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Blended-Based Experiential Learning Model as A Strategy to Improve Entrepreneurship Skills of Social Science Education Students

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ABSTRACT

Entrepreneurship represents one of the skills that universities must teach their students to prepare them for the workforce. The research objective is to investigate the effectiveness of blended-based experiential learning as a strategy for improving entrepreneurial skills. The pre-test and post-test control group design was the research model. The subject is students enrolled in entrepreneurship education courses at the Social Science Education Department Universitas Islam Negeri Malang, Indonesia. The experimental group used experiential learning, and the control group used traditional learning. Entrepreneurial skills instrument consists of 19 valid and reliable using likert scale statement items. The analysis of data using independent sample t-test. The findings revealed a significance value of 0.000<0.05, indicating that the model successfully enhances entrepreneurial skills. The implication is the model can be an effective reference in teaching entrepreneurship. Through hands-on experience, students can discover knowledge and improve entrepreneurial skills through online and offline learning (blended).

***Keywords*:**

Experiential Learning; Blended Learning; Entrepreneurship Education; Entrepreneurial Skills.

ABSTRAK

Perguruan tinggi dituntut untuk membekali mahasiswa memasuki dunia kerja, salah satunya melalui keterampilan berwirausaha. Tujuan tulisan ini menguji

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experiential learning berbasis blended sebagai strategi untuk meningkatkan keterampilan berwirausaha mahasiswa. Model penelitian menggunakan pretest-posttest control group desain. Subject penelitian adalah mahasiswa yang sedang menempuh mata kuliah pendidikan kewirausahaan di program studi Pendidikan Ilmu Pengetahuan Sosial Universitas Islam Negeri Malang, Indonesia. Kelompok kontrol dengan menggunakan model konvensional dan kelompok eksperimen dengan experiential learning. Instrumen keterampilan berwirausaha terdiri dari 19 item pernyataan dengan skala likert, hasil pengujian validitas dan reliabilitas menunjukkan seluruh item dinyatakan valid dan reliabel. Analisis data menggunakan independent sample t test. Hasil analisis menunjukkan nilai signifikansi value 0,000 < 0,05. Artinya, model experiential learning berbasis blended terbukti efektif meningkatkan keterampilan berwirausaha. Implikasinya, model blended-eksperiential dapat menjadi rujukan efektif dalam mengajarkan kewirausahaan. Melalui pengalaman langsung, mahasiswa dapat menemukan pengetahuan dan dapat meningkatkan keterampilan berwirausaha baik dengan online dan offline learning (blended).

***Kata kunci*:**

Experiential Learning; Blended Learning; Pendidikan Kewirausahaan; Keterampilan Berwirausaha.

1. Introduction

Entrepreneurship education in higher education has been the main highlight to prepare the younger generation to face an increasingly competitive workforce. Entrepreneurship can boost the country's economy, which has the potential to increase prosperity and improve the future economy (Banha et al., 2022; Ordeñana et al., 2024), acceleration of employment growth (Kritikos, 2024), and has an inevitable role in the global economy (Wibowo et al., 2022). Therefore, the younger generation pursuing careers as entrepreneurs is highly essential because they play a role in the nation's development (Prelipcean & Ungureanu, 2023; Wahidmurni et al., 2022). This shows the importance of creating an entrepreneurship education program that is comprehensive, practical, and aligned with modern economic needs.

UNESCO, in particular, has recommended that entrepreneurial education be taught from an early age, especially in developing countries (UNESCO, 2008). In Indonesian government has supported tertiary-level entrepreneurship development programs since 1997 (Susilaningsih, 2015). The government highlighted this goal in 2020 when it released the Independent Learning Campus (*Merdeka Belajar Kampus Merdeka/MBKM*) curriculum policy, which mandates that entrepreneurship education be organized at all universities (Kemdikbud RI, 2020). This policy implies that all educational institutions, particularly higher-level ones, should provide their students with entrepreneurship education.

