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The Effectiveness of Using Films to Increase Entrepreneurial Interest and Learning Outcomes in Creative Product and Entrepreneurship Subjects

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Abstract

This study aims to examine: 1) the difference in the increase of entrepreneurial interest among students using films as a teaching media in the Creative Products and Entrepreneurship subject, 2) the difference in the improvement of learning outcomes among students using films as a teaching media in the Creative Products and Entrepreneurship subject, and 3) the effectiveness of films in enhancing both entrepreneurial interest and learning outcomes in the Creative Products and Entrepreneurship subject. This research follows a quantitative approach with a quasi-experimental design. The study population consists of eleventh-grade students at SMKN 1 Salatiga from vocational programs in beauty, fashion, and culinary arts. A simple random sampling method was employed to select the sample. The experimental group was exposed to films as a teaching media, while the control group did not receive this treatment. Data on learning outcomes were gathered through written tests, and data on learning interest were obtained through closed questionnaires. The findings of this study are as follows: 1) a noticeable difference exists in the entrepreneurial interest between students who used films as a media and those who did not, 2) there is a significant difference in the improvement of learning outcomes between students who used films and those who did not, and 3) films have proven to be effective in improving both entrepreneurial interest and learning outcomes in the Creative Products and Entrepreneurship subject at SMKN 1 Salatiga.

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INTRODUCTION

Learning is a process that involves many elements, such as humans, learning materials, teaching aids, facilities, and procedures, all of which are interconnected to achieve learning objectives. During the learning process, there is an interaction between students, teachers, and learning resources in a particular environment. To ensure that the learning activities run optimally, proper planning, implementation, assessment, and supervision are necessary. The success of education is largely determined by the quality of the learning process experienced by students.

SMK Negeri 1 Salatiga is one of the excellence-centered vocational schools in the city of Salatiga. SMK Negeri 1 Salatiga is an A-accredited school. However, this status does not reflect the actual teaching and learning process that takes place in the classroom. This is evident from the ongoing problems found in the classroom, including the low entrepreneurial interest and unsatisfactory learning outcomes in the Creative Products and Entrepreneurship subject. According to Jubaidi (2017), the goal of vocational schools is to develop the skills, capabilities, work attitudes, and knowledge of students.

Based on initial observations prior to the study, the teacher at SMKN 1 Salatiga conducted Creative Products and Entrepreneurship lessons using environmental media. The results indicated that the entrepreneurial interest and learning outcomes of students were still low, indicating a need for improvement. Yasri and Mulyani (2016) state that creativity in teaching is required in classroom teaching to foster high motivation, high expectations, and make the learning process more engaging. Therefore, changes need to be made in the teaching process, particularly in how the teacher delivers the material during lessons.

According to Mustakim (2019), the quality of education will improve if there are breakthroughs in the curriculum, teaching methods, and learning facilities. Since not all aspects can be immediately changed, such as the curriculum and facilities, which depend on policies, the teacher can actively contribute through learning innovations, one of which is the use of teaching media.

In teaching and learning activities, teaching media plays a crucial role as a bridge between the material and students understanding. Djamarah and Zain (2015) suggest that teaching media can help display objects that are too large or too small to be shown directly in the classroom. Media also makes learning more interesting and enjoyable. Teaching media can enhance the soft skills of students (Nurvitasari et al., 2023). There are many types of media that the teacher can use, ranging from audio, visual, printed media, to technology-based media such as audio-visual media. The teacher can choose teaching media that suits the material and learning objectives. The use of teaching media is expected to make students more enthusiastic in participating in lessons. In line with Elyas (2018), he mentions that creative and engaging learning can make students more enthusiastic about learning.

According to Supriyah (2019), selecting the appropriate media will make the learning process more efficient and effective. One popular form of media today is audio-visual media, such as learning videos, films, tutorials, and podcasts. Sulaiman et al. (2017) suggest that the use of videos in teaching can improve the learning outcomes of students. This is consistent with the study by Putri et al. (2022), which states that learning using audio-visual media can enhance the learning outcomes of students. Based on these opinions, the researcher uses audio-visual media in this study to increase the interest and learning outcomes of students.

