

E-Module as Learning Media to Improve Management Skills of Village-Owned Enterprises (BUMDes): Preliminary Study

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Abstract

The world becomes more connected and information technology develops quickly, good management skills are the main key in managing village-owned enterprises (BUMDesa) so that they can develop and compete in an increasingly competitive market. This study aimed to analyze the needs of e-modules that are used to improve the management skills of village-owned enterprises. This research was descriptive exploratory research with a sample of 74 respondents. The results of the study indicate the need for e-modules based on indicators of preference and reasons for respondents using digital media for management learning. Respondents assumed that in improving BUM-Des management skills it would be more practical to create content in the form of digital media. A study of student survey data revealed that respondents needed more digital teaching materials in the form of modules in order to support their learning activities. The results of this study are expected to be a reference for the development of e-modules that can support the improvement of participants' skills.

Keywords: E-module, management, preliminary study, village-owned enterprises, BUMDes

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INTRODUCTION

The world becomes more connected and information technology develops quickly, good management skills are the main key in managing village-owned enterprises (BUMDesa) so that they can develop and compete in an increasingly competitive market. Village-owned enterprises are a forum for utilizing natural products and can explore village potential as best as possible in terms of natural resources (SDA) in the village. According to Regulation of the Minister of Home Affairs Number 39 of 2010 concerning BUMDes, "the establishment of Village Owned Enterprises is in accordance with village decisions and potential in order to increase the financial capacity of the village government in administering government and increase community income through various economic business activities in rural communities" (Kemendagri, 2010). Village HR itself must be able to provide competitive, generative, and innovative value in addition to comparative value by utilizing the highest forms of energy, such as intelligence, creativity, and imagination, as opposed to just employing raw materials, land, water, muscle strength, and so forth. Effective and efficient management is needed to optimize the potential and resources owned by BUMDesa in order to achieve sustainable local economic development goals.

In order to improve BUMDes, administrators are needed who have the ability to manage or manage tasks and responsibilities according to their position, both from their education and from work experience as well as having the ability to communicate well with everyone in the village. According to Nursetiawan, the existence of BUMDes in principle is to provide income in the form of income for the village while at the same time providing welfare for the community (2018). For this reason, a village development strategy is needed that can be carried out by increasing the optimization of Natural Resources (SDA) and Human Resources (HR). The abundance of natural resources without the support of quality human resources will lead to inequality in the process of finding progress in improving welfare. Village-Owned Enterprises strive to improve the welfare of the village community in addition to maximizing profits in their operations. The participation of the government in assisting capital participation in Village-Owned Enterprises is able to prove that it cares for the community in providing services, so there is a need for good management capabilities for its administrators.

In improving the management of BUMDes, it is necessary to pay attention to two variables, namely: capability variables (Hersey, 2010) and management variables (Ichwan, 2019). The ability variable has indicators, in the form of: (1) technical ability, namely in the world of work the ability that everyone has to complete their work or master the things they want to do, so that they can be obtained from: education and training (formed to provide experience for beginners who become part of the BUMDes management); (2) social skills, abilities that are useful for meeting the criteria in advanced business fields, can be seen by the existence of effective interactions with the community; and (3) conceptual ability, which is useful for improving organizational activities, it requires overall complexity to review the businesses run by BUMDes. Then, management variables have dimensions of good BUMDes management that can provide alternatives to several programs. In its management, it is directly involved with the community and is fully known by the community. Management that can be held accountable. The community is actively involved in the process: planning BUMDes programs. aims to provide results and benefits to society.

The following literature review proves the importance of managing village-owned enterprises. Sari conducted research with the aim of analyzing the impact of BUMDes both before and after it existed on village economic development and to find out the management of BUMDes on promoting local economic growth in the development sub-district of Serdang Bedagai district (2017). The outcomes of the study conducted demonstrate that this program's implementation was successful in resolving issues that were previously present. Previously, economic development experienced market

failures which resulted in lower incomes, so that Village-Owned Enterprises were formed which succeeded in increasing village economic development with good management. Furthermore, Ihsan conducted an analysis of BUMDes management at the Gerbang Lentera Penggerak Desa Wisata Lerep. The study's findings demonstrated that BUMDes's success is due to the management of natural resources, human resources and other village potentials (2018). Then Susanti et al., manages BUMDes by empowering the people of Teluk Sasah Village, Bintan (2021). The research results show that community management can be a good step in improving the village economy. Based on several research results on BUMDes, it can be said that the management of BUMDes is crucial for raising village quality.

