



## Development of Marketing Management Learning Model Based on E-Portfolio in Business Administration Department of Malang State Polytechnic

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### **ABSTRACT**

*The current lecture approach demands student activity, so that students can build their own knowledge in the learning process. The student center learning (SCL) approach would be more appropriate to the current situation and conditions, where the lecturer acts as a facilitator, mediator and motivator for students in learning because students can learn from various learning sources, such as: textbooks, business experts, the internet, mass media, electronic media or the business environment that surrounds the student's residence. 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 the E-Portfolio approach. This is in accordance with the objectives of marketing learning at the Department of Commerce Administration, State Polytechnic of Malang, which was given in semester I, which emphasized the achievement of the three learning domains, namely: cognitive, affective and psychomotor. The implementation of marketing learning based on E-Portfolio will raise the enthusiasm of lecturers in teaching, because the content and presentation of learning materials involve students actively and go directly to the field. As for students, it will generate attitudes and marketing motivation and be able to understand the focus of the material discussed, because the lecture material is easier to digest because it is based on direct observation and experience in the field. Based on data analyze of research found that research result show E-Portfolio Model can be applied at Marketing Management learning at Commerce Administration, State Polytechnic of Malang.*

**Keywords:** Management, Marketing, E-Portfolio, E-Learning

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## **INTRODUCTION**

Learning is a process of interpreting new information. Because everything is temporary, changing and uncertain. It is we who give meaning to reality. For this reason, the learning process must be able to produce human figures who are able to use knowledge meaningfully, pay attention to the students' perspective, learn activities in real contexts and emphasize the process. Thus, the learning strategy that is in line with the demands of the millennials is a constructivist strategy, which in this strategy has the characteristics: active meaning formation, demands multiple solutions and evaluation is an integral part of learning.

Marketing courses are not enough if they only have theoretical learning objectives. Learning objectives. This course must meet the three domains, namely knowledge, skills, and attitudes. Thus, through this course, students in terms of marketing concepts must understand, marketing skills must be possessed and attitudes as entrepreneurs must be formed. Such learning objectives will be very possible to shape students into entrepreneurs. Given the nature of such a Marketing course, the learning system used must be specially designed, in order to be able to achieve the targets as above.

The learning method used uses a classical learning system. Students are given course material based on the Marketing Module. So students get more material theoretically. Thus only aspects of knowledge are developed. Meanwhile, aspects of skills and attitudes are still lacking in portion.

Seeing the impact of the implementation of marketing courses that have been running so far, it still has not had a significant impact on alumni and more are oriented to looking for work. It can be seen that at least there are alumni who become entrepreneurs. This means that there are no marketing attitudes and skills yet

## **LITERATURE REVIEW**

### **Learning Development Based on the Dick & Carey Model**

The developer considers using the Dick and Carey model, 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 following certain courses.
- b. Analyze learning. This step is carried out to systematically describe general behavior so that it becomes special behavior. According to Dick and Carey (1990), learning analysis is a method used to identify subordinate skills (sub-ordinate skills) needed to achieve learning objectives (terminal objectives).
- 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. The results of this activity are in the form of a list containing the grouping of the characteristics of the learners who are the learning targets.

- d. Formulate performance goals. This step has an important role because it contains specific learning objectives 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. This step is related to the learning strategy. According to Dick and Carey (1990) that after determining the learning strategy, the next step is to evaluate whether the available learning materials meet the requirements or still need adjustments or improvements before the learning materials are applied.
- h. Develop learning materials. 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 learning design along with the components and learning media that are or have been implemented.

### **Development of E-Portfolio-Based Learning Model**

Based on several sources, the definition of E-Portfolio is as follows:

- Budimansyah (2002) states that E-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 E-Portfolio is a collection of student work that shows their development efforts and skills in one or more fields. The collection should include student participation in content selection, assessment criteria and evidence of self-reflection.

From the two definitions above, it can be concluded that:

- E-Portfolio is part of the learning process
- E-Portfolio is a document of student work that is stored in a bundle.
- E-Portfolio is an assessment of student performance which some education experts refer to as an authentic and democratic process assessment.

