential Learning (Case Study of Student Success in Increasing Entrepreneurial Intention Implications and Recommendations for Entrepreneurship Education and Practice)

Source: Processed data (2024)

### Feasibility of Experiential Learning-Based Entrepreneurship Textbook (Development)

At the next stage is the validation test by material experts, design experts and linguists, peers and students. Expert validation is carried out by evaluating the developed entrepreneurship textbooks, namely assessments, suggestions and input that can be used as guidelines for revising the initial product of the book. The validation carried out includes 2 stages, namely stage 1 and stage 2. The following are the results of stage 1 and 2 validations conducted by material experts with the following results.



**Figure 3.** Material Expert Validation Results

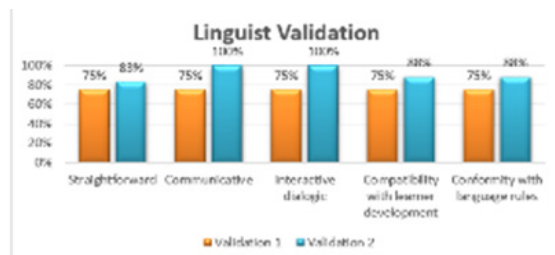
Based on the validation results of the two material experts at stages 1 and 2, it shows that (1) the suitability of the material with KD has an average validation value of 87% which is included in the very valid category; (2) the accuracy of the material has an average value of 85% which is included in the very valid category; (3) the absoluteness of the material has an average value of 81.5% which is included in the valid category; and (4) encouraging curiosity has an average value of 81.5% which is included in the valid category. Thus, it can be said that according to the material experts, the textbooks developed are feasible and can be used by providing minor improvements in the indicators of material currency and encouraging student curiosity.



**Figure 4.** Design Expert Validation Results

Based on the validation results of the two media experts in stages 1 and 2, it shows that (1) presentation techniques have an average validation value of 87.5% which is included in the very valid category; (2) presentation support has an average value of 82.5% which is included in the valid category; (3) learning presentation has an average value of 75% which is included in the valid category; and

(4) coherence and flow sequence has an average value of 75% which is included in the valid category. Thus, it can be said that according to media experts, the textbooks developed are feasible and can be used by providing minor improvements in the supporting indicators of presentation, presentation of learning, and coherence and conciseness of flow.



**Figure 5.** Linguist Expert Validation Results

Based on the validation results of the two linguists at stage 1, it shows that (1) straightforward has an average validation value of 79% which is included in the valid category; (2) communicative has an average value of 87.5% which is included in the very valid category; (3) interactive dialogical has an average value of 87.5% which is included in the very valid category; and (4) compatibility with learner development has an average value of 81, 5% which is included in the valid category, (5) conformity with language rules has an average value of 81.5% which is included in the valid category. Thus it can be said that according to media experts, the textbooks developed are feasible and can be used by providing minor improvements in the straightforward indicators, conformity with learner development, and conformity with language rules.

**Table 4.** Hypothesis Test Results with Paired t-test

Paired Samples test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Posttest - Pretest	10.441	7.254	1.244	7.910	12.972	8.393	33	.000

Source: Processed data (2024)

### Implementation of Experiential Learning-Based Entrepreneurship Textbook (Implementation)

#### Analysis Prerequisite Test

The prerequisite analysis tests carried out include normality and homogeneity tests for pretest and posttest scores with the aim of whether the sample data is feasible to test the hypothesis with parametric statistics, namely the Paired t-test. The following are the results of the assumption test of the pretest and posttest scores with a sample of 34 students.

**Table 3.** Normality and Homogeneity Test Results

Value	Normality		Homogeneity		Hypothesis
	Value	Sig.	Value	Sig.	
Pretest	1.255	0.086	1.859	0.122	H <sub>0</sub> accepted (Sig > 0.05)
Posttest	0.870	0.435	2.358	0.061	

Source: Processed data (2024)

Based on Table 3, it can be concluded that the sample taken meets the assumption test so that further hypothesis testing can be carried out.

#### Hypothesis Testing

Hypothesis testing is done to see if there are differences in pretest and posttest scores on student entrepreneurial intentions after the application of experiential learning-based entrepreneurship textbooks. The following hypothesis test results are presented in Table 4.



