



Digital Receipt

This receipt acknowledges that **Turnitin** received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Muh Fahrurrozi
Assignment title: Cek Plagiasi
Submission title: TOOL DEVELOPMENT OF ENTREP.
File name: 7_prosiding_Proceedings_Reorentin...
File size: 499.22K
Page count: 15
Word count: 4,544
Character count: 27,072
Submission date: 08-Dec-2020 01:20PM (UTC+1030)
Submission ID: 1468188199

International Seminar FELUM 2015
Reorienting Economics & Business in The Context of National and Global Development
Malang, June 13th, 2015 ISSN 2460-0396

TOOL DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION AND TRAINING TO IMPROVE ENTREPRENEURSHIP KNOWLEDGE FOR INDONESIAN MIGRANT WORKER AFTER MIGRATION IN EAST LOMBOK REGENCY

Muh. Fahrurrozi
STKIP HAMZANWADI SELONG
E-mail: ozyalu@gmail.com

Abstract

The objectives of this research as follow: (1) To produce entrepreneurship Education and Training tool which consists of syllable, tutor guiding, and Entrepreneurship Module to improve entrepreneurship knowledge for Indonesian Migrant Workers after migration in East Lombok Regency by using Dick & Carey model and (2) To explain the effectiveness of entrepreneurship Education and Training tool to improve entrepreneurship knowledge for Indonesian Migrant Workers after migration in East Lombok Regency. Method that used in this research was research and development of Dick & Carey (2009) model. The research result as follow: (1) the implementation of education and training was not optimal yet in which it was conducted by Worker Department (Dinas Tenaga Kerja) of East Lombok Regency, even the Education and Training was tend to be conventional. (2) Product test result showed that overall, the entrepreneurship Education and Training tool which consists of syllable, tutor guiding, and entrepreneurship module was very good or very feasible. The result of field test could be seen from indication in the effectiveness assessment of entrepreneurship Education and Training tool through pre test an post test in which there was significant difference to the entrepreneurship knowledge of Indonesian Migrant Worker after migration between before and after giving by entrepreneurship Education and Training, thus the entrepreneurship Education and Training tool was feasible to be used by Worker Department of East Lombok Regency of Nusa Tenggara Barat Province.

Keywords: Tool Development of Entrepreneurship Education and Training, Entrepreneurship Knowledge, Indonesian Migrant Worker, East Lombok

INTRODUCTION

The preference of people alteration both locally and globally requires the man who has work skill. Man with work skill characterized as man who has skill to manage the resource, man who want and brave to face the life problem normally without stressed feeling, and man who proactively and creatively look for and also find solution, thus it will result in ability to cope with the problem (Anwar, 2004). Qualified man such what's mentioned above can be resulted through qualified education and training, in the term of education which not only develop knowledge element (academic), but also develop life skill element

TOOL DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION AND TRAINING TO IMPROVE ENTREPRENEURSHIP KNOWLEDGE FOR INDONESIAN MIGRANT WORKER AFTER MIGRATION IN EAST LOMBOK REGENCY

Submission date: 08-Dec-2020 01:20PM (UTC+1030)

Submission ID: 1463188139

File name: 7_prosiding_Proceedings_Reorienting_Economi.pdf (499.22K)

Word count: 4544

by Muh Fahrurrozi

Character count: 27072

TOOL DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION AND TRAINING TO IMPROVE ENTREPRENEURSHIP KNOWLEDGE FOR INDONESIAN MIGRANT WORKER AFTER MIGRATION IN EAST LOMBOK REGENCY

Muh. Fahrurrozi
STKIP HAMZANW⁹DI SELONG
E-mail: ozyalu@gmail.com

Abstract

The objectives of this research as follow: (1) To produce entrepreneurship Education and Training tool which consists of syllable, tutor guiding, and Entrepreneurship Module to improve entrepreneurship knowledge for Indonesian Migrant Workers after migration in East Lombok Regency by using Dick & Carey model and (2) To explain the effectiveness of entrepreneurship Education and Training tool to improve entrepreneurship knowledge for Indonesian Migrant Workers after migration in East Lombok Regency. Method that used in this research was research and development of Dick & Carey (2009) model. The research result as follow: (1) the implementation of education and training was not optimal yet in which it was conducted by Worker Department (Dinas Tenaga Kerja) of East Lombok Regency, even the Education and Training was tend to be conventional. (2) Product test result showed that overall, the entrepreneurship Education and Training tool which consists of syllable, tutor guiding, and entrepreneurship module was very good or very feasible. The result of field test could be seen from indication in the effectiveness assessment of entrepreneurship Education and Training tool through pre test an post test in which there was significant difference to the entrepreneurship knowledge of Indonesian Migrant Worker after migration between before and after giving by entrepreneurship Education and Training, thus the entrepreneurship Education and Training tool was feasible to be used by Worker Department of East Lombok Regency of Nusa Tenggara Barat Province.

