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The Effectiveness Of Use Of E-Learning In Entrepreneurship Courses In Private Vocational School, Pematangsiantar City Preparation

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Abstract

Entrepreneurship learning is also an alternative for students to provide their own attitude and preparation so that they can produce their own jobs. Based on the study of E-learning and problems in the entrepreneurship subject of the Preparatory Private Vocational School, this study aims to determine the effectiveness of the use of E-learning in the entrepreneurship subject of the Preparatory Private Vocational School to improve the learning outcomes of SMK students. This research is expected to be a reference source for teachers and education practitioners to use E-learning media to improve student learning outcomes. The results of this study where XA 0.830, XB 0.865, XC 0.803, and XD 0.919. The results show that the research questionnaire instrument is relevant and the instrument items are declared valid. Analysis of reliability test data is 0.875, which means that greater than 0.70 is said to be reliable ($0.875 > 0.70$). It is known that Asymp Sig (2-Tailed) on Shapiro-Wilk XA 0.001, XB 0.017, XC 0.014, and XD 0.003. so that it can be stated that there are two items that are normally distributed, namely XB $0.017 > 0.05$, XC $0.014 > 0.05$ and there are two items that are not normally distributed, namely XA $0.001 < 0.05$, XD $0.003 < 0.05$. The e-Learning platform used in this study is the Model Platform. e-learning utilizes distance learning, computer technology and internet networks, where this learning system uses information and communication technology so that students no longer need to be in the classroom to listen to each lesson.

Keywords: E-learning, Entrepreneurship Lessons

1. Introduction

The development of the world of education and learning must at least have various demands for solving the challenges faced in Indonesia have a role in the development of human resources, because education is a vehicle or one of the instruments used not only to free humans from backwardness, but also ignorance and poverty. In essence, education is an effort to develop Human Resources (HR), in education, humans get values, attitudes, knowledge, skills and skills so that they can think more systematically, more rationally and more critically to all the problems they face. the national education system is described that the national education system must ensure educational opportunities, improve the quality of relevance and efficiency of education management to face challenges according to the demands of changes in local, national, and global life [1].

The process of preparing Human Resources (HR) and realizing a national education system apart from the preparation of the curriculum as a tool to achieve this goal is to improve the quality of learning in schools. Currently, the curriculum is changing from KTSP to 2013 curriculum. The 2013 curriculum provides

changes to the subject sector, one of which is the existence of new subjects for class XI and XII SMK students, namely entrepreneurship subjects [2].

The purpose of this entrepreneurship subject is to provide an overview to students in SMK about the importance of entrepreneurship, in addition to being one thing that must be known from an early age in Vocational Schools because the times are developing, the more the number of good workers is also demanded [3], [4].

The quality of student education can be seen through the good and bad of learning achievement, because learning achievement shows the extent to which students understand the subject. Learning achievement is an indicator of success in learning. The higher the learning achievement achieved by students, the higher the success of the learning process. Preferably, if learning achievement is assessed as low, it is an indicator of failure in the learning process [5].

Entrepreneurship learning is also an alternative for students who provide attitudes and preparation for themselves so that they can produce their own jobs [6]. The development of student interest in the business world is strongly influenced by entrepreneurship

learning to enter the business world. Learning achievement is the main evidence of student learning success in studying both through education in the family environment, school environment and community environment. For reach a learning outcome can not be separated from the teaching and learning process. In the teaching and learning process, many factors are influenced by educators, students, curriculum, infrastructure and environmental factors.