Even though entrepreneurship education has been implemented in universities, various challenges are still faced. It is still found that entrepreneurship education is just a formality in higher

education in Indonesia, lacking substantive preparation or a strong foundation for prospective entrepreneurs. Entrepreneurship education implemented in universities failed to sufficiently satisfy the needs of the entrepreneurship management unit in terms of its role and function, and graduates lacked the life skills necessary to succeed in the workforce (Wiratno, 2012); learning is not adequate and consistent by entrepreneurial competencies and lacks continuity of learning activities (Widiyanti, 2021). Therefore, entrepreneurship education requires adjustments to the curriculum, education process, and infrastructure improvement (Bauman & Lucy, 2021; Tambunan et al., 2021). Students should be encouraged early to develop businesses (Hardaningrum et al., 2016; Prasakti & Idrus, 2024; Pusposari et al., 2023).

Previous research suggests that to close the learning gap in entrepreneurship education, practical experience is just as important as theoretical knowledge and should be combined with fieldwork and soft skills (Hidayat & Yunus, 2019; Masitoh & Rozi, 2022). Building competencies and strongly emphasizing student-centered learning are important aspects of entrepreneurship education (Masitoh & Rozi, 2022; Robinson et al., 2016). Experiential learning is a model that provides students with hands-on and student-centered learning opportunities. Kolb first brought out this model in the 1970s. Most literature journal articles that discuss experiential learning in entrepreneurship education can be discovered in the literature review (Pittaway et al., 2015; Sudarmiatin et al., 2017). The other portion is in the empirical study, specifically through the development of activities in business learning that are appropriate for the 21st-century (Obi et al., 2021). This model is suitable for entrepreneurship courses because it can synthesize entrepreneurial knowledge in developing new products (Tung, 2021). Based on a literature review of 33 articles (1996-2019) with mostly qualitative research (22 articles), 6 (quantitative), and 6 (mixed method) conducted by Motta, experiential learning is a recent method used in entrepreneurship courses. It positively impacts improving entrepreneurial skills and competencies as well as entrepreneurial intentions (Motta & Galina, 2023). The activities used in experiential learning include business plans, providing consultants, implementing businesses, and creating projects (Motta & Galina, 2023).

Experiential learning also has limitations; using online learning, or e-learning, is another way that entrepreneurship education can be provided in addition to experiential learning. E-learning aligns with the traits of students from Generation Z, who are accustomed to using technology (Puspitarini, 2022). E-learning can transfer materials and instructions directly (Encarnacion et al., 2021). Due to the lack of in-person interactions with teachers, e-learning permits ineffective learning. For students who lack motivation and independence, however, the success rate of e-learning is lower (Rawashdeh et al., 2021). For this reason, e-learning needs to be reinforced with in-person meetings. The concept of combining in-person learning and e-learning is known as blended learning (Anubhav et al., 2024; Jeffrey et al., 2014; Rasheed et al., 2020). Blended learning is found to be more effective than in-person learning or e-learning in a variety of contexts (Brodersen & Melluzzo, 2015; Ranjan, 2020). Using blended learning in entrepreneurship education has been suggested in previous study (Ferreira, 2020; Yongzhou et al., 2020). In more detail, the systematic review written by Chen et al. (2021) Explains the use of online and blended learning in entrepreneurship education suitable for the digital era. Blended learning is a new normal education (Iyer et al., 2024).

This research aims to investigate the effectiveness of the blended-based experiential learning model in improving students' entrepreneurship skills. The novelty of this research lies in combining Kolb (2015) Experiential learning model with blended learning specifically designed for entrepreneurship education subjects. This model integrates theory and practice, elaborated in a learning syntax consisting of four stages (concrete experience, reflective observation, abstract conceptualization, and active experimentation). These stages were adapted into various practical activities, such as field studies, preparing business plans, production, marketing, and preparing simple financial reports. In addition, this model utilizes technology to create more flexible and effective learning (Table 1). Through this research, it is hoped that it can answer similarities in entrepreneurship learning and make a real contribution to equipping students with entrepreneurial skills relevant to the world of work.