The ability to manage or manage BUMDes can significantly increase village profits (Dunggio, 2020). The higher the ability to manage, the higher the financial benefits. Conversely, if management is bad, then the village will suffer losses even though it has abundant resources. As for the cause of BUMDes not running according to reality, it is caused by the lack of activity of the management of Village Owned Enterprises who are directly involved in the management structure, not being able to manage finances which makes the business or program being run no longer develop resulting in depletion of finances to be used as capital return. In this context, the use of learning resources based on information and communication technology (ICT) is a successful method for enhancing BUMDesa managerial abilities. The E-Module is one of the learning tools that can be utilized. E-Modules have various advantages, such as flexibility of access, ease of updating content, and enrichment of material through multimedia.

The use of learning media to improve skills or competencies has been widely applied to learning. E-modules can be a solution to help improve students' abilities and competencies (Higgins & Siritaratn, 2022). E-modules are learning tools or facilities that include content, evaluation criteria, and delivery strategies that are systematically and attractively created to help students electronically develop the needed competencies (Kimianti & Prasetyo, 2019; Sukawirya et al., 2017). The E-module shares the same qualities as traditional modules, including self-instruction (clear instructions), self-contained (learning content that can be studied independently), stand-alone (not dependent on other instructional resources), adaptive, and user friendly (simple to use) (Asrial et al., 2020; Perdana et al., 2017). E-modules can display comprehensive, interactive materials with attractive designs. Teaching materials using e-modules have their own advantages, namely students can learn independently by using communication tools such as computers or smartphones so that they are more practical and can be accessed whenever needed.

The use of e-modules in the learning process has been shown to significantly increase student activity in the process, as evidenced by student's interest and enthusiasm in using teaching materials in previous studies (Sukawirya et al., 2017). According to other research results (Darmayasa et al., 2018; Hamid et al., 2021), adopting e-modules resulted in significant student learning outcomes and student learning independence. Similar studies (Asrial et al., 2020; Marisa et al., 2020; Sidiq & Najuah, 2020) demonstrated how well-suited E-module products are for use in education. According to some of these research findings, it can be said that the use of teaching materials in the form of e-modules is very effective in the independent learning process.

E-modules make the learning experience more engaging and fun. Students are able to practice their skills both inside and outside of the classroom. The research aims to better understand the management capabilities of village-owned businesses by analysing the demands for e-modules as training resources. The created e-modules can then be used to support autonomous learning and skill development.

METHODS

This study was a descriptive exploratory investigation on the topic of training students or the learning society in Pilanggede Village, Bojonegoro Regency, Indonesia. Descriptive exploratory aims to describe or define the topic at hand (Fiedler & Wepman, 1951; Lassoued et al., 2020). Respondents who participated in this study were 74 respondents. The research data was obtained from the initial observation activities and filling out the desired teaching material needs questionnaire. Observations were made to analyze the teaching materials to be used and the teaching materials to be developed into teaching materials. The data from the needs analysis provided via the Google form for respondents requires a digital module as teaching material to strengthen BUMDes management skills.

RESULTS AND DISCUSSIONS

Based on the findings of the questionnaire data that has been filled out by students, it indicated the percentage of students who like digital teaching resources can be seen in Fig. 1.