Keywords: Tool Development of Entrepreneurship Education and Training, Entrepreneurship Knowledge, Indonesian Migrant Worker, East Lombok

INTRODUCTION

The preference of people alteration both locally and globally requires the man who has work skill. Man with work skill characterized as man who has skill to manage the resource, man who want and brave to face the life problem normally without stressed feeling, and man who proactively and creatively look for and also find solution, thus it will result in ability to cope with the problem (Anwar, 2004). Qualified man such what's mentioned above can be resulted through qualified education and training, in the term of education which not only develop knowledge element (academic), but also develop life skill element

includes work skill. Stated by Torch (1991) that work skill which owned by learner is characteristic of global preference, because global preference which rich of competence and social-economic change completely drastic result in the stress and frustration as the impact, thus the smart and tough worker is important requirement as the solution. According to the ⁸ Central Bureau of Statistics (BPS-Badan Pusat Statistik) in 2013, the highest unemployment comes from Senior High School (SMA) level graduate. Central Bureau of Statistics (2013) reported that the number of unemployment in Indonesia reaches 7.2 million people or 5.92% from total of work force in February 2013. The highest unemployment comes from Senior High School graduate for 9.39%, 1.71% higher than Vocational School (SMK-Sekolah Menengah Kejuruan) graduate for 7.68% (BPS, 2013). The data shows that unemployment problem of productive age in Indonesia is serious problem which can't be ignored.

Factually, many conditions which represent this problem indication as follow: *First*, research finding of Wildan., et al (2011) showed the high graduate of Senior High School includes Vocational School that rely on the availability of job opportunity. Not all graduates who orient to create employment, because they didn't have skill to develop business opportunity. This finding was in line with many expert opinions such as Siswoyo (2009) that the graduates tend to have more attitude as job seeker than job creator. *Second*, most of Senior High School graduate includes Vocational School had less positive attitude to the entrepreneur includes the less interest of entrepreneurship. *Third*, analysis result of Worker Department (Departemen Tenaga Kerja) of NTB Province (2010) showed that most of Vocational School graduate were still unemployment and small part of them became Indonesian Migrant Worker (TKI-Tenaga Kerja Indonesia) with limited skill, and the remaining joined to the informal activity. Besides that, about 40% available jobs couldn't be fulfilled because of the needed skill type was different with graduate skill. *Fourth*, survey of Bank Indonesia (2008) showed that 59.58% Indonesian Migrant Workers (TKI-Tenaga Kerja Indonesia) didn't need any training after they are going back from abroad without strong reason. In the other hand, from the respondent side stated that they need training, most of them about 71% need training. The research was conducted by Mafruhah., et al

(2011), main problem that faced by Indonesian Migrant Worker after migration was less owned skill (30%), followed by not enough capital availability (28%), what they will do (24%), and (18%) stated hesitate and worry if they join in entrepreneurship and there is no market or afraid if goods that they sell has no buyer. ⁶ Based on the explanation above, it could be concluded that the influence factor of Indonesian Migrant Worker will after migration to do independent business was education and training.

Based on the actual facts and survey to the Indonesian Migrant Worker after migration and Worker Department of East Lombok Regency, the related theories, and philosophical statement above, thus ¹² it is really necessary to conduct research and development to result a product of entrepreneurship Education and Training tool with the expectation to give contribution as solution over the problem. The development of this entrepreneurship Education and Training tool used developmental model of Dick and Carey (2009).

The objectives of this research and development as follow: (1) To produce entrepreneurship Education and Training tool which consists of syllable, tutor guiding, and Entrepreneurship Module to improve entrepreneurship knowledge for Indonesian Migrant Workers after migration in East Lombok Regency by using Dick & Carey model and (2) To explain the effectiveness of entrepreneurship Education and Training tool to improve entrepreneurship knowledge for Indonesian Migrant Workers after migration in East Lombok Regency.