Table 1. EL Syntax of Blended-Based on Entrepreneurship

Steps	Procedures of Experiential Learning by Kolb	Student and lecturer activities	Learning types
Step 1	Concrete Experience (CE)	Students are clustered and given hands-on experience through various activities (mindset-guest lecturer, business plan-field study, production-planning production, marketing-planning marketing, financial statements-SIAPIK). Lecturers motivate and direct learning activities.	Mindset-online synchronous Business plan-offline self-study (field study) Production-Offline (project) Marketing-Offline (project) Financial statements - Online synchronous
Step 2	Reflective Observation (RO)	Students in small groups discuss the experience gained from CE. Lecturer observes RO activities conducted by students.	Online asynchronous
Step 3	Abstract conceptualization (AC)	Students present the results of the RO discussion. Lecturers provide reinforcement and additional information.	Offline (in-person meeting)
Step 4	Active Experimentation (AE)	Students gain new knowledge and conduct hands-on experiments by paying attention to the lecturer's input. Lecturers evaluate the results of AE activities.	Project and online synchronous

Source: Modified (Kolb, 2015) by the researcher.

2. Methods

2.1. Research Design

This study employed a quasi-experimental method with a non-equivalent group design. The research was conducted for 1 semester, 2021/2022 academic year. The pre-inventory measurements were used to gauge the effectiveness of the research design, with varying treatments applied after the inventory. Table 2 presents the research implementation design, where the experimental group pre-test (O1), treatment in the experimental class with blended experiential learning (X), learning in the control group with traditional learning (-), experimental group post-test (O2), control group pre-test (O3), control group post-test (O4).

Table 2. The Design of Pre-Inventory and Post-Inventory Control Group

Group	Pretest	Treatment	Posttest
Experiment	O_1	X	O_2
Control	O_3	-	O_4

The flow chart of the research design can be observed in Figure 1 below: This flow chart image depicts a research design that uses an experimental approach with two groups, namely the experimental class (N=30) and the control class (N=26). In the initial stage, both groups were given a pretest using an inventory instrument to measure initial conditions. The experimental group applied the blended experiential learning model, while the control group used the conventional learning model. After treatment, a posttest was carried out using the same instrument. The pretest and posttest results are calculated to obtain a gain score, which is then analyzed using the independent sample t-test to determine the difference in effectiveness of the two learning models.

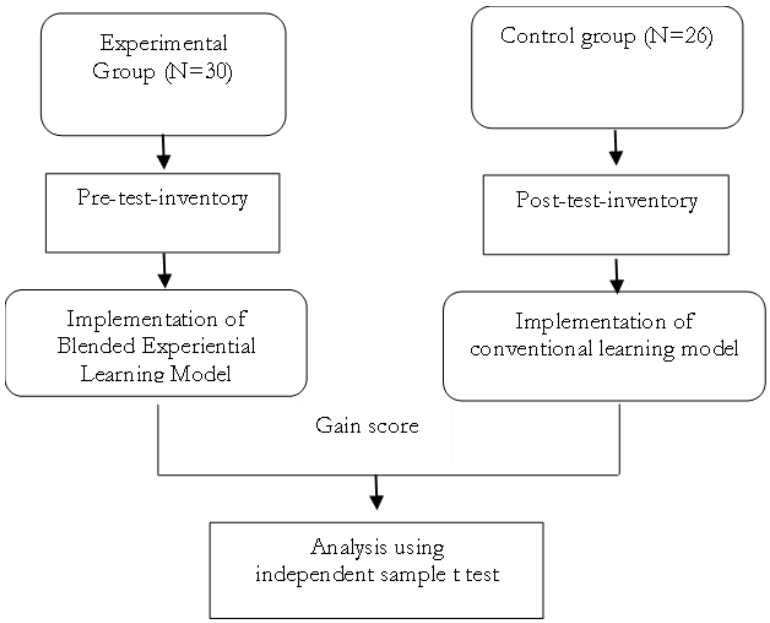

Figure 1. Research Design Flow Chart

2.2 Research Subjects

Students enrolled in entrepreneurship education courses at Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia, who studied social science education served as the research subjects. There were 56 students in total between the two groups. The first group was students who then joined the experimental class of 30. These students received entrepreneurship education through an experiential learning approach based on blended learning. The second group, referred to as the control class, totaled 26. Students in the control class learned using the conventional discussion-based learning model and completed project assignments after the course.

2.3 Entrepreneurial Skills Instrument

The instrument to measure the Entrepreneurial skill (ES) variable is based on sub-variables and indicators. The indicator was then developed into 19-item statements presented in Table 3.

