



APPLICATION OF E-COMMERCE LEARNING MODEL BASED ON E-PORTFOLIO TO GROW INTEREST OF STUDENTS IN ONLINE-BASED ENTREPRENEURSHIP IN DEPARTMENT OF COMMERCIAL ADMINISTRATION MALANG STATE POLYTECHNIC

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Received: 01-02-2021 / Revision: 11-04-2020 / Accepted: 26-04-2021

To cite this document:

Maskan and Heru. (2021) " Application Of E-Commerce Learning Model Based On E-Portfolio To Grow Interest Of Students In Online-Based Entrepreneurship In Department Of Commercial Administration Malang State Polytechnic", *Manajemen Bisnis* , Vol. 11 No.1, pp.89-97, 10.22219/mb.v11i1.18838

ABSTRACT

The learning approach so far at the State Polytechnic of Malang is more directed to teacher center learning (TCL). Currently, students can build their own knowledge in the learning process known as student center learning (SCL). In addition, the assessment of students is also more comprehensive and includes three aspects, namely: cognitive, affective and psychomotor. One such learning model is to use a portfolio approach. This is in accordance with the learning objectives of E-Commerce at the State Polytechnic of Malang given in semester 5, which emphasizes the achievement of these three aspects. The results show that E-Commerce learning based on E-Portfolio can raise enthusiasm for students, namely raising entrepreneurial attitudes and motivation and being able to understand the focus of the material discussed by lecturers in teaching, because the content and presentation of learning materials involves students actively and is combined with hands-on experience in the field.

Keywords: E-Commerce, E-Portfolio

INTRODUCTION

Degeng (2001) asserts that learning is a process of interpreting new information. Because everything is temporary and dynamic in accordance with the meaning of reality and existing social phenomena. For this reason, the learning process must be able to produce human figures who are able to use their knowledge meaningfully, pay attention to the students' perspective, learn activities in real contexts and emphasize the process. Thus, the learning strategy that is in accordance with the demands of the millennials is a constructivist strategy, which in this strategy has the characteristics: active meaning making and evaluation are an integral part of learning.

E-Commerce courses must meet the three domains, namely knowledge, skills, and attitudes. Thus, through this course, students in terms of the concept of entrepreneurship must understand, entrepreneurship skills must be possessed and attitude as an entrepreneur. Seeing the impact of the implementation of the E-Commerce course which has been running for 5 years, it still has not had a significant impact on alumni and more are oriented to looking for work. It can be seen that there are still no alumni who become

entrepreneurs. Based on this, the problem of this research is how to develop an E-Commerce learning model based on E-Portfolio to foster interest in online-based entrepreneurship student at the Department of Business Administration, State Polytechnic of Malang.

LITERATURE REVIEW

Dick & Carey Learning Model Development, consideration of developers using the Dick and Carey model (1990), because this model can be used to develop learning materials in the realm of intellectual skills, psychomotor attitudes and verbal information. The nine steps are as follows: a). identify general learning objectives. This step is intended to determine the abilities of students after taking certain courses, b). analyze learning. This step is carried out to systematically describe general behavior so that it becomes special behavior. c). Identify the initial abilities and characteristics of learners. This step is carried out to determine the quality of a learner who can be used as a reference in describing learning management strategies. d). Formulate performance goals. This step has an important role because it contains specific learning objectives (TKP) and operations that make it easier for students to determine learning materials and evaluate learning outcomes. e). Develop benchmark reference test items. This step is carried out to measure the ability of learners in learning objectives. f). Develop learning strategies. This step is done to achieve certain instructional goals. g). Develop learning materials. h). Carry out formative evaluation. This step is carried out to obtain data that is used to revise learning materials to be more effective and efficient. i). Revise learning materials. This step is needed to revise the design learning and its components and learning media that are being or have been applied.