METHOD

Research method that used in this research was Dick and Carey (2009) Model. The developmental step in this entrepreneurship Education and Training described as follow:

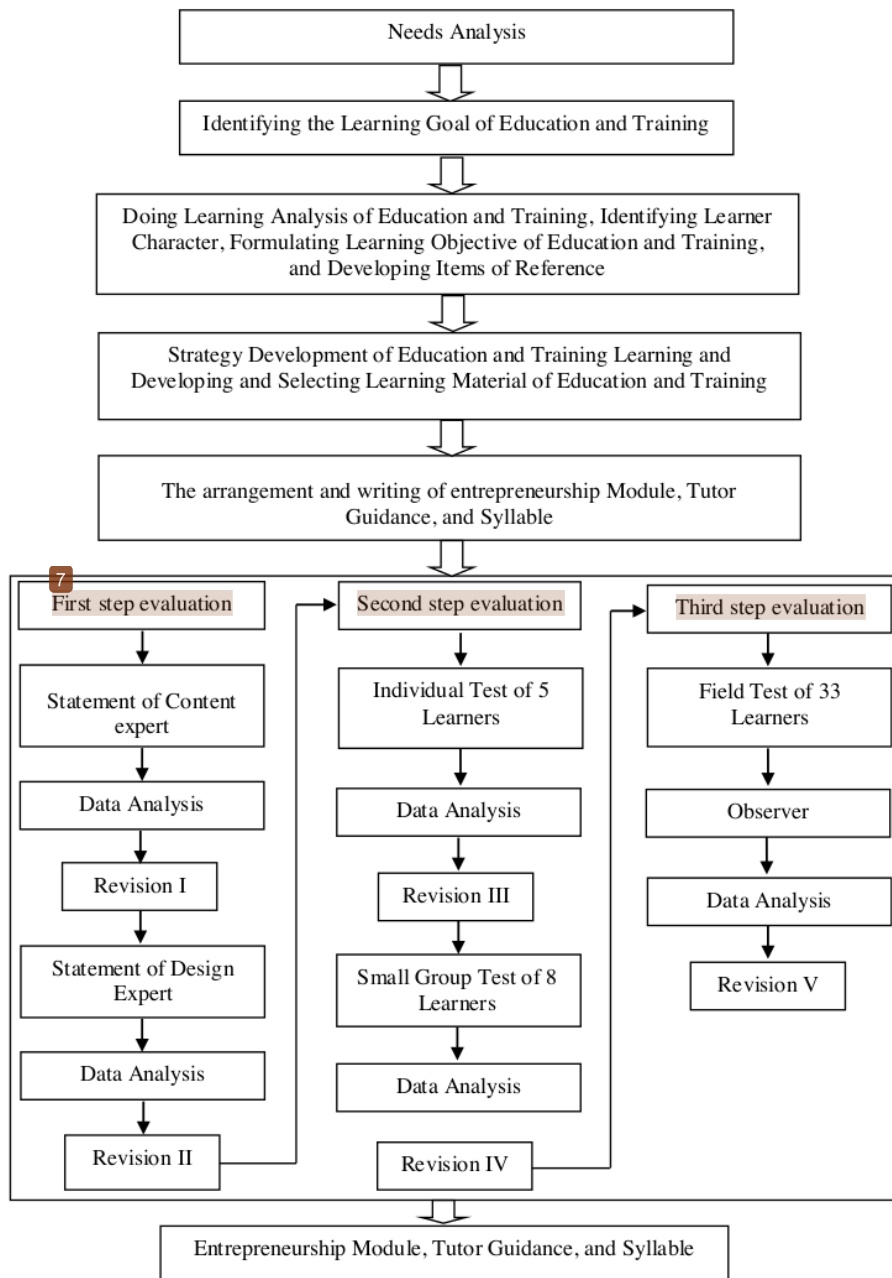


Figure1. The Developmental Step of Entrepreneurship Education and Training Tool

The research subject was 33 learners of Indonesian Migrant Worker after migration in East Lombok Regency. Method that used in this research was observation, documentation, questionnaire, and interview method. Data analysis technique that used was qualitative analysis, percentage, and different test of paired samples t-test.

RESULT AND DISCUSSION

Needs Analysis

Based on analysis that conducted to the results which found during the identification for prior study was conducted by seeing documentation and interview of Worker Department East Lombok Regency.