Based on the table, it can be seen that the sig value is 0.0001, so it can be interpreted that the sig value is less than the specified alpha value of 0.05. The conclusion is that  $H_0$  is rejected and  $H_a$  is accepted. The results in table 4 show that the application of experiential learning-based entrepreneurship textbooks has a significant effect on entrepreneurial intentions in students.

**Table 5.** Descriptive Statistics Test Results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	48.65	34	5.169	.887
	Pretest	38.21	34	4.081	.700

Source: Processed data (2024)

The results of Table 5 show that the average posttest score is higher than the pretest score on student entrepreneurial intention. Based on the results of hypothesis testing, it can be concluded that there is a difference in pretest and posttest scores for students' entrepreneurial intentions after the use of experiential learning-based entrepreneurship textbooks and an increase in entrepreneurial intentions in students. Thus, it can be interpreted that the implementation of Experiential Learning-Based Entrepreneurship Textbooks in students provides positive and significant results

### Development of an Experiential Learning-Based Entrepreneurship Textbook

The development of experiential learning-based entrepreneurship textbooks is carried out in accordance with the stages in the ADDIE model. In the early stages of the research conducted is Analysis. This activity is carried out through a needs analysis process by analyzing student characteristics and interviews with peers and students. The purpose of this needs analysis is to determine student interest and motivation for the textbook to be developed as well as to obtain suggestions and input from both peers and students about the textbook. All stages have been carried out to

identify the needs needed for the development of textbooks that are suitable for use in lectures in the Economic Education Study Program at UNP Kediri. The next stage is Design. At this stage there are several activities carried out, including: (1) Determining users; (2) Determining competencies and indicators achieved; (3) Preparation of material in coursebooks consisting of 7 materials; and (4) Determining the level of student mastery through exercise questions. The third stage is Development. This stage is carried out through a focus group discussion (FGD) process which is carried out as many as 2 activities. The FGD process was carried out with experts who were also used as a process of testing the feasibility of textbooks. This validation test was carried out by material experts, design experts and linguists, peers and students. Expert validation is carried out by evaluating the developed entrepreneurship textbooks, namely assessments, suggestions and input that can be used as guidelines for revising the initial product of the book. After carrying out the development process and going through the expert validation stage, it can be seen that the developed Entrepreneurship Textbook is suitable for use with minor improvements according to the suggestions of the experts. The fourth stage is Implementation. At this stage, the textbook will be applied to level II students of the Economic Education Study Program at University of Nusantara PGRI Kediri, totaling 34 people. From the results of the implementation, it will be known how effective the use of textbooks is so that the last process can be carried out, namely Evaluation.

After conducting the development process and also the expert validation stage, it can be seen that the Experiential Learning-Based Entrepreneurship Textbook developed is suitable for use. Other research also states that students' creative and innovative abilities that are honed through hands-on learning can improve the entrepreneurial skills of these students (Amaratunga et al., 2002). Furthermore, Halek et al., (2021) stated that students' creativity will be seen in managing the school envi-

ronment and seen to develop through various extracurricular, co-curricular, and extracurricular activities. Examples of student creativity are seen in transforming used items into trash cans, flower vases, and other handicrafts, as well as growing vegetables and selling them as entrepreneurial activities. Another study mentioned that the use of appropriate textbooks in learning by teachers can increase the level of student focus on learning so that students become happy and enthusiastic about learning (Amanda et al., 2019).

The relationship between this research and previous research is that it is able to produce direct learning-based entrepreneurship textbooks in this case the experiential learning method. This method invites students to plunge directly into the world of entrepreneurship and business, making it easier for students to understand entrepreneurship courses. Based on the results of the feasibility test, the textbook developed is included in the feasible category and is ready for use.

#### **The Effectiveness of the Application of Experiential Learning-Based Entrepreneurship Textbooks on Economic Education Students at University of Nusantara PGRI Kediri**

Based on the implementation process that has been carried out on Economics Education Study Program students at University of Nusantara PGRI Kediri, it shows that the average student entrepreneurial intention has increased after the use of experiential learning-based entrepreneurship textbooks in the learning process of entrepreneurship courses. Thus, it can be interpreted that the implementation of Experiential Learning-Based Entrepreneurship Textbooks in entrepreneurship courses can provide positive and significant results in increasing students' entrepreneurial intentions, besides that it can also be known that there is no research that develops products in the form of Experiential Learning-Based Entrepreneurship Textbooks.