Portfolio-Based Learning Model Development, based on several sources, the definition of portfolio is as follows: Budimansyah (2002) stated that the portfolio is a collection of learning experiences contained in the minds of students, both in the form of knowledge, skills, as well as values and attitudes. Elni Rusoni (2002) stated that a portfolio is a collection of student work that shows their development efforts and skills in one or more fields. From the two definitions above, it can be concluded that: Portfolios are part of the learning process, portfolio is a document of student work that is stored in a bundle, portfolio is an assessment of student performance which some education experts refer to as an authentic and democratic process assessment. Basic Principles of Portfolio-Based Learning, portfolio-Based Learning Model (MPBP) refers to a number of basic principles of learning, namely: active Student Learning Principle : the learning process using the Portfolio-Based Learning Model is student-centered. Thus, this model adheres to the principle of active students. Student activities are almost throughout the learning process, starting from the planning phase in the semester, field activities and reporting. In the planning phase, student activities are seen when identifying problems using brainstorming techniques. Cooperative Learning : the learning process with the Portfolio-Based Learning Model also applies the principle of cooperative learning, which is a learning process based on collaboration between students and between other components in the school, including the school's collaboration with students' parents and related institutions.

Participatory Learning, the Portfolio-Based Learning Model also adheres to the basic principles of participatory learning, because through this model students learn by doing (learning by doing). One form of acting is that students learn to live in a democracy, because every step of this model has a meaning that has to do with the practice of living in a democracy. Reactive Teaching : the characteristics of reactive lecturers include the following. Making students the center of learning activities, learning

begins with things that students already know and understand, always try to generate student learning motivation by making lecture material something interesting and useful for student life, immediately recognize materials or learning methods that make students bored. Portfolio-Based E-Commerce Learning Steps, the steps taken are as follows: 1). Identifying Problems in the Community; (2) Selecting Problems for Semester Studies; (3) Collecting information about the problems that will be studied by students; (4) Creating an E-Portfolio of E-Commerce Courses and (5) Reflecting on the Learning Experience

In reflecting on student learning experiences, lecturers make evaluation efforts to find out how far students have learned various things related to the topics studied as an effort to learn semesters cooperatively. The presentation of the semester portfolio to the audience that has been carried out is very useful in carrying out this reflection, because the questions and reactions from the audience provide important feedback for the semester.

Empirical Study of E-Commerce Learning, there are several previous studies on E-Portfolio-based E-Commerce learning from experts who support this research, including: the results of Nurhayati and Sumbawati's research (2016) entitled Development of E-Portfolios as Student Assessment Instruments at SMK Negeri 2 Lamongan show that by using Facebook as an e-Portfolio medium, students can easily comment on the work of other students, for this convenience they get a percentage of 76, 47% and included in the effective category. With the discussion, students can review the work that has been produced and evaluate their own work. For ease of review and self-assessment, it gets a rating of 73.52%, so it can be categorized as effective. The results of Lukitasari, Handhika and Murtafiah's research (2019) entitled Metacognition-Based E-Portfolio Needs Analysis to Improve 21st Century Skills show that e-portfolio preparation seems to be one solution that can be applied to assist students in archiving all the results obtained during lectures by better.

The results of research by Taufik, Sudarmin, Savitri and Amalia (2019) entitled Media Electronic Portfolio for Improving the Trend of Student Learning Achievement shows that the Electronic Portfolio media developed has a feasibility percentage of 96.55%, which means it is very feasible to be used in science learning. Electronic Portfolio Media can describe and improve student achievement trends well from each authentic project/task as well as learning products carried out during lectures. learners. Considering the Electronic Portfolio media that has been developed online based so that it does not use paper, it is necessary to conduct further studies on its efficiency in supporting paperless green education. The results of Firmansyah, Chandra and Aripin's research (2019) entitled Development of an Electronic Portfolio (E-Portfolio) as an Assessment of Biology Learning shows that the electronic portfolio is in the form of a Moodle-based web with the address <http://klieks.com> with the quality of product assessment from the aspect of software engineering. 82% (very good), visual aspect/display 75% (good), visual communication aspect 78% (good). Electronic portfolio is effective in improving students' portfolio assignments and can improve student learning outcomes in the experimental class.

RESEARCH METHOD

This E-Commerce learning model development model adopts the Dick and Carey (1990) learning design model which has three stages. The first stage is to determine the courses to be developed. The second stage identifies the syllabus of the courses developed. The third stage is the stage of developing an E-Commerce learning design based on E-Portfolio which consists of seven steps, namely: 1)

analyzing learning needs, 2) identifying general learning objectives, 3) analyzing and identifying input behavior and student characteristics, 4) formulating specific learning objectives, 5) developing learning materials, 6) determining appropriate learning steps and strategies. will be taken, 7) determine the process evaluation tool and learning outcomes. The fourth stage is developing the topic into a portfolio-based learning display, which consists of 6 steps, namely 1) identifying problems that exist in the community, 2) selecting problems for semester studies, 3) collecting information about problems to be studied in the semester, 4) making semester portfolios, 5) presenting e-portfolios (show cases) and 6) reflecting on the learning experience. The fifth stage is the testing phase of the e-portfolio-based learning design product, which consists of an expert review and a field trial stage.

