

## Development of an Entrepreneurship E-Book with a Realistic Approach to Improve Student Fashionpreneurship Competence

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### Abstract

Fashionpreneurship is one of the competencies that fashion education study program students must possess. Therefore, it is essential to have an e-book with a realistic approach as a companion media that can help improve student competence. The study aimed to produce an e-book and determine the feasibility of e-books with a realistic approach. This type of research is development research (Research & Development). This research uses the 4D development model: define, design, develop, and disseminate. The data collection method used observation, document study, interviews, and questionnaires. Data about the feasibility of e-books were analyzed using quantitative descriptive statistics. The results of this study indicate the feasibility of teaching materials based on the assessment of material experts, media experts, small-scale trials, and large-scale trials, which obtained very feasible category results. Thus, the developed entrepreneurship e-book can be used by students to improve their fashionpreneurship competencies. This research can make a significant contribution in improving contextual understanding, developing practical skills, increasing learning motivation, and high accessibility.

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## INTRODUCTION

*Electronic Books* (e-books) are believed to provide convenience for students because own aspect accessibility and efficiency (Clinton-Lisell et al., 2024), make it easier student For reading anywhere and anytime . E-books can be accessed from various devices such as *smartphones* , tablets, and computers. The limited number of meetings in learning in one semester also limits a lecturer to deliver all learning *content* , so e-books become an alternative solution For shorten time delivery material (Mashuk et al., 2024). E-books are one of the development of learning media based on technology (Kustandi & Darmawan, 2020), and as a digital literacy media in learning 21st (Kurniawan & Kuswandi, 2021) century.

Entrepreneurship education has great potential to make a positive contribution to the growth of new entrepreneurs and the reduction of unemployment rates. (Alfarizi & Herdiansyah, 2024). The quality and perception of satisfaction with entrepreneurship education have a significant influence on the development of entrepreneurial spirit and intentions in students in particular (Oulhou & Ibourk, 2023). Increasing the ratio of the number of entrepreneurs can be done by increasing the number of graduates who become young entrepreneurs. In this case, universities also play an important role in preparing students to get jobs and determining the level of success of a person's career in work (Zulfa & Sukmurdianto, 2020). In fact, universities have a positive correlation in building the economy and society of a country (Tae et al., 2019).

Students are a very potential resource in creating innovation and utilizing business opportunities in this digital era. (Lee & Roh, 2023; Ripollés & Blesa, 2024). Students have fresh ideas, enthusiasm, and access to technology, but they still need guidance,

support, and resources to grow their businesses.

However, when viewed from the existing aspects of entrepreneurship learning, learning is still partial and normative which tends to rely on the knowledge aspect only, while the attitude and skills aspects tend to be ignored (Usman et al., 2016). Although many entrepreneurship learning models have been developed, the learning models applied are still considered less than optimal for improving students' entrepreneurial capabilities. Evaluation of entrepreneurship education in the classroom is only limited to measuring the entrepreneurship theory taught by lecturers, not including the performance aspect of sustainable businesses (Noviani & Wahida, 2022).

The growth of the fashion industry has undergone a major transformation along with the development of technology and the internet (Gornostaeva, 2023). *E-commerce* , social media, and other digital technologies have enabled the birth of many business opportunities in the fashion sector. The speed of innovation and adaptation is the key to success in this increasingly dynamic fashion industry (Langley & Rieple, 2021). Fashion has recently become a profitable industry in Indonesia, because it sees its growth always increasing. Based on data from *the Consumer News and Business Channel* (CNBC) Indonesia 2022, the development of the fashion industry was able to contribute around 18.01% or IDR 116 trillion. *Fashion* is not only a primary need (Saputri & Triyono, 2018), but has become an artistic need so that it can drive industrial growth and until now *fashion* is still included in the 17 sub-sectors of Indonesia's creative economy.

The realistic approach is believed to be a learning approach that emphasizes the relationship between concepts and experience. (Hao et al., 2024; Kosasih & Brintrup, 2022; Søndergaard et al., 2023). In realistic learning , the real world is used as a source and example of concepts (Jent et al., 2021). This

real-world case study in the *fashion business* is expected to broaden students' horizons and add to their experiences when running their businesses. In addition, these approaches provide more experience. deep and realistic to student (Amorim et al., 2023; Wang et al., 2024), so that they can develop the entrepreneurial skills necessary for entrepreneurial success.

Efforts to increase new entrepreneurs, one of which is by including Entrepreneurship Courses in Universities, one of which is Yogyakarta State University. In the Fashion Design Education Study Program, Entrepreneurship Courses are presented in the second semester. Students are required to take the course, it's just that in its learning there is no entrepreneurship textbook according to the field of expertise that clearly presents an entrepreneurship model focused on practical experience and real-world situations faced by entrepreneurs . Based on the description that has been presented above, the author is interested in developing an entrepreneurship textbook in e-book format. with a realistic approach. The study aimed to produce an e-book and determine the feasibility of e-books with a realistic approach.