There are various types of audio-visual media, but in this study, the researcher uses films as media. In line with Sari et al. (2023), it is stated that students tend to understand things better through films than through textbooks. It is also mentioned that films can provide learning experiences that students cannot gain in the classroom due to the limitations of space and time. This suggests that films, when shown based on theories and concepts, can improve the understanding of students. Films have a storyline and audio-visual elements that are expected to influence the interest and understanding of students, leading to improved learning outcomes.

Yasri and Mulyani (2016) state that films can simultaneously address both the cognitive and affective domains in students. Based on the conclusion of these opinions, the researcher hopes that students at SMKN 1 Salatiga will experience an increase in entrepreneurial motivation and learning outcomes in the Creative Products and Entrepreneurship subject by using films.

METHODOLOGY

This research is a quantitative study using a quasi-experimental method. The design used is the nonequivalent control group design. The research design involves using films as a media for the experimental group and PowerPoint for the control group. The following is a depiction of the Nonequivalent Control Group Design using pretest and posttest and treatment for the experimental group used in this study:

Table 1. Research Design

Group	Pretest	Treatment	Posttest
Experimental	0_1	X	0_2
Control	0_1		0_2

Explanation:
01: Pretest for the experimental and control groups.
02: Posttest for the experimental and control groups.
X: Treatment (learning using film media).
(Arikunto, 2018)

Based on the research design used, the study begins with administering the pretest (0_1) to both the experimental and control groups. The pretest is conducted to assess the entrepreneurial interest and learning outcomes of students before the learning treatment. Next, the treatment is provided by using film media in the Creative Products and Entrepreneurship subject for the experimental group and conventional teaching methods without the use of film for the control group. After the learning treatment is completed, a posttest (0_2) is administered to both groups to assess the improvement in the entrepreneurial interest and learning outcomes of students in both groups.

The hypotheses proposed in this research suggest that film media has an effect on the entrepreneurial interest in the Creative Products and Entrepreneurship subject at SMKN 1 Salatiga. Additionally, it is hypothesized that film media influences the learning outcomes in the same subject. Furthermore, this study aims to determine whether film media is effective in improving both entrepreneurial interest and learning outcomes among students in the Creative Products and Entrepreneurship subject at SMKN 1 Salatiga.

According to Sugiyono (2018), a population is a generalization area consisting of objects or subjects that have certain characteristics defined by the researcher to be studied and subsequently concluded. The population in this study consists of eleventh-grade students of SMKN 1 Salatiga enrolled in vocational programs in beauty, culinary arts, and fashion. The number of students in each program varies, as follows: 1) culinary arts: 90 students, 2) beauty: 60 students, 3) fashion: 90 students. These vocational programs were selected because they all have active teaching factories at SMKN 1 Salatiga.

The researcher used the simple random sampling technique to determine the research sample. This technique was chosen because the population is homogeneous, consisting of students from SMKN 1 Salatiga. According to Sugiyono (2018), a sample is a part of the total number and characteristics of the population. Based on the calculation of the simple random sampling technique, the sample size for this study is 70 students.

Data for this study were collected using closed questionnaires for entrepreneurial interest and written tests for learning outcomes. The entrepreneurial interest questionnaire consists of 12 indicators with 30 statements and a 4-point Likert scale for responses. The written test consists of multiple-choice questions covering topics on business opportunities and production processes.

Before being used in the study, the instruments were tested for validity and reliability. The validity test was conducted using 3 expert validators. The validators assessed the content and provided scores that would be used to

calculate the Content Validity Index (CVI). The reliability test was conducted by calculating the Intraclass Correlation Coefficient (ICC) in SPSS. The results indicated that the instruments were valid and could be used for data collection during the study.

The instrument testing in this study involved two experts who are university lecturers and one expert who is a teacher. The expert judgment was used to evaluate the language used in the questionnaire. The appropriateness of the indicators was also assessed by the expert judgment. If any instrument is found to be invalid, it will not be used for data collection in the research.

The results of the validity and reliability tests for the entrepreneurial interest questionnaire, with 30 statements, were deemed "valid." This was determined after the calculations in SPSS. The entrepreneurial interest questionnaire for students who learn using films included 15 statements, all of which were declared "valid." After the reliability analysis using SPSS version 25, both questionnaires were found to be reliable and can be used for data collection in the study.