RESULT AND DISCUSSIONS

Implementation of E-Commerce Learning Model Development Based on E-Portfolio. E-Commerce Learning Model based on E-Portfolio is a learning model that uses the principles of active student learning (active learning), cooperative (cooperative learning), participatory (participatory learning) and reactive teaching (reactive learning). In addition, learning resources can come from inside the classroom (lecturers) and outside the classroom (companies, entrepreneurs, business experts). While the E-Commerce learning media based on E-Portfolio can come from books, mass media (newspapers, business magazines, and business journals) and electronic media (e-books, radio, television and the internet). The steps in learning E-Commerce based on E-Portfolio are a) identifying problems that exist in the community, b) selecting problems for class studies, c) collecting information about problems reviewed by the class, d) making a class E-Portfolio, e) presenting an E-Portfolio (show case), and f) reflecting on the learning experience. The trial was carried out in the classroom and outside the classroom during June 2020. In the in-class trial, the topics chosen were Formulating Online Strategies via the internet, the learning approach used contextual and the learning method used cooperative learning. Sources and learning media used in the trial of the E-Commerce learning model based on E-Portfolio are lecturers, books and observations to online companies around student residences and campuses.

Recapitulation of Data Analysis Results. In the following section, a data recapitulation table and data recapitulation graph are presented about whether or not the E-Commerce learning model based on E-Portfolio is needed to be developed. Overall trials on experts, individual trials, group trials and class trials on 3rd grade students of the Polynema Business Administration Department, the conclusions are as follows: a). Attention-grabbing materials (simulations and animations) have a very high interest value (88.38%) so that they will be able to provide initial motivation for students to study the material presented. b). The level of clarity in the presentation of instructions on how to work on the prerequisite test components, the ease of the questions, and the suitability of the questions presented obtained a good score (77.12%). This means that the prerequisite test components presented in E-Commerce have a clear level of presentation and are easy for students to understand. c). The level of clarity of the presentation of instructions on how to work on the pretest component, the ease of the questions to be understood, and the suitability of the number questions get a good score (74.3%). This means that the pretest questions presented in E-Commerce are considered understandable by students.

d. The clarity of the TUP and TKP formulations in providing information about what must be studied received a good rating (80.32%), this means that the components of the formulation of learning objectives have a level of ease for students to understand. e). The level of clarity of the description of the content of the discussion on the concept of E-Commerce, the clarity of the description of E-Commerce, the role of the E-Commerce diagram to facilitate understanding the concept of the concept of E-Commerce, the role of pictures to clarify the description of E-Commerce and the clarity of sentence examples got a good score (80.85%). This shows the fact that the components of the description of the content of the discussion have clarity for students to understand. f). The level of clarity of the presentation of instructions on how to work on the practice questions, the ease of the questions to understand, the suitability of the practice questions with the content of the discussion, and the attractiveness of the presentation received good scores (74.6%). This means that the presentation of the practice questions can be clearly understood because it is in accordance with the content of the discussion displayed.

g). The level of ease of feedback descriptions to be understood, the role of feedback to facilitate student learning, the ability of feedback in encouraging students to find the right answer, and its benefits in influencing student motivation to learn got a good score (79.35%). This means that the feedback component in the business plan is easy to understand and can encourage an increase in student learning motivation. h). The level of ease of explaining the description of the learning material for students to understand got a good score (81.87%), this means that the component of the description of the explanation presented has a level of ease to understand its contents. i). The level of clarity of the summary presentation to be understood by students and the role of helping facilitate understanding of the content of the discussion obtained a good score (80.62%), this indicates that the summary component presentation can clearly be displayed and the contents can be understood. j). The level of clarity in the presentation of instructions on how to do the post-test, the ease of the questions to understand, the suitability of the difficulty level of the items with the student's ability level, the suitability of the items with the crime scene, and the suitability of the number of questions with the time available got good scores (69.65%). This can be given the meaning that the contents of the post-test component can be clearly understood and are in accordance with the formulation and targets for achieving the goals that have been set. k). The practicality of the E.Commerce software to operate received a very good rating (66.67%), meaning that the language used is very clear and can be understood by students. The size of the letters is appropriate or clear (80%) so that it is adequate to use. The language clarity is very adequate (73.34%), and the clarity of the display of information regarding time, value, and feedback is very good (66.67%), meaning it is very clear in terms of presentation. The benefits of E-Commerce software for students got a very good rating (86.67%) and the attractiveness of E-Commerce software for students got a good rating (80%). The role of E-Commerce software to reduce Lecturer dominance in class and to improve independent learning got a good rating (80%) this shows the meaning that E-Commerce software is able to increase students' independent learning activities.