## METHOD

This research is a type of research and development *in* entrepreneurship courses. The development model used adopts the 4D procedure developed by Thiagarajan, Semmel, and Semmel (1974:5) which consists of four stages, namely: *define* , *design* , *develop* and *disseminate* . (Khaerani, 2021)The 4D model is used for the development model of teaching materials or learning (Anwar, 2023)development . This research was conducted at the Fashion Education Study Program, Faculty of Engineering, Yogyakarta State University from January to May 2024 .

At the *define stage* (definition) also called needs analysis (Mulyatiningsih, 2011), in this study it was carried out by means of curriculum analysis, analysis of student

characteristics, material analysis, and formulating learning objectives. The *design stage* (planning) of textbook development was carried out in several stages, namely: a) making the book structure, developing the book structure, book layout, book design and compiling the book; and b) finishing the textbook. The *development stage* (development) is the stage to produce development products (Sudikan et al., 2023), development activities are carried out with the following steps: a) Validation of the results of textbook development by experts ( *expert appraisal* ); b) Revision of textbooks based on suggestions from experts during validation if the textbook developed is still not appropriate or not yet feasible to be tested on prospective users; c) Limited media trials in small classes (5 students) . This trial was conducted to determine student responses to the developed textbook; d) Revision of textbooks based on trial results; e) Limited media trials in large classes (30 students) . This trial was conducted to determine student responses to the developed e-book; and f) Revision of textbooks based on the results of large class trials.

Textbooks that have been tested and declared feasible based on the implementation results will enter the *dissemination stage* . The *dissemination stage* is carried out by socializing the textbooks through distribution in limited quantities to lecturers and undergraduate students of Fashion Design Education at Universitas Negeri Yogyakarta.

Data collection techniques in this study used several methods, namely observation, document study, interviews, and questionnaires. Observations were conducted to determine the classroom situation during the learning process, documentation studies were used as a basis for developing textbooks, interviews were conducted to find out more deeply the problems that occurred in the study program, while questionnaires were used to collect data by asking questions about certain topics to respondents. The data analysis

technique used is quantitative descriptive analysis technique.

## RESULTS AND DISCUSSION

### Results

The product results of the research conducted by the researcher are developing e-books as companion media in the Entrepreneurship Course with a realistic approach. The first stage in the research is the definition stage. The definition stage is a stage to determine and define the development requirements. In this study, curriculum analysis, student characteristics, and materials are needed to conduct product needs analysis. The results of pre-research observations, researchers obtained data that during the learning process, students tended to be passive and some did not pay attention to the lecturer, so students needed accompanying media. For help learning outside class (Retnasari et al., 2023). While the results of the interviews conducted by researchers at the pre-research observation stage, researchers obtained interview data with lecturers who teach courses, students' entrepreneurial competence is still quite sufficient. Students are still hesitant in determining the products to be sold and determining the selling price. In addition, students need a long time to consider matters related to the technical aspects of fashion entrepreneurship. This is in accordance with Noviyanti's research, some students still have difficulty in determine choice (Noviyanti, 2021), difficulty This often caused by a lack of knowledge and insight, resulting in a lack of trust from and tend to No Certain (Falentini et al., 2013). At the stage of analyzing student characteristics, it was found that students were more enthusiastic about learning media that could be accessed via smartphones, computers or tablets. So that e-books become an alternative media for Gen Z (Szymkowiak et al., 2021) learning . E-books are believed to help students in learning , besides easy accessible and efficient (Jent et al., 2021).

The next stage is the planning stage, to develop an e-book by going through several stages of activities, namely making an e-book and completing an e-book. Making an e-book starts from compiling the book structure, developing the book structure, layouting the book, designing the book and compiling the book.



**Figure 1.** Front and Back Cover Design of E-Book

Making the front cover of the e-book contains the title, image, author identity, agency logo, and publisher (Figure 1). While the back cover of the e-book contains the title, summary of the material, publisher, publisher address, and barcode. The color used on the cover of this e-book is dominated by blue combined with yellow and orange. While the e-book completion stage is carried out by re-checking the book as a whole.

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**Figure 2.** Draft Table of Contents

The draft table of contents contains all the material in the book (Figure 2), including introduction, characteristics of fashionpreneurs, fashionpreneur process, market and customer analysis, financial planning, law and ethics, innovation and technology, risk management and sustainability, marketing and branding, fashion business growth and development, case studies, and closing.