The test questions were also tested for validity, reliability, item difficulty, and item discrimination before being used in the research. The trial was conducted on 30 students outside the sample group to avoid bias in the data. Based on the results of these four tests, it can be concluded that the test questions are suitable for data collection during the study. Any test items that do not pass the four tests will not be used for data collection during the research.

From the validity test calculations, 10 pretest questions and 30 posttest questions were deemed "valid." After reliability analysis using SPSS version 25, both tests were found to be reliable. In the difficulty analysis, both pretest and posttest questions showed a balanced variation between easy, moderate, and difficult questions. The item discrimination analysis yielded varied results. Based on these four tests, it can be concluded that all questions can be used for data collection throughout the study.

The data on entrepreneurial interest and learning outcomes collected during the study will be analyzed using descriptive analysis and hypothesis testing. Before hypothesis testing, prerequisite tests will be conducted, including normality and homogeneity tests. The hypothesis testing in this research will involve n-gain tests and independent t-tests.

RESEARCH RESULTS AND DISCUSSION

Results

The implementation of this research was carried out in several stages, namely: (1) obtaining research permission, (2) conducting a pre-survey, (3) discussing with the Creative Products and Entrepreneurship subject teacher about the learning media commonly used and those that had not been used, (4) discussing with the teacher regarding student characteristics, (5) preparing lesson plans for both the experimental and control groups, (6) conducting a pretest followed by the treatment, (7) conducting a posttest after the treatment, and finally (8) processing the research data.

The research was conducted in three phases: The first phase (initial) involved administering the pretest to the experimental and control groups The purpose of this pretest was to measure the ability of students in both groups. The second phase (treatment) involved the learning process using film media for the experimental group, and learning without film media for the control group. The third phase (final) involved administering the posttest to both groups. The posttest aimed to measure the ability of students in both groups after the treatment was given to the experimental group.

In the first phase, the pretest was conducted in both groups. The following table shows the pretest results for the experimental and control classes:

Table 2. Pretest Results

No	Component	Pretest Result	
		Experimental	Control
1.	Number of students	35	35
2.	Average score	48	46
3.	Highest Score	80	70
4.	Lowest Score	20	20

Based on Table 2, it can be concluded that the average scores, highest scores, and lowest

scores of both groups are not significantly different, suggesting that both classes have comparable abilities and can be used as research samples. The next step involved giving different treatments to the two groups: the experimental group received a treatment using film media for the lesson, followed by group discussions, while the control group used PowerPoint media, followed by a discussion, as typically done in daily lessons.

After the discussion, students filled out a questionnaire regarding their entrepreneurial interest. The questionnaire included 12 indicators, which were developed into 30 statements. In the experimental group, students filled out the questionnaire with an average interpretation of "very interested." The breakdown of the average for each indicator is as follows: 1) Motivation: 87.8%, 2) Personality: 80.7%, 3) Interests and hobbies: 83.2%, 4) Skills and knowledge: 84.2%, 5) Personal experience: 82.5%, 6) Values and life goals: 85.7%, 7) Family environment: 81.1%, 8) Education and training: 83.2%, 9) Peer influence: 82.8%, 10) Media and technology: 83.5%, 11) Opportunities and market conditions: 83.5%, 12) Government policy: 75.7%. The interpretation range for scores of 62.51% to 81.25% is "interested," and for scores of 81.26% to 100% is "very interested."

Students in the control group filled out the entrepreneurial interest questionnaire with an average interpretation of "interested." The breakdown of each indicator for the control group is as follows: 1) Motivation: 79.1%, 2) Personality: 69.1%, 3) Interests and hobbies: 68.2%, 4) Skills and knowledge: 66.9%, 5) Personal experience: 76.4%, 6) Values and life goals: 75.3%, 7) Family environment: 64.2%, 8) Education and training: 64.2%, 9) Peer influence: 72.8%, 10) Media and technology: 69.1%, 11) Opportunities and market conditions: 69.1%, 12) Government policy: 70.1%. The interpretation range for scores of 62.51% to 81.25% is "interested."

Based on the data obtained after the treatment, a significant difference in entrepreneurial interest and learning outcomes between the experimental and control groups was found. The experimental group had an average score of 77.325 for entrepreneurial interest, while the control group had an average score of 70.375. This difference is significant due to the difference in the media used during the Creative Products and Entrepreneurship lessons.