In this step, it includes problem identification process and problem identification result of exploration study which conducted by considering four elements: 1) Education and Training tool, 2) entrepreneurship Education and Training procedure, 3) man/people element, 4) media, 5) environment or business world element. The result of problem identification as follow: 1) Education and Training tool. *First*, the syllable was adopted from many entrepreneurship dictates and many entrepreneurship books. There was no effort from Worker Department of East Lombok Regency in developing entrepreneurship Education and Training module independently. Based on the needs or interest of learner or Indonesian Migrant Worker after migration, it was not suitable with what they need and the result of dictate was not appropriate with the expected target. *Second*, There was no standard tutor guidance in directing learner/Indonesian Migrant Worker after migration, thus in the process the dictate was less directed and less focus with the goal of Entrepreneurship Education and Training. *Third*, entrepreneurship module that used was module from conventional tutor, material collection of power point, and common text book which arranged by tutor. Particularly, Worker Department of East Lombok Regency had no entrepreneurship module which used as guidance or reference in entrepreneurship Education and Training. 2) entrepreneurship Education and Training. *First* was plan, *second* was implementation, and *third* was evaluation. 3) man/people element. *First*, qualification of tutor education was sufficient and relevant with what's needed by learner, however it was not maximally used by Worker Department East Lombok

Regency to develop entrepreneurship Education and Training module which suitable with learner needs. *Second*, motivation and interest of learner or Indonesian Migrant Worker after migration was quite high, however the owned source and ability in managing the effort was quite low, thus education and training was very needed in entrepreneurship. 4) media, education building, and training already completed, however the institution party was still not maximal in using and empowering, especially for Indonesian Migrant Worker after migration in East Lombok Regency. 5) environment or business world element, Worker Department, Trade Department, Education Department, Business world, University, and Stakeholders had important role in empowering Indonesian Migrant Worker after migration and played role as informant and facilitating the availability of facility and infrastructure in empowering through entrepreneurship education and training for Indonesian Migrant Worker after migration. The problem was this support and external potential were not used maximally by related institution in developing entrepreneurship Education and Training tool.

1. Identifying Education and Training Goal

In this step, the researcher conducted identification of Education and Training goal to the developed entrepreneurship module, which is determining about what can be done by learner after following the Education and Training.

The goal of Education and Training is statement about what must be owned by learner after following Education and Training (Dick & Cary, 2009).

The goal of Entrepreneurship Education and Training for Indonesian Migrant Worker after migration was described in Table 1.

Table 1. The Goal of Education and Training Learning

No	The Goal of Education and Training Learning
1	Understanding entrepreneurship characteristic
2	Able to create business idea
3	Market research and type of business unit
4	Product marketing or marketing mix of small enterprise
5	Application procedure of UMKM (Micro, Small, and Medium Enterprise) capital
6	Practicing simply UKM (Small and Medium Enterprise) financial records
7	Arranging business plan

2. Conducting Analysis of Education and Training Learning

Analysis of Education and Training learning was conducted to know subordinate skills which must be mastered by learner with classifying learning

goal of Education and Training which discussed in the Education and Training learning scope. It aims to classify the goal statement according to the capability type of learner.

3. Identifying Input Behavior and Characteristic of Learner

This entrepreneurship module was developed for Indonesian Migrant Worker after migration to the Worker Department East Lombok Regency Nusa Tenggara Barat.

Business condition of Indonesian Migrant Worker after migration is earthenware crafts and plaited mat using pandanus. The business opportunity of earthenware is very promising today, because the International Airport of Lombok was just opened and it will be affected to the increase of foreign tourist in Nusa Tenggara Barat, especially in East Lombok Regency.

4. Formulating Learning Objective

After identifying input behavior and characteristic of learner, the next was formulating learning objective of Education and Training. Learning aims formulation of Education and Training was limited to the learning objective of Education and Training. The learning objectives consist of statement about what must be mastered by learner after following Education and Training.

Learning objective of Education and Training was made based on criteria as follow: (1) referring to the learning goal of Education and Training, (2) clear and based on behavior which can be observed, (3) can be assessed, (4) formulated specifically, (5) describing the ⁵four components: A (Audience), B (Behavior), C (Condition), and D (Degree) (Degeng, 2013). ⁵The example of learning objective of entrepreneurship Education and Training with topic of understanding entrepreneurship characteristic, the learning objective of Education and Training of identifying characteristic of entrepreneur correctly after learning about entrepreneurship characteristic had consisted of A (Audience) was learner, B (Behavior) was identifying entrepreneurship characteristic, C (Condition) was identifying correctly, and D (Degree) was word after learning about entrepreneurship characteristic.