Table 1 Characteristics of Entrepreneurs

Characteristics	Character
Confident and optimistic	Have a strong self-confidence, independence from others, and individuality
Profit oriented	There is a strong drive, energetic, has perseverance, has fortitude, achievement, determination to work hard, smart initiative, profit oriented (profit)
Risks and challenges	Dare to take risks and challenges
Leadership	Ease of adapting to others without difficulty, able to think carefully
Original	Innovative, creative and flexible
Oriented to the future	Have a vision and perspective on the future

Entrepreneurship subjects can be classified into transclene-knowledge knowledge , namely developing knowledge and practicing life skills based on art, technology, and economics. This learning begins with practicing creative-expressive abilities to express ideas and ideas to please others, and are rationalized technologically so that these skills lead to mixed technological appreciation, ergonomic and applicable results in utilizing the surrounding environment by paying attention to the ecosystem, management, and economy.

In this digital economy era, entrepreneurship is one of the words we hear often. In simple terms, entrepreneurship can be defined as the ability to create a vision, innovate and see an opportunity in the future. According to [7], “entrepreneurship is the activity of designing, launching, and running a new business. People who work in the field of entrepreneurship are called entrepreneurs. An entrepreneur is someone who has the ability to organize and develop a business. In addition, he also has the ability to minimize risks in achieving profits.

According to [7], the following are the characteristics of entrepreneurs in Table 1. The development of Information Technology that is able to process, package, and display, as well as disseminate learning information both in audiovisual, audiovisual and even multimedia, today is able to realize what is called Virtual Learning [8].

The development of ICT and Internet technologies in education has paved the way for the emergence of new teaching and learning environments and methodologies such as online learning, teleconferencing, web-based distance learning, computer-assisted learning, and blended learning [9]. In recent years, research has revealed that students learn successfully through online learning compared to traditional face-to-face classes [10].

E-learning, which refers to the use of ICT for learning purposes, is an important area emphasized in education. To benefit from the E-learning process, students need 21st century skills to support them to select and process useful and reliable information from a variety of sources for learning, and to communicate and collaborate with their peers to complete assignments and solve problems [11], [12], [13].

E-learning is related to the term online learning. Online learning is part of E-learning, E-learning is a broader concept than online learning, which includes a series of applications and processes that use all electronic media to make conventional training and education more flexible. Using E-learning media in the learning process can improve students' understanding and practice in subject matter [14].

However, the learning process cannot be separated from civility and the use of learning resources. With the availability and use of appropriate and contextual learning resources, it will be able to enrich the ongoing learning process. With the availability of adequate learning resources will be able to overcome the barriers of space and time associated with the learning process in the classroom. Thus, the availability of adequate learning resources will be able to complete (improvement), maintain (maintenance), and enrich (enrichment), the learning process [8].

E-learning makes it easier for teachers and students to carry out learning and conduct evaluations, because with E-learning all information can be quickly obtained and can quickly evaluate learning outcomes without having to take exams in class [15].

E-learning is distance learning that utilizes computer technology and internet networks, where this electronic learning system uses information and communication technology so that students no longer need to be in the classroom to listen to every learning from a teacher directly but students can learn through computers. in their respective places.

According to [15] for a clearer difference between face-to-face learning and electronic learning (e-learning) can be seen in the following table 2.

Table 2 Differences between face-to-face learning and E-learning

Face-to-face Learning	Learning with <i>E-learning</i>
1. Learning is done face-to-face	1. Using the distance learning system
2. Interaction between teachers and students is done face-to-face	2. The interaction between teachers and students is carried out through the media in the virtual concept
3. The role of the teacher is very dominant	3. Focused on students
4. Learning progress depends on the teacher	4. Students play a very important role in the progress/success of learning
5. Teachers and students must meet at the same time/time	5. Teachers and students do not have to meet at the same time/time
6. The teacher plays a very important role in the student learning process because it is face-to-face, so both parties must have the ability to communicate in context	6. Applying the concept of self-study 7. It takes the ability to communicate in written language so that both parties

2.2. Population and Sample

The method used in this research is Quasi-Experiment. The subjects of this study were students of class XI majoring in MM, TAV, TITL SMK Private Preparation. The experimental class and control class used the same class, namely XI MM consisting of 16 students, class XI TAV as a control class consisted of 19 students, while class XI TITL 4 students with a total of 39 students who were all sampled in this study.