Table 3. Sub Variables, Indicators, and Statement Items of Entrepreneurial Skills

Sub Variables	Indicators	Instrument Statement
Basic skills	Creative	I can generate new business ideas
		I can make business creations
	Problem-Solving	I can understand the interrelationship between components in a business
		I can explain the business problems I encounter
		I can optimize my efforts to solve problems
	Decision Making	I can make incisive decisions in various situations
		I can make clear decisions in various situations
Practical skills	Opportunity Skill	I can search for and get the information I need when running my business.
		I can discern business opportunities
		I can create creativity based on business opportunities
	Resources integration Skill	I can build teamwork
		I can raise funds for business
		I can maintain relationships with relations
	Entrepreneurial Management Skill	I can manage resources in running a business
		I can promote goods/services in the market
		I can make simple financial statements
		I can manage risk
	Professional Skill	I can manage my business according to my passion
		I can develop my business by utilizing technology

2.4 Validity and Reliability of the Entrepreneurial Skills Instrument

Product moment was used to test the validity of the test. Outside the research subjects, 30 Faculty of Tarbiyah and Teacher Training, UIN Maulana Malik Ibrahim Malang students who had completed entrepreneurship education courses took the test. According to the results, every item in

the test had a significance level below 0.05. As can be seen in Table 4, these results show that all items are valid because the probability value is greater than 0.05.

Table 4. The Results of the Validity Statement of the Entrepreneurial Skills Instrument

No Question Items	Coefficient	Probability	Classification
ES_1	0.838	0.000	Valid
ES_2	0.868	0.000	Valid
ES_3	0.763	0.000	Valid
ES_4	0.891	0.000	Valid
ES_5	0.886	0.000	Valid
ES_6	0.810	0.000	Valid
ES_7	0.844	0.000	Valid
ES_8	0.885	0.000	Valid
ES_9	0.815	0.000	Valid
ES_10	0.877	0.000	Valid
ES_11	0.809	0.000	Valid
ES_12	0.649	0.000	Valid
ES_13	0.786	0.000	Valid
ES_14	0.818	0.000	Valid
ES_15	0.891	0.000	Valid
ES_16	0.572	0.000	Valid
ES_17	0.818	0.000	Valid
ES_18	0.874	0.000	Valid
ES_19	0.856	0.000	Valid

Cronbach's alpha was employed to test the instrument's reliability. Cronbach's alpha was 0.972 in the test results, which is more than 0.70, indicating that the instrument is considered reliable for use, as many researchers have advised.

2.5 Data Collection

The data collection technique uses pretest and posttest student entrepreneurial skills in the control and experiment classes. The measurement uses an entrepreneurial skills instrument with a Likert scale consisting of 19 statement items that have been valid and reliable. The pretest is given when students have not taken entrepreneurship learning, precisely at the first meeting. At the same time, the posttest is given when students have attended entrepreneurship education lectures, precisely at the 16th meeting.

2.6 Data Analysis

This study used the normalized increase in pre-test to post-test scores to gain score data.

$$g = \frac{posttest\ score - pretest\ score}{maximum\ posible\ skore - pretest\ score}$$

The obtained gain score data was then put through prerequisite testing, including an independent sample t-test to test the experiential learning model based on blended entrepreneurship skills in control and experimental classes and a homogeneity test to ensure the data had a homogeneous

variance. The normality test used the Kolmogorov Smirnov to ensure the data was normally distributed.

3. Results and Discussion

3.1 Results

Normality, homogeneity, and the independent sample t-test were used in data analysis to assess the efficacy of the blended experiential learning model. In both the control and experimental classes, students' entrepreneurial skills were measured at the beginning and end of the learning process. The results were combined to create a gain score based on the increase in pretest and posttest values after they were normalized. The pretest and posttest results and gain scores of the students in the experimental and control classes are shown in Figures 2, 3, and 4. The 19 items in the list were based on two sub-variables: (1) basic skills (problem-solving, creativity, and decision-making) and (2) practical skills (professional skills, entrepreneurial management, opportunity skills, resource integration skills, and practical skills).