The next phase involved analyzing the posttest data. The posttest data were obtained after the treatment differences between the experimental and control classes. The following table shows the posttest results for both groups:

Table 3. Posttest result

No	Component	Posttest Result	
		Experimental	**Control**
1.	Number of students	35	35
2.	Average score	75.3	65.6
3.	Highest Score	100	96
4.	Lowest Score	36	12

Based on this data, it can be concluded that the experimental group had higher scores compared to the control group. The difference in results is due to the different treatments between the two groups. The experimental group used film media during the learning process, while the control group did not.

From the summary of the data analysis above, it is clear that the entrepreneurial interest scores of the experimental group are higher than those of the control group, with a score difference of 6.95. Additionally, there was an improvement in the learning outcomes of students in the Creative Products and Entrepreneurship subject. The difference in the average posttest scores between the two groups is 9.7. This is in line with Sariyatun et al. (2018), who stated that many educators have a positive view of digital media to support 21st-century learning. In this study, the digital media used was film media.

In this research, hypothesis testing was performed using the n-gain test and independent sample t-test. The following table shows the results of the n-gain test for both the experimental and control groups:

Table 4. N-Gain test result

No	Class	Average N-Gain	Maximum N-Gain	Minimum N-Gain	Category
1	Experimental	75.3%	100.00%	44.00%	Effective
2	Control	41.8%	72.2%	12.7%	Less Effective

Based on the n-gain calculation results, it can be concluded that the learning treatment in the experimental group using film media is effective in improving learning outcomes for the Creative Products and Entrepreneurship subject for the 11th grade students at SMKN 1 Salatiga.

The next step is to conduct an independent sample t-test. This test is used to determine whether there is a significant difference in the posttest scores between the experimental and control classes. The test was conducted on the posttest learning outcomes of the experimental and control groups. The following table presents the results of the independent sample t-test calculation using SPSS Statistics 25.

Tabel 5. Independent Sample t-Test Results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Nilai	Equal variances assumed	.553	.460	2.988	68	.051	9.71429

Based on the table above, it is known that t-value = 2.988 > t-table = 1.998 (df = 68, α = 5%), indicating a significant difference in the average scores between the experimental and control groups of 10.632. The experimental group had a higher average post-test score. This aligns with the opinion of Nurampi (2017), who emphasized that making the classroom enjoyable and active is essential. It can be concluded that film media makes learning more enjoyable for students, effectively improving their entrepreneurial interest and learning outcomes.

In the experimental group, the researcher distributed a questionnaire regarding the interest of students in participating in lessons using film media. The questionnaire contained 6 indicators, which were developed into 15 statements that the students in the experimental group were asked to complete based on their individual interests. The responses indicated the preferences of students for learning with the film titled "Cek Toko Sebelah" as the learning media.

The results obtained from the questionnaire filled out by students in the experimental group through Google Forms are as follows: 1) enjoyment in receiving lessons: 82.1%, 2) willingness to accept lessons without coercion: 85%, 3) concentration and attention during the learning activities: 76.1%, 4) interest in following the lesson: 82.8%, 5) understanding of the content in the film: 84.5%, and 6) interest in the film: 82.1%. The interpretation range for scores from 62.51% to 81.25% is "interested," while the interpretation range for scores from 81.26% to 100% is "very interested." Based on these results, it is clear that the majority of students responded with "very interested" regarding the use of the film titled "Cek Toko Sebelah" as the learning media in the Creative Products and Entrepreneurship subject at SMKN 1 Salatiga.

Discussion

The learning media applied in the Creative Products and Entrepreneurship subject for 11th grade students at SMKN 1 Salatiga used film media. The film used during the lesson was titled "Cek Toko Sebelah." The implementation of learning with film media was conducted offline. The researcher provided instructions on how to implement the lesson using film media, then delivered information and explained the outline

of the material to be learned, which covered business opportunities and product production.

The next step involved dividing the students into two groups, and both groups took a pretest to measure their abilities. Once the pretest results were available, the researcher ensured that the abilities of both groups were similar. After that, the experimental group watched the film as part of the learning media, while the control group conducted lessons using PowerPoint media.

The researcher divided the topic into smaller sections for each group. The topics discussed were related to business opportunities and product production. The students then conducted small group discussions after each media was presented. The researcher guided the students to search for references related to the topics in the Creative Products and Entrepreneurship subject for their respective groups. This discussion aimed to encourage students to explore the subject matter further. According to Aisyah et al. (2019), the purpose of the Creative Products and Entrepreneurship subject is to equip students with the desire and ability to become successful entrepreneurs.