After the data collected is complete, then statistical analysis is carried out with the t-test. The analysis was carried out by testing the significance between the experimental class and the control class. There are two problems discussed in this study, namely: (1) How effective is entrepreneurship E-learning media? (2) How is the effectiveness of E-learning media with the platform model?

2.3. Data analysis technique

2.3.1 Descriptive Analysis

Descriptive statistical analysis is useful for describing and describing research data including the amount of data, maximum value, minimum value, average value and so on.

2.3.2 Validity test

Aims to find out whether the questionnaire instrument is relevant. If the correlation coefficient is more than 0.30, then the instrument item is declared valid.

2.3.3 Reliability Test

Aims to find out whether the questionnaire instrument is consistent. If the value of Cronbach's Alpha (α) if the Deleted Item is greater than 0.70, it is said to be reliable.

2.3.4 Normality test

The normality test was conducted to determine whether the research data were normally distributed or not. The data is said to be normally distributed, if the Kolmogrov-Smirnov and asymmp.sig test values are said. 2 tailed is greater than 0.05 and vice versa. If the research data is not normally distributed, then the Wilcoxon test non-parametric statistics can be used to analyze the research data.

2.3.5 Wicoxon test

Wilcoxon test to determine whether there is an average of two samples that are paired with each other. Wilcoxon test is part of non-parametric statistics, so the Wilcoxon test does not require research data that are normally distributed. The Wilcoxon test was performed as an alternative to the paired sample t-test, if the research data were not normally distributed, analyze the research data.

Based on a preliminary study of the Education Assessment Center Data (Puspendik) for the 2018/2019 academic year, it is known that the average competency of SMK in North Sumatra is 40.84. In addition, the observation data on the achievement of national exam scores conducted at the Preparatory Private Vocational Schools showed that 158 student participants had an average score of 49.24.

Based on the study of E-learning and problems in the entrepreneurship subject of the Preparatory Private Vocational School, this study aims to determine the effectiveness of the use of E-learning in the entrepreneurship subject of the Preparatory Private Vocational School to improve the learning outcomes of SMK students. This research is expected to be a reference source for teachers and education practitioners to use E-learning media to improve student learning outcomes.

2. Research Methods

2.1. Research Design

This research was conducted on the subject of entrepreneurship with a prototype topic. The duration of this study is 8 hours of study (8x45 minutes).

The research design that the author uses is a qualitative descriptive approach and a quantitative descriptive approach. Observation sheets are used to determine the conditions of learning in the classroom. E-learning is used as a learning medium to determine the improvement of effective and efficient learning objectives.

3. Results and Discussions

3.1. Data Description

3.1.1 Students' Initial Ability Score

The initial ability value of the experimental class students was obtained from the final test scores for the even semester of the 2020/2021 school year. The number of students in grades XA to XD is 39 children. The initial ability scores of each class are as follows Table 3.

Table 3 Ability Scores of Experimental Class Students

SCORE	CLASS			
	EXPERIMENT		CONTROL	
	XA	XB	XC	XD
Highest	96	96	96	94
Lowest	60	60	60	60
mean	78	78	78	77
median	75	75	75	75
Mode	75	75	75	75
Standard Deviation	6	6	6	6
Total students	39	39	39	39

The lowest ability score for each class is the same, namely 60. This is not in accordance with the Minimum Completeness Criteria (KKM) for entrepreneurship subjects, which is 75. This means that students whose test scores are still less than 75 must be given remedial so that the student's score can reach 75.