### **Basic Principles of E-Portfolio-Based Learning**

The E-Portfolio-Based Learning Model refers to a number of basic learning principles, namely:

#### **a. Active Student Learning Principle**

The learning process using the E-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 semester 1, field activities and reporting. In the planning phase, student activities are seen when identifying problems using brainstorming techniques. Each student may convey problems that interest him, in addition to course related to lecture material. After the problems are collected, students vote to choose one problem for the 1st semester study.

b. Cooperative Learning

The learning process with the E-Portfolio-Based Learning Model also applies the cooperative learning principle, namely the learning process based on collaboration between students and between other components in the school, including campus collaboration with students' parents and related institutions.

c. Participatory Learning

MPBP 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.

d. Reactive Lecturer (Reactive Teaching)

Portfolio as follows:

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.

### **E-Portfolio-Based Marketing Learning Steps**

- a. Identifying Problems in the Community
- b. Selecting Problems for Study
- c. Gathering Information on issues to be studied by Semester 1
- d. Making E-Portfolio Semester 1
- e. Presentation of E-Portfolio (Show Case)
- f. Reflecting on the Learning Experience

### **E-Portfolio-Based Student Understanding Assessment**

E-Portfolio assessment (assessment) here is defined as a collection of facts / evidence and documents in the form of tasks that are systematically organized from a person individually in the learning process. In addition, it is also interpreted as a systematic collection of students and lecturers to test the learning process and achievement. This is a practical learning (doing) and has some strong planning standards, which encourage interaction between related environments.

In connection with this, Shaklee (in Maskan, 2009) states that "E-Portfolio is something valuable and an educational innovation", fully disclosed as follows:

The considerations for using the E-Portfolio Model (Fajar, 2005) are as follows:

- a. This model allows students to practice combining concepts obtained from lecturer explanations or from books/readings with their application in everyday life.

- b. Students are given the opportunity to search for information outside of semester 1, both material/reading, visual information (direct objects, TV, radio, internet) and people/experts/characters.
- c. Create alternatives to address the topics/objects discussed.
- d. Make a decision (according to his ability) related to the concept he has learned, taking into account the values that exist in society.
- e. Formulate steps to be taken to solve problems and prevent problems related to the topics discussed.

## **RESEARCH METHOD**

### **Activity Stage**

This study refers to the development design of the Dick and Carey (1990) model in Maskan and Fauzi (2014) which consists of: (a) identifying the research objectives, (b) conducting learning analysis, (c) recognizing the E-Portfolio model and characteristics (d) formulating performance objectives, (e) developing benchmark reference test items, (f) developing e-portfolio strategies, (g) developing and selecting e-portfolio materials, (h) designing and conducting e-portfolio assessments, and (i) improve or revise e-portfolio

The research that will be conducted is based on the method, including action research, and based on its objectives, this research includes development research. The data analysis technique used descriptive qualitative analysis.

### **Research Variable**

The variables of this research are (1) the development of E-Portfolio materials and (2) the development of E-Portfolio-based Marketing Management learning methods.

### **Data Collection Methods and Research Instruments**

The data collection method is carried out. The type of data used in this study is primary data in the form of direct response data from students and lecturers who have used the E-Portfolio-based marketing learning model through filling out questionnaires given to respondents regarding the use of the E-Portfolio-based marketing management learning model that has been used. using the E-Portfolio-based learning model and its implications for the advantages of the learning model based on student perceptions. The data collection methods in this study were through observation, distributing questionnaires, and interviews.

### **Population and Sample**

The population in this study was 7 classes using screening questions. The sampling technique used was non-probability sampling with incidental sampling as much as 10% of the population or as many as 21 students of the Department of Commerce Administration, State Polytechnic of Malang (Sugiyono, 2013).

### **Data Analysis Techniques**

- Content Analysis

Qualitative data obtained from the results of studies by experts in the field of study and design/developer experts, and through a series of trials were analyzed using content analysis techniques. With this technique, qualitative data in the form of input, feedback, criticism, and

suggestion for improvement are grouped. The results of this analysis are then used as a basis for revising the development product.