After the discussion, a group representative came forward to present their small group discussion results. Each student had the opportunity to ask questions to other groups. This was carried out to help the students better understand the Creative Products and Entrepreneurship subject. In line with Lackeus (2015), entrepreneurship education aims to help students understand the concept of entrepreneurship, utilize opportunities, and gain entrepreneurial experiences. The next step, after presenting the material, was for the students to take the posttest. All students in both the experimental and control groups completed the posttest. Then, students in both groups filled out the entrepreneurial interest questionnaire.

The research process began with the collection of initial data (pretest) in both the experimental and control groups. The pretest for the experimental group was conducted on June 2, 2024, while for the control group, it was conducted on June 3, 2024. Based on the data analysis conducted, the research results show that both classes started from the same condition. This was confirmed through the pretest data collected using survey administration software (Google Forms), and the pretest data were subjected to normality and homogeneity tests. The results of the normality and homogeneity tests showed that the sample classes, namely the control and experimental classes, had similar initial conditions. This indicates that the control group can be used as a comparison group in the research.

The research in the experimental group was carried out by applying film media titled "Cek Toko Sebelah" on June 5, 2024. In contrast, the control group was taught without using film media, instead using presentation software (Ms. PowerPoint) on June 10, 2024. After the learning process was completed, an evaluation was conducted to assess the learning outcomes through a posttest using survey administration software (Google Forms). The posttest for the experimental group was conducted on June 5, 2024, and for the control group, it was conducted on June 10, 2024.

The aim of the Creative Products and Entrepreneurship subject is to shape students into creative, independent, innovative individuals with high motivation (Nurjamiah, 2020). This was supported by the analysis results, which showed an increase in the average pretest score for the experimental group from 48 to 75.3. In contrast, the control group had an average score of 46, which increased to 65.6. The difference between the two groups was 9.7. The improvement in the experimental group's learning outcomes can be attributed to the use of film media during the lesson, which made it easier for students to understand the material. On the other hand, the control group did not use film media. This aligns with Prasetya (2015), who stated that digital media proves to be more effective in enhancing the learning outcomes of students.

Next, the n-gain test was conducted to determine the effectiveness of applying film media in the experimental group and the lack of media in the control group. The n-gain analysis using SPSS, as shown in Table 4.15, revealed that the average n-gain for the experimental group was 75.3%, while the control group had an average n-gain of 41.8%, which is categorized as less

effective. This shows that the use of film media is effective in improving the learning outcomes of students in the Creative Products and Entrepreneurship subject, as the difference between the pretest and posttest scores in the experimental group was greater compared to the control group, which did not use film media. The difference in posttest results between the control and experimental groups was influenced by the use of different learning media in both groups, resulting in varying mastery of the material and different learning outcomes. This is in accordance with the views of Sariyatun et al. (2018), who stated that educators have a positive view of digital media to support 21st-century learning.

An independent sample t-test was conducted to determine whether there was a significant difference in posttest scores between the control and experimental groups. The test was carried out on the posttest learning outcomes of the experimental and control groups. Based on Table 4.16, it is known that the t-value = 2.988 > t-table = 1.998 (df = 68, α = 5%), which means that there is a significant difference in the average scores between the experimental and control groups, with a difference of 9.714. This is because the experimental group had a higher average posttest score than the control group, which did not use film media. The higher average score was influenced by the improvement in each student's score. Each student in the experimental group experienced a significant increase in their posttest score, whereas the improvement in posttest scores in the control group was not as high. The difference in scores between students was due to the different levels of understanding of the material tested.

CONCLUSION

Based on the discussion of the research results presented above, several conclusions can be drawn: (1) film media has been proven to enhance the entrepreneurial interest of students in the Creative Products and Entrepreneurship subject, with a score difference of 6.95, (2) film media has been proven to improve the learning outcomes of students in the Creative Products and Entrepreneurship subject, with an average score difference of 9.7, (3) Film media has been shown to effectively increase both entrepreneurial interest and learning outcomes in the Creative Products and Entrepreneurship subject for 11th grade students at SMK Negeri 1 Salatiga.

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