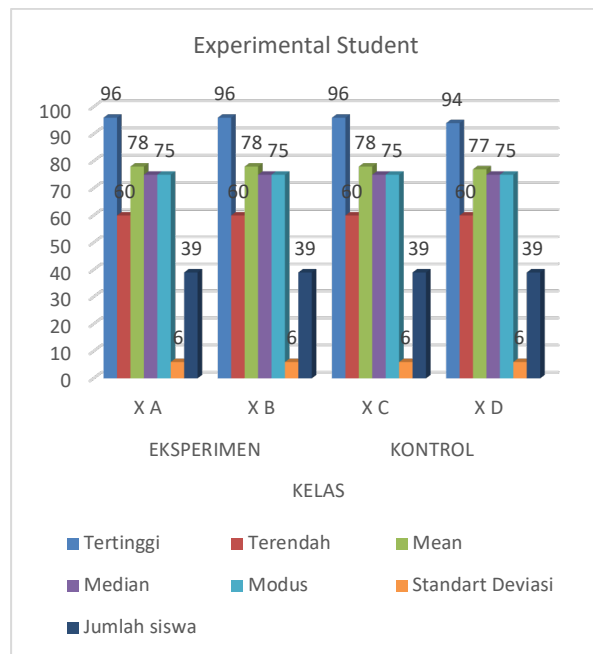


Figure 1 Student Ability Score

The initial ability value of the control class students was obtained from the final test score for the even semester of the 2020/2021 school year. The number of students

in grades XC to X D is 39 children. The initial ability scores of each class are as follows Table 4.

Table 4 Abilities of Control Class Students

SCORE	CLASS			
	EXPERIMENT		CONTROL	
	XA	XB	XC	XD
Highest	96	96	80	94
Lowest	60	60	50	60
mean	78	78	65	77
median	75	75	75	75
Mode	75	75	75	75
Standard Deviation	6	6	6	6
Total students	39	39	39	39

The lowest ability score for each class is the same, namely 50. This is not in accordance with the Minimum Completeness Criteria (KKM) for entrepreneurship subjects, which is 75. This means that students whose test scores are still less than 75 must be given remedial so that the student's score can reach 75.

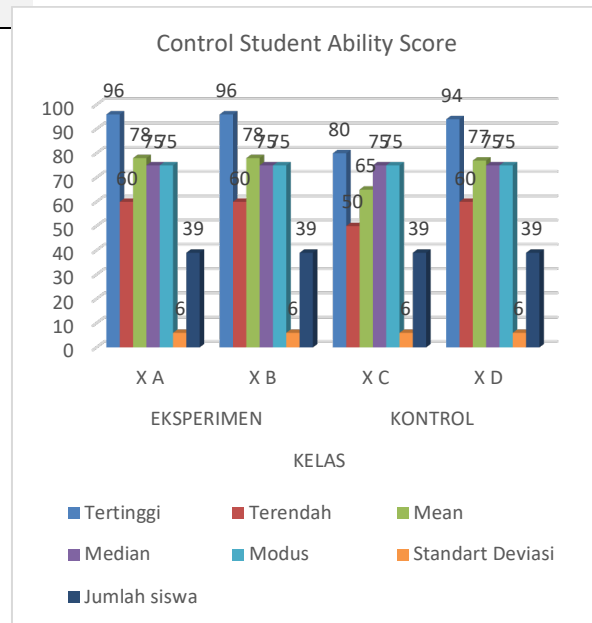


Figure 2 Student Ability Score

3.1.2 Balance Test

This test aims to determine whether the experimental class and control class received treatment in a state of balance. This test uses t-test statistics.

The results of the balance test between the experimental class and the control class at a significant level of 5% and 154 degrees of freedom is $t_{count} = 0.282$. The t value in the table with a significant level of 5% and 154 degrees of freedom is $t_{table} = 1,975$. The value of $t_{count} < t_{table}$, it is stated that there is no difference between the experimental class and the control class.

3.1.3 Achievement Test Score

a. Experiment Class Test Score

The experimental class in this study is a class whose learning is done using an online method, namely class XA and class X B. The number of students in the experimental class is the same, namely 39 children. The test scores in the experimental class were the highest = 96, the lowest = 60, the average = 75.28, the median = 75, the mode = 75, and the standard deviation = 6.00.