Many learning goal and learning objective of Education and Training for every Chapter can ¹¹be seen in the ¹¹Table 2.

Table 2. Learning Goal and Learning Objective of Education and Training

Learning Goal of Education and Training	Learning Objective of Education and Training
Understanding Entrepreneurship Characteristic	After the Education and Training, the learner can: 1. Identify entrepreneur characteristic 2. Assess entrepreneur attitude
Able to create business idea	After the Education and Training, the learner can: 1. Identify many good business ideas to reach success 2. Determine good business idea to reach success
Market research and type of business unit	After the Education and Training, the learner can: 1. Understand market research 2. Conduct market research for small enterprise 3. Explain types of business unit
Product marketing and marketing mix of small enterprise	After the Education and Training, the learner can: 1. Understand product marketing in the small and medium enterprise 2. Practice marketing mix to the small and medium enterprise
Application procedure of UMKM capital	After the Education and Training, the learner can: 1. know variant of UMKM capital 2. understand capital sources 3. understand the requirement of capital withdrawal in credit from bank
Practicing simply UKM financial records	After the Education and Training, the learner can: 1. Understand basic concepts of accounting equation 2. Make journal, general ledger, balance, and financial report
Arranging business plan	After the Education and Training, the learner can: 1. Make business summary 2. Understand organization and personnel aspect 3. Make marketing aspect 4. Make production/operation aspect 5. Make financial aspect

5. Developing Question Items

From the formulation of learning objective then it was developed by test or question items that done to assess the progress of learner and formulated objective achievement. The final result of this step was tool of training questions and tasks.

6. Developing Education and Training Strategy

Based on identification of learning objective, input behavior, and learner characteristic, thus learning strategy that used in the entrepreneurship module learning was individual teaching in which the teaching was conducted by tutor with a group of learner which performed individually through entrepreneurship module. In this learning, the role of tutor was still as motivator, supervisor,

examiner, and decision maker.

7. Developing and Selecting Module Material

Module arrangement in developing entrepreneurship Education and Training module given by suggestion as follow:

Initial Part, Entrepreneurship Education and Training Module for the Learner

1) Background

The background consists of brief explanation about relation between Chapter 1, Chapter 2, Chapter 3, Chapter 4, Chapter 5, Chapter 6, and Chapter 7. Meanwhile, the next paragraph consists of entrepreneurship Education and Training module characteristic.

2) Module Goal

Goal content of entrepreneurship Education and Training module was goal which emphasizes on skill and knowledge improvement process in developing or starting new business. The module goal consist of four goals by starting to create entrepreneur thinking pattern, building and developing positive attitude, giving practical knowledge and skill, and attitude in running entrepreneur.

3) Instruction of Module Utilization

Instruction of this module utilization was targeted to the learner as module user and for tutor as learner companion in learning entrepreneurship Education and Training module. Instruction for learner in general was suggested to learn module sequentially.

In this module, there were symbols such as hand holding ballpoint which means learner activity, whereas question mark symbol means question that must be answered by learner, and star symbol means very important statement to be remembered by learner. Those symbols were tool to ease and help learner in understanding to learn entrepreneurship Education and Training module.

a. Main part, (material)

In each chapter, it consists of title in Chapter 1, entrepreneurship characteristic, Chapter 2 consists of business idea, Chapter 3 consists of market research and business unit type, Chapter 4 consists of product marketing and marketing mix, Chapter 5 consists of getting UMKM capital, Chapter 6 consists

of small enterprise accounting, and Chapter 7 consists of arranging business plan.

In each chapter, Chapter 1 to the Chapter 7 consists of title, learning goal of Education and Training, activity, summary, and references.

1. Designing and Conducting Formative Evaluation

Formative evaluation was used to improve development product. The obtained result would be used as consideration in revising learning package. Dick and Carey (2009) divided evaluation step in three phases: 1) one-to-one evaluation, 2) small group evaluation, and 3) field evaluation.