The average pre-test score for entrepreneurial skills in the experimental class was 63.478. The ability was derived from practical skills (40.400) and basic skills (23.067). The control class's average entrepreneurial skills were 67.920, with the ability derived from basic skills (23.782) and practical skills (44.138), demonstrating the importance of students' basic skills (Figure 2). Following learning treatments, entrepreneurial skills rose to 81.767 in the experimental group (a 29.398% increase from the previous one) and 75.977 in the control group (a 13.73% increase from the previous one). While basic skills increased more in the control group, the experimental class saw a balanced increase in basic and practical skills (Figure 3).

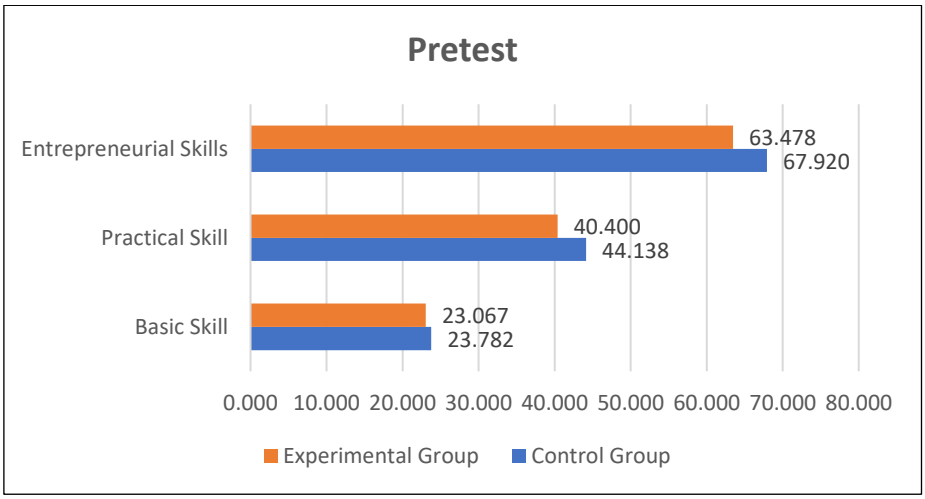

Figure 2. Average Pretest of Entrepreneurial Skills

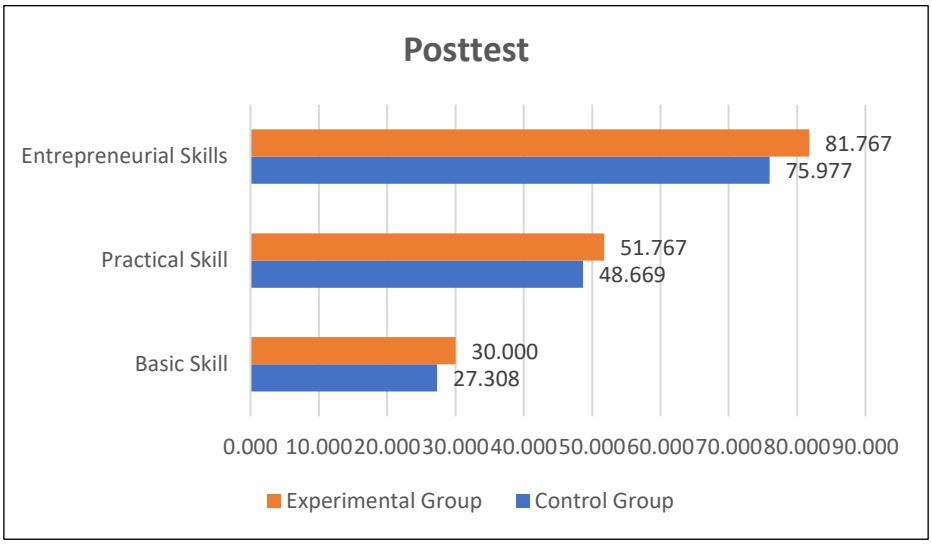

Figure 3. Average Posttest of Entrepreneurial Skills

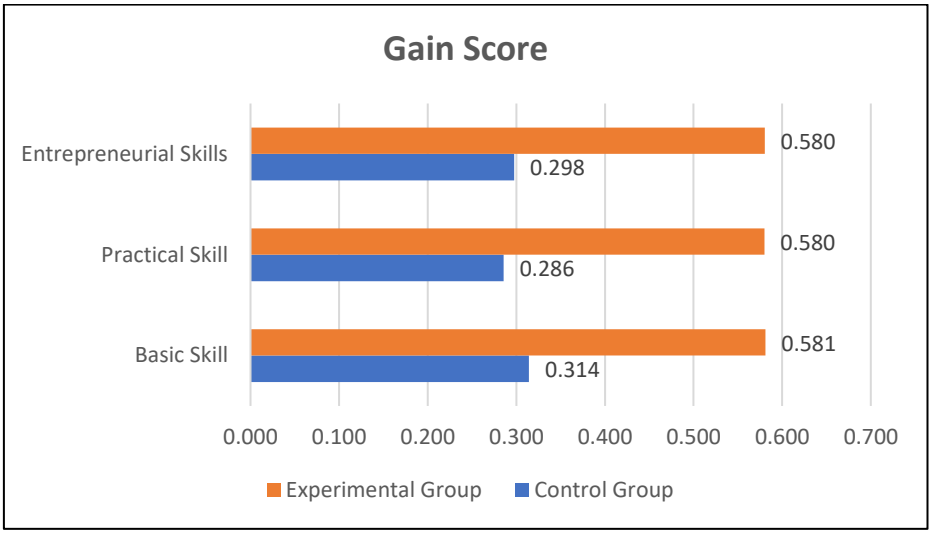

Figure 4. Gain Scores of Entrepreneurial Skills

In terms of both basic and practical skills, the experimental class's gain score data was 0.580, placing it in the medium category (figure 4). The professional skills gained indicator scored highly at 0.719. With a basic skills acquisition score of 0.314 (medium category) and practical skills of 0.286 (low category), the control group's student entrepreneurial skills were 0.298, categorized as low category. The students' low proficiency in basic and practical skills accounts for the low gain value in the control group. Conventional methods were employed in the control class learning process involving material presentation and discussion. Only in the final evaluation were projects put into action. Project learning was used in all subject areas in the experimental class.

The data was considered normal based on the findings of the effectiveness test, which was conducted in conjunction with a prerequisite test. The data normality test, which used the Kolmogorov-Smirnov method, reveals the acquisition of an ES data score of 0.182 with a significance