The test scores in the experimental class are more clearly presented in the following table and histogram.

Table 5 Frequency Distribution of Experiment Class Tests

SCORE	60	64	68	72	75	76	78	80	96
Many Students	2	2	1	1	16	1	12	3	1

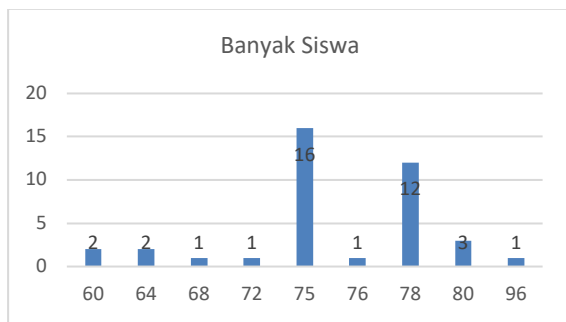


Figure 3 Histogram of Experimental Class

b. Control Class Test Score

The control class in this study is a class whose learning is carried out using the LKS (Student Worksheet) media, namely class XC and class X D. The number of students in the experimental class is the same, namely 39 children. The test scores in the experimental class were the highest = 80, the lowest = 50, the average = 75.28, the median = 75, the mode = 75, and the standard deviation = 6.00.

The test scores in the control class are more clearly presented in the following table and histogram.

Table 6 Frequency Distribution of Control Class

SCORE	50	64	68	72	74	75	76	78	80
Many Students	2	2	1	1	4	12	1	12	4

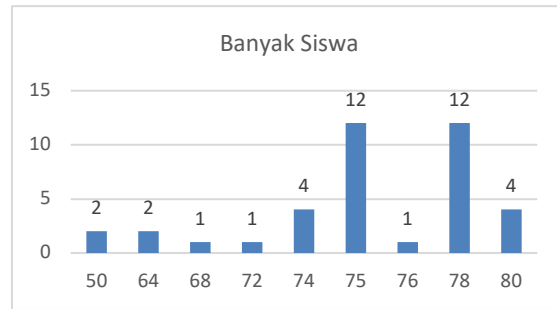


Figure 4 Histogram of Control Class

3.2. Test Data Analysis Techniques

Research that uses statistical analysis requires several assumptions that must be met. The analysis carried out is the validity test, reliability test, and normality test.

3.2.1 Descriptive Analysis Results

The research data includes a total of 39 data, a maximum value of 28, a minimum value of 12, a range of 16, a mean pre-test experiment XA 21.95, post-test experiment XB 21.87, pre-test control XC 21.79, post-test control XD 21.95 with a standard deviation of pre-experimental test XA 3.008, post-test experiment XB 3.750, pre-test control XC 3.381, post-test control XD 3.316, based on the results of the SPSS test there are

Table 7 Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	39	16	12	28	21.95	3.008
Post-Test Eksperimen	39	16	12	28	21.87	3.750
Pre-Test Kontrol	39	16	12	28	21.79	3.381
Post-Test Kontrol	39	16	12	28	21.95	3.316
Valid N (listwise)	39					

Table 8 Correlations

		XA	XB	XC	XD	TOTAL
XA	Pearson Correlation	1	.552 **	.708**	.628**	.830**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	39	39	39	39	39
XB	Pearson Correlation	.552**	1	.467**	.892**	.865**
	Sig. (2-tailed)	.000		.003	.000	.000
	N	39	39	39	39	39
XC	Pearson Correlation	.708**	.467**	1	.598**	.803**
	Sig. (2-tailed)	.000	.003		.000	.000
	N	39	39	39	39	39
XD	Pearson Correlation	.628**	.892**	.598**	1	.919**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	39	39	39	39	39
TOTAL	Pearson Correlation	.830**	.865**	.803**	.919**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	39	39	39	39	39

two classes that have the same mean , namely pre-test experimental XA and post-test control XC which This means that if a pre-test is carried out on class XA and a post-test of control XC is carried out with the same sample class, the results are also the same, there is no increase.