Theoretically, a person's attitude can be formed (Azmar in Purnomo, 2004). This is according to Purnomo (2004), because it is supported by the existence of E-Commerce learning information media, where students obtain information about E-Commerce from interactions with the community, friends, parents (67.452%), media (27.685%) and courses (4 ,86%). Therefore, according to Sutarjo (2003), the E-Commerce development program is carried out to develop the entrepreneurial spirit in

students and lecturers and is expected to be a vehicle for synergistic integration between mastery of science and technology with an entrepreneurial spirit. To prepare entrepreneurial people, campuses need to teach E-Commerce to their students, where improvements that should be made on campus include reforming the teaching and learning process on campus to teach students actively, improving the tutoring system and improving learning methods. (Sumanto, 2002).

Empirically, formal learning on campus contributes greatly to E-Commerce learning, as stated by Gimin (2000), that there are significant differences in entrepreneurial attitudes between students who have taken E-Commerce courses and those who have not. . This is reinforced by Rusman (2007) that there is a contribution between learning achievement in the E-Commerce training subject and the interest in entrepreneurship in electronics students in Makassar City. The students' reasons stated that the E-Portfolio-based E-Commerce learning model can improve The attitude of doing business in E-Commerce is that in this E-Commerce learning process, students are assessed from all aspects of ability, both cognitive, affective and psychomotor abilities. This can familiarize students that if they want to get good grades, they must be active in learning in class, diligently attend class, submit assignments on time, report observations must be complete, must master what is reported in the observation report and must be interesting in reading. case show view. This is reinforced by student answers where success is the result of hard work (69.8%), because hard work affects the future (79.2%), in carrying out tasks one must dare to set new ideas to solve existing problems (69.3 %).

In line with this, Rufaidah's research (2004) which shows that a) there is a significant relationship and influence between student attitudes towards E-Commerce courses and student learning outcomes, b) there is a significant relationship and influence between the quality of learning in E-commerce courses. Commerce and student learning outcomes, c) there is a simultaneous significant relationship and influence between student attitudes and the quality of learning in E-Commerce courses and student learning outcomes.

As research findings based on the E-Portfolio-based E-Commerce learning trial process which emphasizes active students, this can lead to student confidence that can be grown because of adequate vocational skills because in the learning process there is sincerity, thoroughness and perseverance of students.

When associated with the results of Moreland's (2000) research on Entrepreneurship and higher education: an employability perspective, with the main issue of the study of the characteristics of an entrepreneur based on a behavioral review, it is generally found that the strengths of an entrepreneur are in three important characters, namely: Personal values in the form of: honesty, duty, responsibility and ethical behavior, risk-taking propensity, the need for independence, success and achievement

This provides information that it is not enough to be equipped with vocational skills, a person can become a successful entrepreneur, but in him must grow personal values that are very much needed, such as the value of honesty, willpower (the terminal value of motivation), freedom and intelligence (the value of being motivated). instrument of creativity) as well as ethics, social communicative, responsibility (terminal value of leadership) and courage, thoroughness and endurance (value of risk-taking instrument). In line with this opinion are the results of Tukiran's research (2005) which states that the application of E-Portfolio learning can form democratic

attitudes, morals, responses to the importance of national integrity, awareness of the rights and obligations of citizens, responses to human rights.