The next stage is the development stage, in the context of developing textbooks, development activities ( *develop* ) are carried out by validating the results of e-book development by material experts and media experts, then the e-book results are tested on a small and large scale.

Validation of textbook development results by experts ( *expert appraisal* ).

The purpose of data analysis for material validation is to test the validity of the material according to expert input.

**Table 1.** Validation Results by Material Experts

Assessment aspects	Percentage (%)	Eligibility Level
Content/Material	85.7	Very Worth It
Objectives and benefits	81.3	Very Worth It
Learning	87.5	Very Worth It
Average	81.1	Very Worth It

Based on the table 1, the learning aspect obtained a percentage of 87.5%, the content/material aspect obtained a percentage of 85.7%, the objectives and benefits aspect obtained a percentage of 81.3%, the overall average percentage was 84.8% and was included in the very feasible category so that it could be used as material in developing teaching materials.

Media validation data analysis aims to test the validity of the media according to expert input.

**Table 2.** Validation Results by Media Experts

Assessment aspects	Percentage (%)	Eligibility Level
Display Design	94.6	Very Worth It
Media Functions	90.6	Very Worth It
Average	92.6	Very Worth It

Based on the table 2, the aspect of display design obtained a percentage of 94.6% and the aspect of media function obtained a percentage of 90.6%, an average percentage of 92.6%, and is included in the very feasible category so that it can be used as a learning medium. The third aspect This become objective main because of according to J.Pers : 1985 claims that individuals born in the generation different Possible using media to need certain , based on media use , and pursuit satisfaction alone through media (Kagan & Lissitsa, 2023)form . So that the book created gets high marks in these 3 aspects.

A small-scale trial was conducted after passing the validation of material experts and media experts. A small-scale trial was conducted on 5 Fashion Education Study Program students. Students not only filled out the questionnaire, but they also gave suggestions.

**Table 3.** Small Scale Trial Results

Assessment aspects	Percentage (%)	Eligibility Level
Material	79.4	Worthy
Media	85.7	Very Worth It
Media Functions	80.8	Very Worth It
Average	82.0	Very Worth It

Based on small-scale trials, researchers obtained quantitative data as in the table 3 and from the results of the Likert scale assessment filled in by students obtained qualitative data that the media aspect obtained a percentage of 85.7%, the media function

aspect obtained a percentage of 80.8%, the material aspect obtained a percentage of 79.4%, overall it has an average percentage of 82.0%. So that the media aspect and the media function aspect can be categorized as very feasible, while the material aspect is categorized as feasible and still needs to be improved.

Based on the results of the small-scale trial, the teaching materials were revised based on the trial results. After being revised, a limited trial of the media was conducted in a large class. This trial was conducted to determine the students' response to the developed *e-book* .

Based on large-scale trials, researchers obtained quantitative data as in the table below.

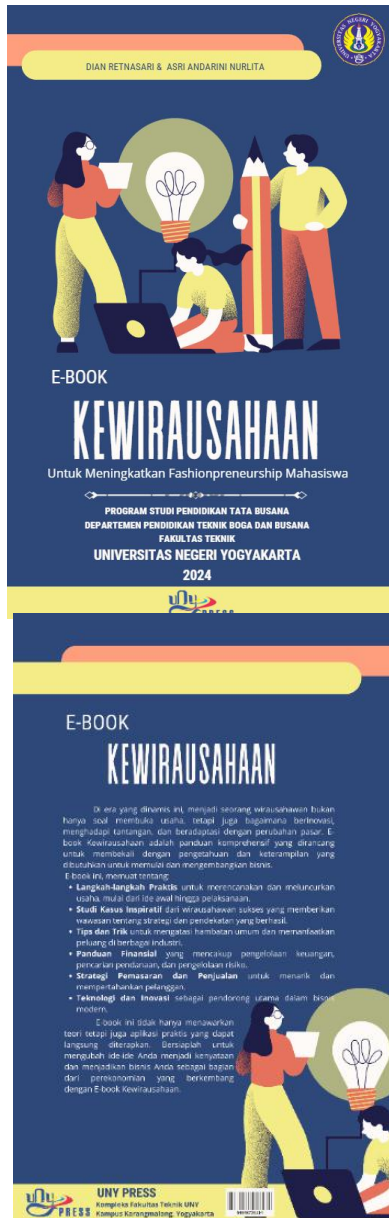
**Table 4.** Large-Scale Trial Results

Assessment aspects	Percentage (%)	Eligibility Level
Material	82.4	Very Worth It
Media	85.5	Very Worth It
Media Functions	81.1	Very Worth It
Average	83.0	Very Worth It

Based on the table 4, the results of the Likert scale assessment filled in by students, quantitative data was obtained that the teaching materials reviewed from the material aspect, media aspect and media function aspect were all better than the previous small-scale trial. Based on the results of the data obtained from students, it was obtained that the media aspect obtained a percentage of 85.5%, the material aspect obtained a percentage of 82.4.8%, the media function aspect obtained a percentage of 81.1%, overall it had an average percentage of 83.0% .