3.2.2 Validity test

Aims to find out whether the questionnaire instrument is relevant. If the correlation coefficient is more than 0.30, then the instrument item is declared valid.

The results of this study where XA 0.830, XB 0.865, XC 0.803, and XD 0.919. The results of SPSS show that the questionnaire instrument of this study is relevant and the instrument items are declared valid.

Analysis of the validity test data as follows Table 8.

3.2.3 Reliability Test

If the value of Cronbach's Alpha (α) if the Deleted Item is greater than 0.70, it is said to be reliable. Based on the SPSS test results, the reliability test data analysis is 0.875, which means that greater than 0.70 is said to be reliable (0.875>0.70). The following is the reliability test data as follows Table 9.

Table 9 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.875	.877	4

Table 10 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
XA	.186	39	.002	.893	39	.001
XB	.181	39	.003	.929	39	.017
XC	.202	39	.000	.927	39	.014
XD	.202	39	.000	.905	39	.003
TOTAL	.218	39	.000	.870	39	.000

Table 11 Ranks

		N	Mean Rank	Sum of Ranks
Experimental Post-Test - Experimental Pre-Test	Negative Ranks	19 ^a	14.05	267.00
	Positive Ranks	13 ^b	20.08	261.00
	Ties	7 ^c		
	Total	39		
Post-Test Kontrol - Pre-Test Kontrol	Negative Ranks	17 ^d	12.41	211.00
	Positive Ranks	13 ^e	19.54	254.00
	Ties	9 ^f		
	Total	39		

- a. Post-Test Eksperimen < Pre-Test Eksperimen
- b. Post-Test Eksperimen > Pre-Test Eksperimen
- c. Post-Test Eksperimen = Pre-Test Eksperimen
- d. Post-Test Kontrol < Pre-Test Kontrol
- e. Post-Test Kontrol > Pre-Test Kontrol
- f. Post-Test Kontrol = Pre-Test Kontrol

3.2.4 Normality test

Data is said to be normally distributed, if the value of asymmp sig. 2 tailed is greater than 0.05. Based on the Table 10 above, it can be seen that Asymp Sig (2-Tailed) on Shapiro-Wilk XA 0.001, XB 0.017, XC 0.014, and XD 0.003. so that it can be stated that there are two classes that are normally distributed, namely XB 0.017 > 0.05, XC 0.014 > 0.05 and there are two classes that are not normally distributed, namely XA 0.001 < 0.05, XD 0.003 < 0.05.

3.2.5 Wilcoxon test

The Wilcoxon test was performed as an alternative to the paired sample t-test, if the research data were not normally distributed, analyze the research data. Based on the Normality Test, there are two classes that are not normally distributed, namely XA 0.001 < 0.05, XD 0.003 < 0.05. There is a difference between the experimental class and the control class, which means that there is an effect of using the experimental class on

the control class. The following is the SPSS test result data Table 11.

Based on the results of the SPSS test, the authors conclude that the Negative Ranks or the difference (negative) between the learning outcomes for the pre-test and post-test experiments are N 19, Mean Rank 14.05, Sum of Ranks 267.00. While in the control class the difference in learning outcomes for the pre-test and post-test experiments was N 17, Mean Rank 12.41, Sum of Ranks 211.00, which means that there is a decrease in student entrepreneurship learning outcomes in carrying out learning. Positive Ranks or positive difference between learning outcomes for pre-test and post-test. In the output table above, there are 13 positive data (N) which means that the 13 students experienced an increase in entrepreneurship learning outcomes from the pre-test score to the post-test value. Mean Ranks or the average increase is 20.08, while the number of positive ranks or Sum of Ranks is 261.00. Ties is the similarity of pre-test and post-test scores. In the table above, the ties value is 13, so it can be said that there is

the same value of entrepreneurship learning outcomes based on the pre-test, post-test both the experimental class and the control class.