2. Test of Entrepreneurship Education and Training Tool

The test implementation of entrepreneurship Education and Training tool in the first step (1) was conducted objectively which preceded by expert validation test by entrepreneurship expert and learning design expert, after it was analyzed and many input and suggestion were considered then the entrepreneurship Education and Training tool was feasible or could be tested or revised to the second step (2) in this second step, it was conducted by Chief of Education and Training of Work Department East Lombok Regency, one-to-one test was conducted with the number of Indonesian Migrant Worker after migration for five participants and then the next test was small group test with the number of Indonesian Migrant Worker after migration for eight participants from test analysis result of Chief Officer Education and Training. One-to-one and small group test showed that the entrepreneurship Education and Training tool was very feasible. In the third evaluation (3) field test was conducted with the number of learner or Indonesian Migrant Worker after migration for thirty three learners. Frequency distribution result of field test showed that the entrepreneurship Education and Training tool was very feasible to be used, and also the assessment result of entrepreneurship tutor in which the assessment result showed the entrepreneurship Education and Training was very feasible.

3. Effectiveness Evaluation of Entrepreneurship Education and Training Tool

To know the effectiveness of this entrepreneurship Education and Training tool, it was conducted by field test with the aim to obtain design of entrepreneurship Education and Training tool which is final result from this research and development, and to know the extent of effectiveness and quality of

this developmental product, it was conducted by pre test and post test. Paired Samples Statistics was obtained that the average difference value from pre test and post test was $52.8 - 76.67 = 23.78$, thus it could be concluded that there was an improvement of learning result before and after following entrepreneurship Education and Training. Paired Samples Test was obtained significance = 0.00 (sig < 0.05), thus it could be concluded that there was the difference improvement of knowledge before and after learning entrepreneurship module.

CONCLUSION

Therefore the developer could conclude that product of entrepreneurship Education and Training tool could reach the learning goal of entrepreneurship Education and Training. It could be stated that the development product as one of learning source which feasible to be used in entrepreneurship Education and Training for learner or Indonesian Migrant Worker after migration and this entrepreneurship module could be made as guidance for tutor and Worker Department in giving entrepreneurship Education and Training.

Related to analysis result of development product that been run in many steps of development product revision, thus in this part it would be studied theoretically the components which includes in the development product. According to Dick & Carey (2009), learning goal is the statement about activity goal that want to be reached after the learning activity finished. Moore (2005) explained the learning goal will determine exactly the expected type of knowledge, skill, and attitude as learning outcome. Degeng (2013) also stated the learning goal basically refers to the learning outcome. In other context of learning outcome according to Gagne (1977), therefore the goal tends to be motoric skill. Therefore, the learner needs to be given by skill to improve their life prosperity and to be more independent in managing their business.

SUGGESTION

The use suggestion from the resulted product as follow: (1) the research of this entrepreneurship Education and Training tool could be used for practical application, thus it could be copied by related parties as one guidance in education and training which has benefit to develop skill of learner or Indonesian Migrant

Worker after migration. (2) by developing this Education and Training tool, it was expected to be able to contribute on system improvement of education and training management today, especially in imparting skill for Indonesian Migrant Worker or people around to improve better live prosperity. (3) The advance product was suggested related to the substance of entrepreneurship Education and Training tool. This substance of Education and Training tool only took business plan, earthenware crafts, and plaited mat making with pandanus. Therefore, it was suggested to develop the advance product for different substance such as management of typical regional food, woven cloth crafts, or developing earthenware product substance or plaited mat making with pandanus to be more innovated. (4) developing the same Education and Training tool with different target characteristic such as productive learner (female adolescent)

REFERENCES

- Akbar. 2013. *Instrumen Perangkat Pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Anwar. 2004. *Pendidikan Kecakapan Hidup*. Bandung: Alfabeta.
- Adi, I.R. 2003. *Pemberdayaan, Pengembangan Masyarakat dan Intervensi Komunitas*. Jakarta: Lembaga Penerbit FEUI.
- Brookfield. 1984. *Adul Learner. Adul Education and The Community*. New York and London. Teacher College : Colombia University.
- Badan Pusat Statistik. 2012. *Penduduk usia 15 Tahun Keatas Yang Bekerja Menurut Pendidikan Tertinggi Yang Ditamatkan, 2010-2012*. <http://bps.go.id> 28 Maret 2012.
- Bathia. 1977. *A Taxebook Of Education Psychologi*. New Delhi: Thed Mach Millan Compani Of India Limited.
- BNP2TKI. 2012. *Penempatan TKI dari Januari Sampai Juni 2012*. <http://BNP2TKI.go.id> 28 Agustus 2012.
- Bank Indonesia. 2008. *Kajian Ekonomi Regional Provinsi Nusa Tenggara Barat Triwulan II*: Bank Indonesia Mataram.
- Brown, C. 2000. *Entrepreneurial Teaching Guide*, Desember, 2000 Digest, Number 00-7, (on line), (<http://www.celcee.edu>).