Based on the results of the implemen-

tation that has been carried out, it provides information that the implementation of the use of experiential learning-based entrepreneurship textbooks for students in learning provides positive and significant results, especially in increasing students' entrepreneurial intentions. Thus, it can be interpreted that the implementation of Experiential Learning-Based Entrepreneurship Textbooks in learning provides effectiveness and efficiency in terms of increasing entrepreneurial intentions in students.

Entrepreneurial values are very important to be instilled and owned by our students, so that one day they become independent and resilient humans to plunge in a society full of life competition. Therefore, it is necessary to have teaching materials that can foster the character or entrepreneurial attitude of students. directed at the basic values contained in the field of entrepreneurship, namely training students to become creative, innovative, have the courage to take risks, have the ability to strategize in solving problems, and the ability to communicate (Suticha & Abidin, 2022). This finding is also reinforced by the results of previous research which states that good teaching materials are those that are able to direct students to be able to explain real phenomena and solve problems in everyday life by being equipped with mastery of concepts that they build themselves through materials that are related to their own environment. As in the subject matter of identifying entrepreneurial attitudes and behavior, where students are expected to be able to identify the attitudes and behavior of an entrepreneur, factors that influence the success, failure of an entrepreneur and the skills that an entrepreneur must have, and how entrepreneurs address problems in their business by observing their environment, students are required not only to understand the material but to apply and be able to connect the material learned with their environment (Nikmah et al., 2021; Surgawai et al., 2021).

## CONCLUSION

The research on the development of Experiential Learning-Based Entrepreneurship Textbooks to increase entrepreneurial intentions in Economics Education students at University of Nusantara PGRI Kediri which has been carried out by researchers is declared good and feasible so that it can be used for students in the learning process, especially in entrepreneurship courses because it is able to create learning that directs students to plunge directly into the world of entrepreneurship.

The results of the application of the Experiential Learning-Based Entrepreneurship Textbook developed have a positive and significant effect on Increasing Entrepreneurial Intention in Economics Education Students at Universitas Nusantara PGRI Kediri. This is revealed based on the results of the analysis of the hypothesis test in the implementation process that has been done that students have a great entrepreneurial intention after using the textbook. Thus, it can be said that the use of textbooks in students is able to provide positive and significant results. The recommendation from this research is that experiential learning-based textbooks can be implemented into other courses because they provide direct experience to students.

## REFERENCES

- Ahsan, M., & Faletchan, A. F. (2021). What do they like and dislike from game-based entrepreneurship learning? A qualitative study. *Cakrawala Pendidikan*, 40(2), 495–507. <https://doi.org/10.21831/cp.v40i2.38858>
- Amaratunga, D., Baldry, D., Sarshar, M., & Newton, R. (2002). Quantitative and qualitative research in the built environment: application of “mixed” research approach. *Work Study*, 51(1), 17–31. <https://doi.org/10.1108/00438020210415488>
- Anwar, G., & Abdullah, N. N. (2021). Inspiring Future Entrepreneurs: The Effect of Experiential Learning on the Entrepreneurial Intention at Higher Education. *International Journal of English Literature and Social Sciences*, 6(2), 183–194. <https://doi.org/10.22161/ijels.62.26>
- Arfah, A., Mapparenta, & Serang, S. (2023). The Influence of Entrepreneurship Education and Family Environment on Students' Interest in Entrepreneurship. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 157–170. <https://doi.org/10.35445/alishlah.v15i1.2854>
- Arga, K. I., & Hidayat, N. (2019). Pengaruh Model Pembelajaran Course Review Horay Terhadap Hasil Belajar IPS Siswa Kelas VIII SMP Wiyata Bhakti Natar Lampung Selatan. *Elastisitas: Jurnal Pendidikan Ekonomi, Ilmu Ekonomi, Dan Kewirausahaan*, 1(2), 76–80.
- Bazkiaei, H. A., Heng, L. H., Khan, N. U., Saufi, R. B. A., & Kasim, R. S. R. (2020). Do entrepreneurial education and big-five personality traits predict entrepreneurial intention among universities students? *Cogent Business and Management*, 7(1). <https://doi.org/10.1080/23311975.2020.1801217>
- Bernardus, D., Murwani, F. D., Aji, I. D. K., Kusumojanto, D. D., Wardoyo, C., & Jatipewira, S. Y. (2020). The Effect of Experiential Learning on Attitudes and Intention: An Experimental Design. *Jurnal Aplikasi Manajemen*, 18(1), 105–112. <https://doi.org/10.21776/ub.jam.2020.018.01.10>
- Chen, Y., Daamen, T. A., Heurkens, E. W. T. M., & Verheul, W. J. (2020). Interdisciplinary and experiential learning in urban development management education. *International Journal of Technology and Design Education*, 30(5), 919–936. <https://doi.org/10.1007/s10798-019-09541-5>
- Cui, J., Sun, J., & Bell, R. (2021). The Impact of Entrepreneurship Education on the Entrepreneurial Mindset of College Students in China: The Mediating Role of Inspiration and the Role of Educational Attributes. *International Journal of Management Education*, 19(1), 100296. <https://doi.org/10.1016/j.ijme.2019.04.001>
- Dita, M. A. D. P., Sujana, I. W., & Suniasih, N. W. (2021). Buku Ajar Berbasis Problem Based Learning dan Pengaruhnya terhadap Kemampuan Literasi Siswa Kidal Ke-