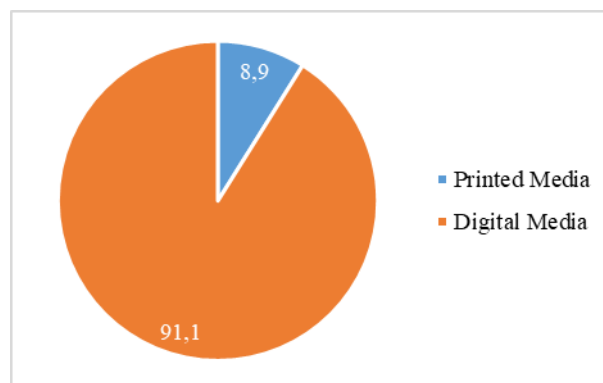


Fig. 1. The percentage of respondents likes digital teaching materials

In Fig. 1, it can be noticed the percentage of students who choose electronic or digital teaching materials is greater than the percentage of students who choose printed teaching materials. For digital teaching materials 91.1% while printed teaching materials 8.9%. The percentage of respondents that revealed the reason they favor digital teaching resources may be shown in Fig. 2.

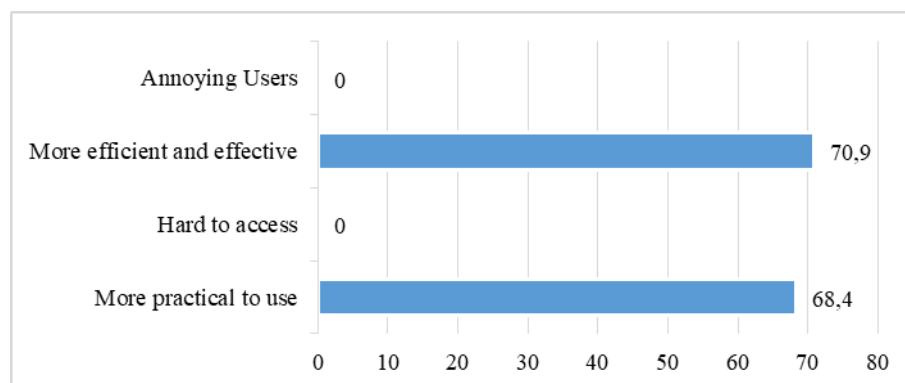


Fig. 2. Percentage of respondents who indicated reasons for liking digital teaching materials

Meanwhile, Fig. 2 above provided information regarding the reasons students chose the teaching resources they chose in the first question. Reasons that are more practical and easy to use are 68.4%, while reasons that are more efficient and effective are used

by 70.9%. This suggested that according to respondents the usage of electronic modules is increasing in lecture activities. Respondents need digital media as a learning tool to improve management skills in BUMDes. The use of digital media is felt to be more effective and efficient, and easier to use than print media. This is in line with leading research which states that the more digital technology develops, the easier it is for humans to do something like study. The rapid adoption of digital media since the 2000s has displaced old media consumption (Twenge et al., 2018). Thus, it is advisable to develop digital media to improve the management skills of village officials through education and training activities.

Furthermore, this study explores the need for digital media in the form of e-modules as a research object to be developed. While the percentage of educational materials that will be employed in increasing management capabilities may be shown in Fig. 3.

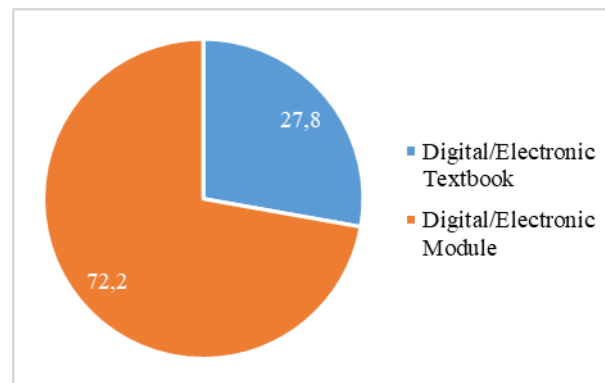


Fig. 3. Percentage of teaching materials that will be used to support management skills

Fig. 3 shows the presentation of teaching materials chosen by students. For electronic textbooks it is 27.8% while for electronic modules it is 72.2%. This indicated that respondents prefer to use electronic courses to study management skills. This can be caused because the interactivity that can be contained in the digital module can respond to participants better than the printed module. This is reinforced by the results of previous studies which explain that digital modules are more effective and efficient for transferring values in material, so that students or students can more easily understand and practice their learning outcomes (Syahrial et al., 2021). The reasons suggesting that respondents picked digital modules to be utilized in lecture activities may be seen in the percentages in Fig. 4.