value of more than 0.05. The ES homogeneity test results were deemed homogeneous at the 0.134 significant level, meaning the value was greater than 0.05. Tables 5 and 6 show further details.

Table 5. Results of The Normality Test

N	Mean	St. Deviation	Statistical Test	Significance
56	44.261	27.443	.106	.182

Table 6. Results of the Homogeneity Test

	Levene Statistic based on mean	Df1	Df2	Significance
Gain score for Entrepreneurial Skills	2.318	1	54	.134

Table 7. Analysis Data with Independent Sample t-Test

Gain Score		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	sig.	t	f	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Entrepreneurial Skill	Equal variances assumed	2.318	.134	-4.474	54	.000	-28.36131	6.33853	-41.06929	-15.65333

A t-test for equality of means on equal variance assumed with a significance value of 0.000 <0.05 was presented in the statistical test results. This indicates a discernible difference between the experimental and control groups' student entrepreneurship skills. In other words, compared to traditional models, the experiential learning model based on blended learning proved significantly more effective in enhancing the entrepreneurial skills of Social Sciences Education students at UIN Maulana Malik Ibrahim Malang.

3.2 Discussion

The research findings indicate that the experiential learning model is more successful in enhancing entrepreneurial skills. This demonstrates the superiority of the experiential learning model over the traditional learning. Through this learning model, students gain understanding and entrepreneurial skills based on the learning experiences that have been carried out. These results prove that experiential learning is an effective approach to teaching entrepreneurship (Costa et al., 2018; Rodrigues, 2023). Experiential learning helps students gain a greater level of understanding because

it not only teaches "about" entrepreneurship but also "for," which develops entrepreneurial skills, competencies, and mindsets needed in entrepreneurship (Bell & Bell, 2020; Galvão et al., 2020).