- Creswel. 2010. *Research Design Pendekatan Kualitatif, Kuantitatif dan Mixed*. Yogyakarta: Pustaka Pelajar.
- Cooperrider, D. L. & Whitney D. 2006. A Positive Revolution in Change: Appreciative Inquiry (Vol. 1, pp. 2-3).
- Degeng, I.N.S. 2013. *Ilmu Pembelajaran: Klasifikasi Variabel Untuk Pengembangan Teori dan Penelitian*. Bandung: Aras Media.
- Dinas Tenaga Kerja Dan Tranmigrasi/Disnakertran NTB, 2010. *Data Dan Informasi Keteanga Kerjaan*. Mataram: Disnakertrans Provinsi NTB.
- Depdiknas. 2004. *Pembelajaran Tuntas*. Jakarta.
- Direktorat Tenaga Kependidikan. 2008. *Penulisan Modul*. Jakarta : Direktorat Jenderal Peningkatan Mutu Pendidikan Depdiknas.
- Drucker, Peter F. 1959. *Inovasi dan Kewiraswastaan : Praktek dan Dasar-Dasar (terjemahan)*. Jakarta: Erlangga.
- Devies, E. 2005. *The Art of Training and Development. The Training Manager's, A Handbook*. Jakarta: PT. Gramedia.
- Dick, Walter, Lou Carey, & James O. Carey 2009. *The Systematic Design of Instructional (7th ed)*. Upper Saddle River, New Jersey: Pearson Education, Inc.
- Faisal, S. 2001. *Curricula of Literacy Program*. Paper Presented in The Session of Internasional Workshop of ISESCO on Literacy. Malang: STAIN Malang.
- Fahrudin, Adi. 2012. *Pengantar Kesejahteraan Sosial*. Bandung: PT Refika Aditama.
- Gagne, R.M. 1977. *The Conditions of learning (4th ed)*. New York : Holt, Rinehart, And Winston, Inc.
- Ghozali, Imam. 2001. *Aplikasi Analisis Multivariate Dengan Program SPSS*. Semarang: Badan Penerbit Universitas Diponegoro.
- Hatten, Timothy S. 2012. *Small Business Management Entrepreneurship and Beyond 5th ed*. South-Western : Cengage Learning.
- Hardjana, AM. 2001. *Training Sumber Daya Manusia yang Efektif*. Yogyakarta: Kanesus.

- Hanke, R. 2005. *A Scalable Problem-Based Learning System For Entrepreneurship Education*. Academy of Management Best Conference Paper ENT: E362-E6.
- Hair, Joseph. F, Jr., R. E. Anderson., R. L. Tatham, and W. C. Black. 1998. *Multivariate Data Analysis*. Fifth Edition. New Jersey: Prentice-Hall, Inc.
- Hisrich, R.D., Peters, M.P., And, shepherd, D.A. 2008. *Kewirausahaan Edisi 7. Edisi Bahasa Indonesia*. Jakarta : Salemba Empat.
- Iriantara, Y. 2006. *Model Pelatihan Literasi Media Untuk Pemberdayaan Khalayak Media Massa*, Disertasi Pascasarjana UPI, Bandung.
- Korten, D.C. 1990. "Pendahuluan : Kita Menghadapi Masalah" Dalam Menuju Abad 21: *Tindakan Sukarela Dan Agenda Global*. Terjemahan. Liliam Teja Suhdana: Yayasan Obor Indonesia Jakarta.
- Mafruhah, 2011. *Potensi Tenaga Kerja Indonesia Purna Penempatan Dalam Upaya Peningkatan Ekonomi Melalui Pemberdayaan TKI Purna Mandiri*. (Online), (<https://www.google.com/search?sclient=psyab&site&sourcehp&btnG>). Diakses 12 April 2013.
- Marrifield, J. 1998. *Contested Ground: Performance Accountability in Adult Basic Education*. Cambridge: NCSALL.
- Miarso, Y. 1987. *Penelitian Instruksional, Survey Model Pengembangan Instruksional*. Jakarta: Depdikbud Dirjen Dikti.
- Moore. 2005. *Effective Instructional Startegies From Theory to Practive*. London New Delhi: Sage Publicational.
- Moisey, S. D. 2001. *An Integrated Instructional Design Approach For Fostering Lasting Behavioral Change*. *Journal of Education Technology*. March-April. hlm. 60-62.
- Nasution. 1988. *Metode Penelitian Naturalistik Kualitatif*. Bandung: Tarsito.
- Packham, G., et.al. 2010. *Attitudes Towards Entrepreneurship Education: A Comparative Analysis*. *Jurnal Education and Training* Vol. 52 (8): 568-586.
- Quirk. R. 1978. *Longman Dictionary of Contemporary English*. Printed in Great Britain at The Pitman Prees : Bath.
- Sitepu, B.P. 2014. *Penulisan Buku Teks Pelajaran*. Bandung: Remaja Rosdakarya.

