

Islamic Group Guidance with Video as The Media to Improve Students Entrepreneurship of Vocational

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Article Info

History Articles

Received:
December 2018
Accepted:
January 2019
Published:
December 2019

Keywords:

*entrepreneurship,
group counseling,
islamic,
video based*

DOI

<https://doi.org/10.15294/jubk.v8i2.28168>

Abstract

This purpose of this study is to find out the effectiveness of Islamic group guidance with videos as the media can improve the students' entrepreneurship. The design of this experimental research, with one group pre-test – post-test design. The subject of research is of 10 students with criteria of low-or-medium entrepreneurship. The hypothesis is proven using Wilcoxon Signed Ranks Test. The result of the study shows an increase of the students' entrepreneurship between pre-test and post-test ($Z = -2.52$; $p < 0.01$). There is a significant entrepreneurship difference between pre-test and post-test where entrepreneurship at post-test is higher than pre-test, which means the implementation of group guidance with the movie as the media can improve the student's entrepreneurship. This research emphasis that the implementation of Islamic group supervision with videos as the media is effective on improving the students' entrepreneurship.

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[p-ISSN 2252-6889](https://doi.org/10.15294/jubk.v8i2.28168)

[e-ISSN 2502-4450](https://doi.org/10.15294/jubk.v8i2.28168)

INTRODUCTION

The problem with Entrepreneurship is the low the confidence in how the students see their future in it. The problems include: individualistic, egotistical, ignorant, no sense of responsibility, also lazy to think, communicate, and to interact.

According to Azam (2013), the changes on the level of independence for each person have factors that affect the growth of independence of an individual and will depend on the person himself or herself.

A similar result is found from Huber, Sloof, and Praag (2012) study, on the one hand, knowledge does not affect a program, on the other hand, a program contributes positively toward the non-cognitive and entrepreneurship skills education from early age more effectively compared to an older age.

Wicaksono (2012) also shows a similar result where group supervision increases the motivation for entrepreneurship. A person with high motivation also has high confidence in entrepreneurship. On the other hand, a person with low motivation does not even know their abilities and desires, and subsequently will never achieve them.

According to the study by Ramani, Arlizon, and Asyari (2015), after group supervision, students' empathy is increased. The theory further supports this by Bannet (as cited in Romlah, 2013), who stated that one of the purposes of group supervision is providing healing services via group activity, that is done by learning the general problems of individuals together, that can greatly reduce the emotional stresses. Entrepreneurship is a social device, in the form of activities that are based on the social norms and values of a community. The study by Haberstroh, and Rowe (2009) was conducted to find out the vocational students' understanding of future careers orientation by using role-play movies. According to the study by Marliani (2013), devout religious students indirectly affect a more precise work orientation.

The study by Surtiyoni, and Rachman (2016) tests how effective the Islamic teachings value-based group supervision to improve the

sense of responsibility. This study shows that Islamic teachings can be effectively applied to group supervision service. According to Sutoyo (2013), the essence of Islamic counseling is to develop the character and faith of individuals, so they can grow and function correctly.

Muskita (2014) studied that movies can be used as a media to convey service lesson materials to the students. The use of movies as the media makes students able to understand the lesson better because movies leave impressions. Students can understand the service lesson materials concretely, overcome the limits of time and space, more realistic because it can be repeated and spotted as needed, and give deep impressions that can affect the students.

The above review of previous studies are relevant to this study, regarding the purpose in order to the effectiveness of Islamic teachings-based group supervision by using videos the media can be used to increase the entrepreneurship of the students.

With the use of movies as the media of group supervision, the group members become more caring, sensitive, open, and sympathetic toward the other group members. The implementation in group supervision becomes less monotonous, more communicative, more fun and less tedious to join the next group supervision. As a result, group cooperation and dynamics are formed easier.

METHODS

The research uses one group pre-test – post-test design, that is conducted through several steps, i.e., pre-test, treatment, then post-test. The treatment of group supervision is given at eight meetings, which is twice a week.

The subject of research consists of 10 students from fashion vocational route, and the chosen students are those with low-or-medium entrepreneurship. The validity test result for entrepreneurship scale, out of 65 items, 15 were found to be invalid thus the remaining valid items are 50 with the correlation coefficient value between 0.356 to 0.761, with alpha reliability

value of 0.941. The hypothesis is proven using Wilcoxon Signed Ranks Test.

RESULTS AND DISCUSSION

The data analysis of pre-test shows that out of the entrepreneurship of 30 students, 19 students (61.76%) are categorized as low entrepreneurship, 8 students (29.41%) have medium entrepreneurship, and 3 students (8.82%) have high entrepreneurship. Percentage of students' entrepreneurship from the Wilcoxon test result is shown in Table 1.

Table 1. The Level of Entrepreneurship During Pre-test and Post-test.

Dimension	Pre-test (%)	Post-test (%)
Confidence	47.91	59.22
Visionary	76.22	85.65
Creative and innovative	79.32	91.54
Able to see opportunities	47.65	59.87
Benefit	69.71	77.76
Average (%)	6.4	7.4
z		-2.52
p		< 0.01

Table 1 the hypothesis is proven using Wilcoxon Signed Ranks Test. The table shows a significant entrepreneurship difference between pre-test and post-test ($z = -2.52$, $p < 0.01$) where entrepreneurship at post-test is higher than pre-test, which means the implementation of group supervision with video as the media can improve the student's entrepreneurship.

Islamic group supervision with video as the media can improve the students' entrepreneurship. Azam (2013) stated that entrepreneurship is influenced by one's in confidence and ignorance, where most students tend to ignore or let things go with the flow.

In relevance, Islamic group supervision using videos as the media can grow the students' entrepreneurship by motivating them, thus improving their confidence in the knowledge they possess. Students will be able to develop creative ideas once they are confident.

The result of this study about students' entrepreneurship shows increment, from all the indicators of entrepreneurship. The result of the study shows that there is a significant difference of students' entrepreneurship between pre-test

and post-test, where their social interaction after having group supervision using videos as the media have higher average score compared to before having group supervision. This means that the implementation of Islamic group supervision with videos as the media can improve the students' entrepreneurship.

This result is in line with the research conducted by Sharjeel, and Dadabhoy (2013), where video as the media can help the subjects understand universal independence values and apply them in their personal lives. Independence is a behavior where a person is inclined to do something without any help by someone else. It is also a catalyst to be able to think creatively and initiative, and influence his or her surrounding, and also to be confident.

CONCLUSION

The result of this study shows that there is a significant difference of entrepreneurship in the students between pre-test and post-test. The students' entrepreneurship after Islamic teachings-based group counseling with video as the media have higher average score compared to before having group counseling. This means that the implementation of Islamic-based group counseling with videos as the media can improve the students' entrepreneurship.

In line with the result of this study, counselors are advised to apply and discuss the Islamic values in doing group counseling. Additionally, counselors are expected to contribute for the development of the students' entrepreneurship through guidance & counseling service, especially by group counseling activities. For the suggestion, this study is expected to focus on Islamic-based group counseling in improving the students' entrepreneurship by involving mediator variables such as confidence and religiosity of the students. Subsequent researches are also expected to develop Islamic based group counseling modules in a different educational setting, like junior, senior or college level education.

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