The results of this research are relevant to previous research, which describes the activities and evaluation of experiential learning in entrepreneurship courses at universities in Brazil; even though this research does not directly use a blended base-experiential learning model, the resulting findings are still relevant in conforming the potential of experiential learning to improve students' entrepreneurial skills. Such as the ability to identify opportunities (70.4%), teamwork (94.4%), business planning (98.1%), and managing a new business world (68.5%). This learning method provides direct experience that allows students to learn through practice, face real challenges, and design strategies relevant to the business world's needs. In addition, through business competition activities and experiential learning opportunities provided by the IBM University Business Challenge (UBC), Students can improve their entrepreneurial skills and abilities further compared to traditional classroom learning. Research using surveys and group discussions confirms that experiential learning significantly impacts forming more applicable dan practical entrepreneurial skills.

The effectiveness of experiential learning in improving entrepreneurial skills brings us to the importance of planning various learning activities. Among these are (1) a guest lecturer through brainstorming activities. According to Ampa et al. (2023) Students will gain more knowledge about entrepreneurship through seminars; (2) field study, which enables students to learn from and observe successful entrepreneurs in the community, thereby boosting their optimism about studying business (Nuraini & Wahjoedi, 2023); (3) production and marketing simulations, this activity has been suggested in previous studies (Jenson et al., 2020) And it can be delivered by game (Memar et al., 2021). When students engage with business people in marketing goods, for instance, they gain firsthand experience in promoting products produced through the market and (4) projects to make a simple financial statement. Previous research has indicated that experiential activities facilitate learning through hands-on practice, which in turn helps students become more adept at entrepreneurship (Motta & Galina, 2023; Pittaway et al., 2015). Furthermore, Motta & Galina (2023) Student experience activities can (1) give students the chance to gain entrepreneurial experience; (2) offer learning opportunities in a real-world setting; (3) develop a variety of entrepreneurial skills, competencies, and attitudes; and (4) have an impact on entrepreneurial intentions.

Apart from learning activities, the results of this research also highlight that the four stages of experiential learning are a key model for improving entrepreneurial skills. It is not only students who play a role in the success of experiential learning (Anwar & Abdullah, 2021). An educator is required to have skills in designing each stage of learning. This is reinforced by Larsen et al. (2024), there are anomalies in the role of Kolb educators, namely: (1) requiring initiation in carrying out concrete experience activities; (2) regulating students actually to practice entrepreneurial competencies; and (3) providing encouragement to students to practice entrepreneurship. The existence of reflective observation and abstract conceptualization activities allows students to work in teams and discuss the tasks given (Koustas & Salehi, 2022).

The existence of blended learning provides evidence of its contribution to comprehensive experiential learning. Bruff, Fisher, Mcewen, & Smith (2013) noted the effectiveness of blended-based experiential learning. In experiential entrepreneurship education, blended learning activities

give students more freedom to access resources, provide mentoring, and work on projects. This demonstrates that students can manage their learning outside class time, and lecturers can give more insightful feedback when using blended learning (Husamah, 2014). In addition, blended learning boasts a bigger effect than online learning in entrepreneurship (Topping et al., 2022).

Based on these facts, this research has important novelties because it can enrich the literature on entrepreneurship learning by integrating experiential learning with blended and various real live-based activities. This means a blended base-experiential learning model should be used to develop entrepreneurship education. This claim can be validated by: first, blended experiential learning improves students' knowledge and entrepreneurial skills in addition to their knowledge. Second, students can discover concepts based on the experience gained through various learning methods, such as visiting business units, creating business plans, producing, marketing, and creating business financial statements. Third, learning supported by blended learning can provide opportunities for students to study entrepreneurship more flexibly.

4. Conclusion

The findings show that the blended experiential learning strategy has proven to be effective and significant in improving the entrepreneurship skills of social studies education students. Applying experiential learning, blended learning, and several activities based on real life can improve learning strategies. Where previous learning focuses more on theory, it becomes integrative and practical learning where students gain knowledge directly through various learning activities carried out both online and offline. Therefore, these findings can strengthen understanding, become an innovative reference in entrepreneurship learning according to the demands of 21st-century competencies, and provide practical experience relevant to the workforce. Because this study is based on a single case, it cannot comprehensively understand entrepreneurship learning. Future research can better understand the blended experiential learning approach by comparing multiple higher education cases on entrepreneur subjects. Another suggestion, future research can assess the impact of blended experiential learning on other variables, such as mindset or entrepreneurial intentions, because these factors play an important role in entrepreneurial success. Blended experiential learning can also be applied to courses requiring experience-based skill development.

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