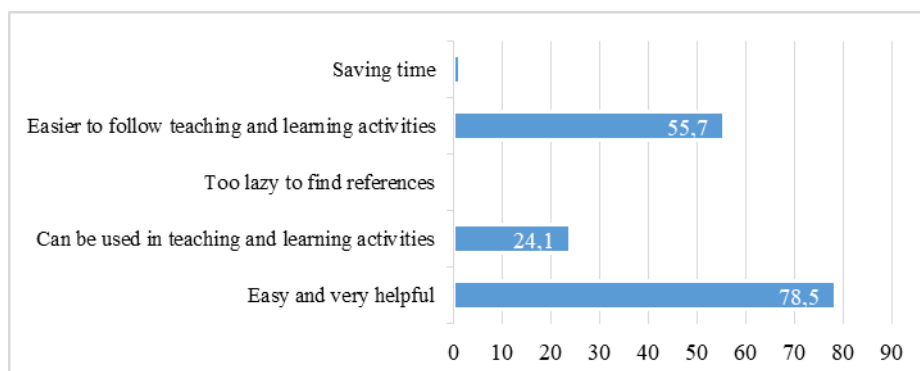


Fig. 4. Percentage of reasons that indicate respondents choose digital modules

While Figure 4 provided information on the reasons respondents preferred the electronic module, namely giving convenience and extremely useful in independent study activities by 78.5%, making it simpler to utilize in lecture activities by 24.1% and easier to take part in lecture activities by 55.7%. The electronic module that will be developed in order to improve management capabilities contains a form of presentation of independent learning material which is arranged systematically into the smallest learning units to achieve certain learning presented in an electronic format which includes animation, audio, and navigation which makes the user more interactive with programs (Syahrial et al., 2021). Therefore it is suggested that digital modules (e-modules) can be used as additional teaching materials in improving BUMDes management skills through education and training programs.

The findings from the respondent's questionnaire can be observed that respondents need digital teaching materials in lecture activities such as digital modules. From the findings of the analysis it is known that in increasing management abilities, respondents are highly restricted in using time to study with lecturers in class, while the content covered is quite complicated and requires direct practice. Through the module, responders may comprehend the information independently and can still finish the current material according to the competency objectives stated in management learning.

Electronic modules that may be accessed by students have varied benefits and qualities. If evaluated from the point of view of the benefits of electronic modules, it can make the learning process more exciting, and interactive, can be done anytime and anywhere, and can increase the quality of learning (Perdana et al., 2017). Electronic modules are digital or non-printed learning media devices that are created systematically for autonomous learning demands (Jaenudin et al., 2017). The electronic module requires pupils to tackle issues in their own way (Tandionomanu, 2015). Electronic modules are part of electronic-based learning whose learning incorporates information and communication technology, notably electronic gadgets. This means not just the internet, but also all electronic devices such as films, tapes, videos, OHPs, slides, LCDs, projectors and tape sets. In conjunction with some of the assumptions above, it can be inferred that e-modules are electronic instructor resources that are designed methodically which seek to produce interactive learning accompanied by animations that promote learning for an exciting learning process.

CONCLUSION

Based on the study findings, it can be stated that this research was early-stage research on producing E-modules to strengthen BUMDes management abilities. Needs analysis has needed to discover to what degree this E-module is needed in lecture activities. The next research stage is developing modules and transforming modules into E-modules utilizing Canva. It is desired that other researchers can produce E-modules with various sorts of applications so that in practice it can encourage participants to adopt E-modules as instructional materials. The use of media in learning is one of the successful techniques linked with learning models that need active users. One of the learning media and models that may be utilized in learning is the Electronic Module or E-Module. The electronic module is anticipated to assist accomplish optimum learning objectives and learning outcomes.

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