- las IV SD. *Mimbar PGSD Undiksha*, 9(3), 534–544. <https://doi.org/10.23887/jjpgsd.v9i3.42934>
- Funken, R., Gielnik, M. M., & Foo, M. Der. (2020). How Can Problems Be Turned Into Something Good? The Role of Entrepreneurial Learning and Error Mastery Orientation. *Entrepreneurship: Theory and Practice*, 44(2), 315–338. <https://doi.org/10.1177/1042258718801600>
- Halek, D. H., Sumarmi, Budijanto, & Utomo, D. H. (2021). Examination Improving Character towards Environment Care Through Their Creativity and Innovation at School (A Case Study at the Senior High School 3 Ternate City)\*. *Eurasian Journal of Educational Research*, 96, 82–101. <https://doi.org/https://doi.org/10.14689/ejer.2021.96.6>
- Hockerts, K. (2018). The Effect of Experiential Social Entrepreneurship Education on Intention Formation in Students. *Journal of Social Entrepreneurship*, 9(3), 234–256. <https://doi.org/10.1080/19420676.2018.1498377>
- Khoirotunnisa', A. U., Sujiran, & Noerudin, A. (2023). Pengembangan Bahan Ajar Belajar dan Pembelajaran Berbasis Experiential Learning. 10(2), 53–60.
- Lin, C., Pan, Y., Yu, Y., Feng, L., & Chen, Z. (2023). The Influence Mechanism of the Relationship Between Entrepreneurial Learning and Entrepreneurial Intention. *Frontiers in Psychology*, 13(January), 1–13. <https://doi.org/10.3389/fpsyg.2022.1023808>
- Logan, R. M., Johnson, C. E., & Worsham, J. W. (2021). Development of an e-learning module to facilitate student learning and outcomes. *Teaching and Learning in Nursing*, 16(2), 139–142. <https://doi.org/10.1016/j.teln.2020.10.007>
- Othman, N. H., Othman, N., & Juhdi, N. H. (2020). Entrepreneurship Education and Business Opportunity Exploitation: Positive Emotion as Mediator. *Cakrawala Pendidikan*, 39(2), 370–381. <https://doi.org/10.21831/cp.v39i2.30102>
- Pokidko, D., Saade, F. P., & Shir, N. (2021). An Experiential Pattern-Matching Teaching Method: Unpacking the Process of Becoming. *Entrepreneurship Education and Pedagogy*, 4(3), 422–454. <https://doi.org/10.1177/2515127420914658>
- Prastyaningtyas, Efa Wahyu;Soetjipto, Budi Eko; Rudijanto, E. T. D. (2019). The effect of entrepreneurial education and personality to the entrepreneurial intention through self-efficacy. *Management and Economics Journal*, 3(3), 245–254. <https://doi.org/10.18860/mec-j.v3i3.6968>
- Prastyaningtyas, E. W., Wulansari, W., Irmayanti, E., & Afiah, F. N. (2023). Need Assessments of Experiential Learning-Based Entrepreneurship Textbook Development. *International Journal of Research and Review*, 10(9), 17–25.
- Putri, E. (2021). Pengaruh Efikasi Diri Dan Pendidikan Kewirausahaan Terhadap Minat Wirausaha Mahasiswa Pendidikan Ekonomi Universitas Panca Sakti. *Research and Development Journal of Education*, 7(2), 269–278. <https://doi.org/http://dx.doi.org/10.30998/rdje.v7i2.10385>
- Ramsgaard, M. B. (2018). Experiential learning philosophies of enterprise and entrepreneurship education. In *Experiential Learning for Entrepreneurship: Theoretical and Practical Perspectives on Enterprise Education*. [https://doi.org/10.1007/978-3-319-90005-6\\_1](https://doi.org/10.1007/978-3-319-90005-6_1)
- Rodriguez, S. (2020). Relationship Between Entrepreneurship Education, Entrepreneurial Mindset, and Career Readiness in Secondary Students. *Journal of Experiential Education*, 43(3), 277–298. <https://doi.org/10.1177/1053825920919462>
- Saptono, A., Wibowo, A., Narmaditya, B. S., Karyaningsih, R. P. D., & Yanto, H. (2020). Does Entrepreneurial Education Matter for Indonesian Students' Entrepreneurial Preparation: The Mediating Role of Entrepreneurial Mindset and Knowledge. *Cogent Education*, 7(1), 1–16. <https://doi.org/10.1080/2331186X.2020.1836728>
- Servoss, J., Chang, C., Olson, D., Ward, K. R., Mulholland, M. W., & Cohen, M. S. (2018). The Surgery Innovation and Entrepreneurship Development Program (SIEDP): An Experiential Learning Program for Sur-