The basis for decision making Wilcoxon test if the value of Asymp.Sig <0.05, then the hypothesis is accepted, if the value of Asymp.Sig > 0.05, then the hypothesis is rejected. It can be seen based on the following SPSS test results Table 12.

Table 12 Test Statistics

	Experimental Post-Test - Experimental Pre-Test	Post-Test Control - Pre- Test Control
Z	-.056 ^b	-.445 ^c
asymp. Sig. (2- tailed)	.955	.657

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

c. Based on negative ranks.

Based on the "Test Statistics" output, it is known that Asymp.Sig (2-tailed) in the experimental class is 0.955 greater than 0.05 ($0.955 > 0.05$), so it can be concluded that the hypothesis is rejected. While the control class is worth 0.657 which is greater than 0.05 ($0.657 > 0.05$), it can be concluded that the hypothesis is also rejected. This means that there is a difference between the learning outcomes of entrepreneurship in the experimental class and the control class, so it can be concluded that there is no effect of using the platform model on entrepreneurship learning outcomes.

3.3 Discussion of Research Results

3.3.1 Effectiveness of Entrepreneurship E-learning Media

These results prove the effectiveness of e-learning media on entrepreneurship subjects at private Vocational Schools in Pemangsiantar City. E-Learning used in this research is a platform model. The development of information communication technology and the Internet in education has paved the way for the emergence of new teaching and learning environments and methodologies such as online learning, teleconferencing, web-based distance learning, computer-assisted learning, and blended learning.

Learning through the internet that offers e-learning needs guidance to be wise. While it provides unlimited access to almost any subject, it comes with a lot of pauses. Therefore, it is needed not only to implement e-

learning, but also to encourage students to utilize existing technology as much as possible. In order for students to use it wisely, they should be given more opportunities to deal with the internet.

E-learning, which refers to the use of information and communication technologies for learning purposes, is an important area that is emphasized in education. Especially those who emphasize the importance of technology can use the internet as a medium for materials designed in the classroom. Learning model designers and textbook authors may benefit from truth-finding in implementing e-learning in online teaching.

E-learning makes it easier for teachers and students to carry out learning and conduct evaluations, because with e-learning all information can be quickly obtained and can quickly evaluate learning outcomes without having to take exams in class. That information technology has a negative side in addition to the positive side of using the internet, as a good resource for the learning process. There needs to be assistance that is carried out proportionally to each student in using the internet through several available applications.

E-learning is distance learning that utilizes computer technology and internet networks, where this electronic learning system uses information and communication technology so that students no longer need to be in the classroom to listen to every lesson from a teacher directly but students can learn through computers. and gadget who have an internet network in their respective places from wherever they access and carry out learning [16].

3.3.2 Effectiveness of E-learning with Platform Model

An e-learning system has been proposed to meet educational goals and to achieve better learning achievement. The system can be divided into two categories according to the level of personal service offered. More specifically, there are systems that completely ignore the individual characteristics of students, such as motivation, level of knowledge, learning goals and styles, and provide the same resources for all students.

In today's digital economy era, entrepreneurship is one of the words we often hear, simply entrepreneurship can be defined as the ability to create visions, innovations and see opportunities in the future. Based on the normality test table, it can be seen that the Asymp Sig (2-Tailed) on the Shapiro-Wilk There are two classes that are normally distributed and there are two classes that are not normally distributed. The results of this test are supported by the opinion according to [7], "Entrepreneurship is in the form of designing, launching, and running a new business. Where people who work in the field of entrepreneurship are called entrepreneurs. An entrepreneur is someone who has the ability to organize and develop a business. In addition,

he also has the ability to minimize risks in achieving profits.