- **Descriptive Statistical Analysis**

The descriptive analysis used is the percentage to measure the success rate of developing materials and learning models of E-Portfolio-based Marketing Management. The response scores can be formulated as follows:

**Table 1. Value of Response Score of E-Portfolio-based Marketing Management Development**

Number	Value	Description
1	90% – 100%	Very good
2	75% – 89%	Well
3	65% – 74%	Pretty good
4	55% – 64%	Not good
5	0% – 54%	Very not good

Source: Maskan and Fauzi, 2014

## **RESULT AND DISCUSSION**

### **Data Results of Needs Assessment (Needs Assessment)**

Data needs assessment (needs assessment) was obtained by collecting questionnaires distributed to 1 respondent, consisting of Lecturers of the Marketing Management course, Department of Business Administration, Polynema. Question items regarding needs analysis are in the form of information regarding: (1) Respondents' interest in learning Marketing Management based on E-Portfolio in general, (2) The need for developing Marketing Management courses to be developed based on E-Portfolio and used as a learning resource for students of the Department of Administration Polynema Business, (3) Utilization of the E-Portfolio-based Marketing Management learning method, (4) The accuracy of the design content in the E-Commerce Course, and (5) the subject matter that needs or is appropriate to be developed.

The results of the data analysis of the needs of Lecturers in the field of study as material for designing a model for developing a marketing management learning method based on E-Portfolio, the final data obtained are as follows:

**Table 2. Value of Response Score of Need of Lecturers of Designing E-Portfolio-based Marketing Management Development**

Number	Value	Description
1	66,70%	E-Portfolio learning used in learning
2	100%	The Marketing Management course to be developed using the E-Portfolio learning model.
3	100%	The lecturer agrees (100%) on the Marketing Management course which is developed based on E-Portfolio
4	100%	Lecturers are interested using the marketing management learning model based on the developed E-Portfolio.
5	87%	Most respondents chose subject 3 to be developed first rather than other subjects. Then there are new topics 4, 5 and 6 topics

Source: Primary data is accounted

Based on the results of the analysis of the needs of lecturers and students on the design of the E-Portfolio-based Marketing Management learning model, it can be stated that the need for developing E-Portfolio-based Marketing Management learning is important to be followed up, especially on the subject of Problem Solving, because it is in accordance with the needs in the field.

### Recapitulation of Data Analysis Results

Based on the overall test data on experts, individual trials, group trials and class trials on 3rd grade students of the Polynema Business Administration Department, the following data were obtained:

- 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 of the presentation of instructions on how to work on the components of the prerequisite test, 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 Marketing Management 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 of questions obtained good scores (74.3%). This means that the pretest questions presented in Marketing Management 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 Marketing Management diagram to facilitate understanding the concept of the concept of E-Commerce, the role of pictures to clarify the description of Marketing Management and the clarity of examples of sentences get good marks (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 understand, the role of feedback to facilitate student learning, the ability of feedback in encouraging students to find the right answers, and its benefits to influence student motivation to get good grades (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 description of the explanation of learning materials for students to understand got a good score (81.87%), this means that the components of the description of the explanation presented have 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 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 Marketing Management software for students got a very good rating (86.67%) and the attractiveness of Marketing Management software for students got a good rating (80%). The role of Marketing Management software to reduce the dominance of Lecturers in the classroom and to increase independent learning received a good rating (80%) this shows the meaning that Marketing Management software is able to increase students' independent learning activities.



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Based on the data recapitulation of expert trials, individual trials, small groups and class trials for Class 3 students of the Polynema Business Administration Department, the final data obtained are as follows:

- a. The level of clarity of instructions on how to take the prerequisite test, the ease of questions to understand and the suitability of the number of questions with the time available (77.12%), the level of clarity of instructions on how to do the pre-test, the ease of the questions to understand, and the suitability of the number of questions with the time available (74.3%), the level of clarity 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 TKP, and the suitability of the number of questions with the TKP, and the suitability of the number of questions with the time available (80.32%), and the benefits of software for students (93.36%), the level of clarity of information about the amount of time, grades, and feedback (76.96%), all of them got good grades. This means that at the small group test stage these components have a good assessment, especially on the level of clarity, ease of understanding for doing prerequisite tests, practice questions, post-tests and the benefits of this learning software.
- b. Attention-grabbing material (86.47%), the level of clarity in the presentation of instructions on how to work on the pretest component, the ease of the items to be understood, and the suitability of the number of questions obtained (77.12%), on the components of the level of clarity of the TUP formulation and the ability of the crime scene in providing information about what must be learned (80.32%), the level of clarity of the description of the content of the discussion on the concept of the series, the clarity of the description of the Marketing Management Concept to facilitate understanding the concept of problem solving concepts, the role of pictures to clarify the description of the business plan and clarity of examples sentences (80.85%), the level of ease of feedback for understanding, the role of feedback in facilitating student learning, the ability of feedback in encouraging students to find the right answers, and the benefits of seeking student motivation (79.35%), the level of ease of summary to be understood, and the role of the summary in helping to facilitate understanding of the content of the discussion (80.62), level the ease of explanation descriptions to be understood (81.87%), the level of practicality of the business plan software to operate was obtained (71.09%), the level of clarity of the language used (78.54%), the number of letters used (78.45%), the level of attractiveness of software for students (88.73%), and the role of software to reduce the dominance of lecturers in the class and to increase independent learning (81.07%), all of which got a good average score. This means that at the individual test stage these components have very good assessments, especially on attention-grabbing materials, the level of clarity of learning objectives, the practicality of operating software, and the role of learning products to reduce the dominance of lecturers in the classroom to improve the independent learning process.