- Supriadi, Dkk. 2012. *Komunikasi Pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Standing Conference for Community Development. 2001. *Strategic Framework for Community Development*. <http://www.sccd.org.uk>.
- Siswoyo, B.B. 2009. *Pengembangan Jiwa Kewirausahaan di Kalangan Dosen Dan Mahasiswa*. Online, (<http://fe.um.ac.id/wpcontent/uploads/2009/10/>) Diakses, 30 Mei 2014.
- Sugiyono. 2012. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Suryana. 2008. *Kewirausahaan, Pedoman Praktis, Kiat dan Proses Menuju Sukses*. Jakarta: Salemba Empat
- Smaldino, Dkk. (2005). *Instructional Technology And Media For Learning*. New Jersey : Pearson Merrill Prentice Hall, Inc
- Torch. 1991. *In Search Of Self Propelling Grout Concept*. Quarterly Newsletter Of The SEAFDA, 3 (1) : 5-14.
- United States Department of Agriculture. 2005. *Community Development Technical Assistance: Handbook*. <http://ocdi.usda.gov>.
- Wildan, Dkk. 2011. *Strategi Perencanaan Dan Pemetaan Pendidikan Menengah Di Provinsi NTB*. Jakarta: Dirjen Pendidikan Menengah Umum Kemdikbud.
- Zimmerer, T.W. Scarborough, N.M. dan Widson, D. 2008. *Kewirausahaan dan Manajemen Usaha Kecil (ed 5)*. (terjemahan Deny Arnos Kwary dan Dewi Fitriasari). Jakarta: Salemba Empat.

TOOL DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION AND TRAINING TO IMPROVE ENTREPRENEURSHIP KNOWLEDGE FOR INDONESIAN MIGRANT WORKER AFTER MIGRATION IN EAST LOMBOK REGENCY

ORIGINALITY REPORT

4%

SIMILARITY INDEX

2%

INTERNET SOURCES

2%

PUBLICATIONS

1%

STUDENT PAPERS

PRIMARY SOURCES

1

Peni Mungania. "A systemic, flexible, and multidimensional model for evaluating e-learning programs", Performance Improvement, 08/2004

Publication

1%

2

Submitted to Western Governors University

Student Paper

<1%

3

www.militarynewbie.com

Internet Source

<1%

4

Fenny Thresia -. "VIDEO TO AMPLIFY BANKING STUDENT'S WRITING PERFORMANCE", PREMISE JOURNAL:ISSN online: 2442-482x, ISSN printed: 2089-3345, 2017

Publication

<1%

5

Submitted to American Intercontinental University Online

Student Paper

<1%

6

Sehe Sehe, Achmad Tolla, Kamaruddin
Kamaruddin, Akmal Hamsa. "The Development
of Indonesian Language Learning Materials
Based on Local Wisdom of the First Grade
Students in Sma Negeri 3 Palopo", Journal of
Language Teaching and Research, 2016

Publication

<1 %

7

onlinelibrary.wiley.com

Internet Source

<1 %

8

doczz.net

Internet Source

<1 %

9

jurnal.fkip.unila.ac.id

Internet Source

<1 %

10

www.hrpub.org

Internet Source

<1 %

11

authorzilla.com

Internet Source

<1 %

12

Wiwik Wiwik. "The Effect of Scaffolding-Assisted
Group Investigation Learning and Self-Efficacy
on Social Problem-Solving Ability", International
Journal of Information Systems and Social
Change, 2020

Publication

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On