Meanwhile, based on the results of the Wilcoxon test, the author concludes that there is a significant decrease, meaning that student entrepreneurship learning outcomes in learning using e-learning with a platform model are difficult to understand and difficult for every student to understand because entrepreneurship learning prioritizes face-to-face in the classroom directly by carrying out practice. compared to using e-learning media with a platform model. In addition, there are many obstacles experienced by each student in carrying out learning using e-learning media with this platform model, one of which is not using praga tools directly, practice materials that are not optimal, not to mention internet packages that not all students have.

Direct entrepreneurship learning carried out in the classroom proved to be more optimal when viewed based on the results, but based on a sample of 39 students, not all of them experienced a decline in learning when viewed from Positive Ranks or the positive difference between entrepreneurial learning outcomes for pre-test and post-test, which means there is 13 students experienced an increase in entrepreneurship learning outcomes from pre-test scores to post-test scores. The results show that the ties value is 13, so it can be said that there are the same student scores in carrying out learning when viewed from the results of entrepreneurship learning based on pre-test, post-test both the experimental class and the control class.

E-learning learning with a platform model has little effect on entrepreneurial learning, this can be proven based on the results of the "Test Statistics" test, it is known that Asymp.Sig (2-tailed), meaning that the author draws the conclusion that it is more effective and efficient to carry out face-to-face learning in class compared to online, where entrepreneurship learning is a learning that is difficult to understand if it is carried out online because it has to practice directly.

Based on the results of the test on students, many students complained about this, because if it was carried out online, it would cost a lot of money compared to directly, for each tool needed in carrying out the practice students had to buy what they needed in carrying out the practice themselves. Plus they have to pay practice fees even though each student carries out the practice at their respective homes. If learning entrepreneurship is face-to-face directly in the classroom, students only need to use the materials provided by the school without having to buy them again because every student's needs and needs have been paid for based on practice fees.

4. Conclusion

The conclusions drawn by the authors include. The results of this study where XA 0.830, XB 0.865, XC 0.803, and XD 0.919. The results show that the research questionnaire instrument is relevant and the instrument items are declared valid. Analysis of reliability test data is 0.875, which means that greater than 0.70 is said to be reliable ($0.875 > 0.70$). It is known that Asymp Sig (2-Tailed) on Shapiro-Wilk XA 0.001, XB 0.017, XC 0.014, and XD 0.003. so that it can be stated that there are two items that are normally distributed, namely XB $0.017 > 0.05$, XC $0.014 > 0.05$ and there are two items that are not normally distributed, namely XA $0.001 < 0.05$, XD $0.003 < 0.05$. These results prove the effectiveness of E-learning media on entrepreneurship subjects at private Vocational Schools in Pematangsiantar City. The E-Learning platform used in this research model. E-learning utilizes distance learning, computer technology and internet networks, where this learning system uses information and communication technology so that students no longer need to be in the classroom to listen to each lesson. An e-learning system has been proposed to meet educational goals and to achieve better learning achievement. E-learning systems have different levels of service, there are systems that completely ignore the individual characteristics of students, such as motivation, level of knowledge, goals and learning styles, and provide the same resources for all students.

Suggestions taken by the author include. Learning through the internet that offers e-learning needs guidance to be wise. While it provides unlimited access to almost any subject, it comes with a lot of pauses. Therefore, it is needed not only to implement e-learning, but also to encourage students to utilize existing technology as much as possible. In order for students to use it wisely, they should be given more opportunities to deal with the internet. Especially those who emphasize the importance of technology can use the internet as a medium for materials designed in the classroom. Learning model designers and textbook authors may benefit from truth-finding in implementing e-learning in online teaching. That information technology has a negative side in addition to the positive side of using the internet, as a good resource for the learning process. There needs to be assistance that is carried out proportionally to each student in using the internet through several available applications.

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