The following Figure 3 is a display of the e-book after large group testing.





**Figure 3.** Front and Back Cover of E-Book After Revision

The front cover of the e-book after being revised added the university logo on the top right, replacing the illustration image with shades of yellow and orange to make it look contrasting with the basic color of the cover which is dark blue. The back cover of the e-book added the same illustration image as the front cover but with a different position. The choice of cover color chosen can give the impression of professional, inspirational, and dynamic according to the theme of entrepreneurship.

Textbooks that have been tested and declared very feasible based on the implementation results will enter the *dissemination stage*. The dissemination stage is carried out by socializing the textbooks through distribution in limited quantities to lecturers and undergraduate students of Fashion Design Education.

### Discussion

Development ebook on eyes studying entrepreneurship developed with follow 4D procedure with stages that have been arranged in a way systematic and relevant. Effective 4D model development For create a product in media development, besides that 4D model has proven increase effectiveness learning with focus on the compilation content that meets standard pedagogical and technical (Reigeluth, 2023). Ebook This used in the learning process created For allow reader access content with easy and flexible, accompanied by with feature interactive like search, tagging, and hyperlinks. Content of the material ebook This the contents customized with RPS eyes studying entrepreneurship. Material in book This need arranged such that so that it is interactive, applicable and appropriate with the real world so that participant educate understand meaning about entrepreneurship. Ebook can support learning Because own advantages and benefits For support the learning process, both from aspect accessibility, interactivity, and flexibility.

With these media innovations, it also makes it easier for students or generation Z to obtain reading and information sources so as to increase fashionpreneur competence. Digital literacy has an important influence in this generation Z era. Evidenced by the research conducted to determine the success of digital literacy skills in young people in Indonesia is at a moderate level with an average score above 80% (Wanda, 2023).

E-book has given user efficient and effective tool For objective learning and teaching (Tang, 2021). Some previous studies

that support the results of this study show that the ebook developed is declared feasible for use (Ridianti, 2024), other studies also reveal that e-books have validity adequate structural and criteria .(de Lima et al., 2024). Technological developments and changing reader preferences continue to make ebooks more accessible, as they are easier to access. Moreover, they can be downloaded from anywhere and on various devices, while printed books require physical space and distribution (Makdis, 2020). E-book readers can customize font size, background, and even text color, which helps in reading comfort, especially for those with special needs (Mayasari & Heryana, n.d.). The sustainability of ebooks also has a positive impact, E-books are more environmentally friendly as they do not require physical paper and shipping (Ruddamayanti, 2019).

Based on the research results, it states that the product in the form of an e-book that was developed worthy For used in learning. In general overall student own very positive and adaptive response to learning using e-books. Students study program fashion education including in Gen Z. Where Gen Z has very positive response to technology (Meet et al., 2024). They proficient use various digital tools such as device software , applications and *online platforms* For needs personal and professional . Gen Z can accept learning with good and often utilizing e-book learning for increase knowledge and skills (Huang et al., 2024). This is also seen in learning entrepreneurship , students more Spirit in learn and practice fashionpreneurship after assisted with entrepreneurship e-book . Enthusiasm student push they the spirit that starts business they Alone after Study fashionpreneurship.

Implications from study This is in the world of education, namely For increase competence student related draft entrepreneurship in a way deep and practical especially in the field of fashion , students will to obtain experience learn more realistic , with examples studies case real and application

directly in the field fashionpreneurship , and support student independent learning, so that lecturers can present material in a more interesting and relevant way.

## CONCLUSION

The developed entrepreneurship e-book is suitable for use by students in learning to improve entrepreneurial capabilities. The developed e-book has met the eligibility criteria from the aspects of content, design, and learning effectiveness. With a realistic approach, this e-book is declared feasible to be used and implemented in the intended educational environment. The advantages of entrepreneurship e-books include helping to arouse motivation and interest in learning in students. This is because the media has an attractive design, the right color composition, there are several supporting images, and is equipped with case studies. However, the disadvantage is that if students do not have or do not bring a computer or laptop and *smartphone* , they will have difficulty accessing the teaching materials. The recommendation from this study is the development of e-books with sustainability and periodic evaluation. In addition, there is collaboration between educational institutions and practitioners or business actors in the fashion industry in order to provide opportunities for students to get direct guidance from experts in the field of fashionpreneurship.

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