- gery Faculty to Ideate and Implement Innovations in Health care. *Journal of Surgical Education*, 75(4), 935–941. <https://doi.org/10.1016/j.jsurg.2017.09.017>
- Setiawan, A., & Basri, J. B. H. (2023). Evaluation of Entrepreneurship Education for University Students: A Scale Development Study. *Pegem Egitim ve Ogretim Dergisi*, 13(2), 243–251. <https://doi.org/10.47750/pegegog.13.02.29>
- Souto, J. E., & Rodríguez-López, Á. (2021). Entrepreneurial learning in an experiential and competences training context: A business plan in Bachelor thesis. *International Journal of Management Education*, 19(3), 1–11. <https://doi.org/10.1016/j.ijme.2021.100513>
- Sukardi, Mahyuni, & Wardana, L. A. (2022). The Conformity of Kolb's Experiential Learning Implementation in Indonesia University's Entrepreneurial Learning. *Eurasian Journal of Educational Research*, 2022(99), 62–80. <https://doi.org/10.14689/ejer.2022.99.004>
- Supriani, Y., Herman, T., & Turmudi. (2020). The Use of Preloved Products Based on Experiential Learning Towards Students' Abilities in Formulating the Conjectures and Mathematical Justifications. *Journal of Physics: Conference Series*, 1429(1), 1–8. <https://doi.org/https://iopscience.iop.org/article/10.1088/1742-6596/1429/1/012007/pdf>
- Suticha, E., & Abidin, Z. (2022). Efektivitas Pengembangan Bahan Ajar Berbasis Entrepreneurship: Tinjauan Sistematis. *Jurnal Ilmiah Wahana Pendidikan*, 8(12), 73–79. <https://doi.org/https://doi.org/10.5281/zenodo.6943438>
- Tohani, E., & Sugito, S. (2020). Experiential-based training to improve literacy skills of traditional game for tourism workers. *Jurnal Pendidikan Vokasi*, 10(1), 34–43. <https://doi.org/10.21831/jpv.v10i1.28193>
- Zhang, J. (2020). Integration Path of International Business Major and Entrepreneurship Education. *International Conference on Educational Science (ICES2020)*, 234–239. <https://doi.org/10.38007/Proceedings.0000281>