Based on the data recapitulation of individual, small group and field trials (classes) in the Department of Business Administration, the overall average score is 78.92%. Thus, this means

that all components of the evaluation results of product development of the E-Portfolio-based Marketing Management learning model are good and feasible to use.

## CONCLUSIONS

The conclusion that can be drawn based on the results of data analysis at the final stage of the pilot activity, it can be stated that the results of the development of the E-Portfolio-based Marketing Management learning model are feasible to be used and developed further. Based on the results of the analysis, the developer identifies important things regarding the development of components of the E-Portfolio-based Marketing Management learning method as follows:

- a. Based on the results of the needs analysis, it can be concluded that the development of the E-Portfolio-based Marketing Management learning method is very much needed or needed by students and lecturers.
- b. The components of good attention-grabbing materials that are poured into the E-Portfolio-based Marketing Management learning method are those developed by taking into account the following: (1) The use of varied games, (2) Bringing up energizers, and (3) The composition of the proportional display ( letters or images are not too small).
- c. The components of the Pre-requisite Test and Pre-test needed as a component of Marketing Management are: (1) the sentences and language used must be simple and easy to understand, (2) The questions asked are from easy to difficult questions, but the presentation is arranged randomly.
- d. The Posttest Component (Sumative) (1) is structured as a form of evaluating student learning outcomes after participating in and carrying out overall learning, (2) Arranged based on the level of difficulty to do it, (3) Compiled with reference to the main material that has been studied, (4) Read More displays a lot of counting questions rather than description questions.
- e. The product components of the development of the Marketing Management learning method 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
- f. 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.

## SUGGESTION

### **Implementation of E-Portfolio-Based Marketing Management Learning**

- a. Provide briefing to the lecturers of Marketing Management Courses about the E-Portfolio-based Marketing Management learning model.
- b. Internally, there must be coordination between lecturers who teach courses that support E-Commerce materials, so as to improve E-Commerce attitudes and skills. While externally, the Department of Commercial Administration of Polinema needs to collaborate with stakeholders in a formal form by conducting a Memorandum of Understanding (MOU) so that

the implementation of E-Portfolio-based Marketing Management learning can run well. Thus, students will be helped in making observations to companies and placing students in Field Work Practices (PKL) so that they are in accordance with their expertise and skills in their field of study and ultimately can improve students' online-based entrepreneurial attitudes and competencies.

- c. To reduce student confusion in carrying out E-Portfolio-based Marketing Management learning, which requires observation to the company/environment, lecturers must plan well student activities in the form of Student Activity Sheets (LKM) which have a clear name of the activity, the company where to make observations, the time of the observation. , report collection time and show case implementation.
- d. To anticipate the need for a relatively large amount of time in the implementation of E-Portfolio-based entrepreneurship learning, lecturers should prepare all activities in the form of working papers so that students understand the activities that must be carried out and the deadline for completing the learning tasks, so that there may be a "delay" in the completion of the topic. in each discussion can be minimized.
- e. To minimize costs in field observations and report generation, lecturers should choose companies for observation or experts that are close to campus or student residences so that they can save on transportation costs. Meanwhile, organizationally, lecturers can discuss with Assistant Director 1 Polinema, so that alternative solutions can be found in financing the implementation of E-Portfolio-based Marketing Management learning. For example: funds for observation, show cases are taken from the allocation of funds for practical activities at Polynema.

### **Further Product Development**

For product development resulting from the development of E-Portfolio-based learning models, the following can be suggested:

- In accordance with the development of information technology that leads to e-learning-based learning that emphasizes information computer technology (ICT), the product of the development of the E-Portfolio-based Marketing Management learning model can be an initiator learning model for the development of other internet-based courses.

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