In relation to the formation of student creativity, the E-Commerce learning model based on E-Portfolio also emphasizes the existence of an E-Commerce learning process that leads to creativity. This can be seen in the stages of selecting problems discussed in class, looking for company objects, making observations, conducting show cases and making reports, impressions, and learning media all of which require student creativity. Winarno (2007) states that one of the values that should be internalized in students and alumni of the entrepreneurial class is positive views and awareness of the value of creativity that comes from experiences in production and creativity in completing products, and has not yet been realized, creativity for future business development plans.

Winarno (2007) states that thinking is rational thinking and can be measured and developed through exercises that are carried out consciously and intentionally, while feeling shows at the level of awareness that involves the emotional aspect, this is a process of self-actualization, namely the release of emotional energy from individuals to then transferred to other individuals so that a new product appears that can be seen by others. This is possible if you have high physical, mental and skill development in the area of your talent. As for intuition, it demands a high level of awareness that is produced by imagining, fantasizing and making breakthroughs to the preconscious and unconscious areas. From the various descriptions above, it can be said that the process of internalizing the value of creativity in students is not enough to rely on conventional learning models, but requires a breakthrough in learning approaches through various learning strategies and scenarios that are more touching on the students' subconscious and unconscious and with systematic planning involving students at the stages of the process.

Creativity can also be studied based on a sociological approach, the sociological approach assumes that individual creativity is the result of a process of social interaction, where individuals with all their potential and personality dispositions are influenced by the social environment in which the individual is located, which includes economics, politics, culture, and the role of the family. (Ali and Asrori, 2006). In addition, it is considered based on the age of the entrepreneurial class students who are already at the adolescent level, and at this age in general children have been able to realize a whole in their life. their work which is the result of logical thinking and moral aspects have also developed, so the approach that must be taken is to treat them according to the education of adult children, even at that age by Jean Piaget (Ali and Asrori, 2006) is considered to be in a very potential stage. for the development of creativity. Learning that internalizes the values of creativity must encourage students to have positive values for the characteristics of creativity as follows: there is a strong drive to seek new experiences, always want to be involved in the process of challenging activities, there is a tendency to oppose the establishment, not haunted by fear in making decisions, have a sense of beauty and humor, have divergent thinking skills, tolerant of ambiguity, be sensitive to changes and energetic and sympathetic because his memory is strong looking to the future

CONCLUSION

Based on the results of the needs analysis, it can be concluded that the development of E-Commerce learning methods based on E-Portfolio is very much needed or needed by students and lecturers. Components of good attention-grabbing materials that are poured into the E-Commerce learning method based on E-Portfolio

are those developed by taking into account the following: 1). The use of varied games. 2). Bringing up energizers, and 3). Composition of the display. Proportional (letters or images are not too small). The Prerequisites and Pre-test components needed as one of the components of E-Commerce are: 1). the sentences and language used must be simple and easy to understand, 2). the questions asked from easy to difficult questions, but the presentation is arranged randomly. The Components of E-Commerce Learning Objectives are prepared which refer to 1). the formulation of learning objectives, 2). determined based on the results of the needs analysis and the initial ability level of students, and 3). more concerning aspects of the formulation of objectives in the cognitive aspect. e. The components of the learning materials developed are; 1). Showing the relationship between one subject and another, 2). The material packaged as material for E-Commerce Design carried out by online-based entrepreneurs is the subject matter, 3). illustrations and examples are displayed to further clarify the material, 4). Packaged into the form of variations between theoretical learning, discussion (show case) in class and field observations from companies and multi-media learning to facilitate student understanding and efficiency in terms of presentation. Components of practice questions 1). Arranged as a form of evaluation aimed at improving the mastery of learning materials for students, 2). Arranged as a prerequisite for achieving learning outcomes in one unit of learning material before entering the next discussion material, 3). Arranged based on the level of difficulty to do it, 4). Compiled with reference to the main material, 5). Combination of calculation questions and description questions. The Posttest (Sumative) component : 1). is structured as a form of evaluating student learning outcomes after participating in and carrying out overall learning, 2). Compiled based on the level of difficulty to do it, 3). Compiled with reference to the main material that has been studied, 4). It displays more calculation questions than description questions. The product components of developing E-Commerce learning methods based on E-Portfolio that have been tested through five stages and revisions, on students and lecturers in the field of study the results of the assessment are very good and good. The learning system through multi methods and media in E-Portfolio learning is very interesting, very useful and can facilitate learning because so far students only learn directly from lecturers. With this learning system, students feel that there is a change in the way they learn.

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