ANALYSIS OF THE IMPACT OF THE IMAM MODEL ON UNDERSTANDING, SKILLS AND INDEPENDENCE IN THE ENTREPRENEURSHIP COURSE

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Abstract.
The challenge of higher education today is how graduates can have good intellectual abilities, have skills and be independent so that they can be absorbed in the world of work or even be able to create their own jobs. BPS data in 2024 recorded that the unemployment rate for higher education reached 5.25% (147,841,991) of the total population of Indonesia in 2024. This study aims to analyze the impact of the IMAM Model on understanding, skills, and independence in the context of entrepreneurship learning. The main issue raised was the effectiveness of the model in improving students' cognitive aspects, practical skills, and entrepreneurial attitudes. The method used is a quantitative approach with Structural Equation Modeling (SEM) analysis using Partial Least Squares (PLS). The results show that the IMAM Model has a significant effect on the understanding of the concept of entrepreneurship with a tcal value of 12.182 and a P Value of 0.000. In addition, this model also has a significant effect on practical skills in entrepreneurship with a tcal value of 5.866 and P Values of 0.000. Finally, the IMAM Model has been proven to have a significant effect on independence and entrepreneurial attitude with a tcal value of 13.833 and P Values of 0.000. These findings show that the application of the IMAM Model can improve students' entrepreneurial competence as a whole.

A. INTRODUCTION

Product-based learning is one of the OBE-oriented learning models that is increasingly popular in universities, including entrepreneurship courses (Scheduled 2024)(McCrea 2013) (Ribeiro, Uechi, and Plonski 2018). The entrepreneurship course at the University not only teaches students theoretically but encourages students to be able to cultivate the spirit of entrepreneurship to improve students' creativity and skills in starting and managing new businesses (Darman 2024a; 2024b; Imam Mashudi, Asna Aneta, Abdul Haris Panai 2023; Dunggio 2024; Mashudi 2023; Andri Kurniawan 2023; Imam Mashudi 2023; Titin Dunggio, Darman 2020). This is very important to be concerned considering that according to the 2024 BPS regarding educated unemployment data at the university level in Indonesia, 5.25% of university graduates are still unemployed (BPS RI 2025). One of the causes of high educated unemployment is that university graduates do not have the skills, knowledge and competence

in working (low *emplyability rate*) and In addition, there is an imbalance between the availability of jobs and the number of graduates.

The selection of a learning model is very important to ensure that students who take entrepreneurship courses have skills, independence and are able to start new businesses (Anggraini 2020). One of the learning models that can be applied is the IMAM Learning Model. This model was first introduced in the 2023 Doctoral Promotion open session as a research finding (Mashudi 2023) which also produces textbook outputs (Mashudi 2023). The IMAM model consists of 4 stages as an elaboration of the IMAM Acronym, namely **Identification** Problems and learning needs of students; **Management** Learning; **Adaptive**; and **Self-sufficient**. The concept of the IMAM model provides flexibility for students to manage their learning process independently, where students are required to be active in identifying problems and learning needs, designing, and developing products (Sanalitha, Setyavati, Dan Hariant 2021).

The findings of the IMAM Model are an integration of *the Dick and Carey* learning model with the blended learning *approach*, the integration can be seen in figure 1. The results of the study show that the integration of *the dick and carey* model with *the blended learning* (IMAM) model. With this integration, it can be seen that a holistic and integrated approach to education can provide significant benefits in the learning process.

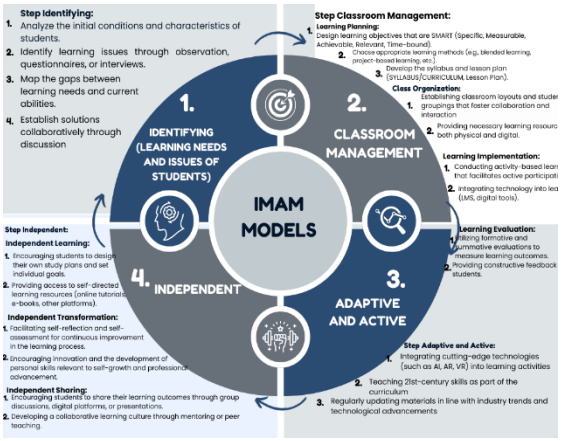

Figure 1. Model IMAM

Stages **first** IMAM Model learning begins with 1) Identification of students' learning needs and problems (need assessment) (Rosyidi 2021; Lela, Damai, and Sulangi 2021; Suwarno, Mustaji, and Suhari 2022) At this stage, an assessment of students' learning needs is carried out and identification of problems faced by students in participating in learning. This stage aims to allow lecturers to obtain initial information about students' learning needs and learning problems to then discuss together to determine solutions in the learning process.

Second stage is Classroom Management, at this stage there are 5 activities that will be carried out, namely planning, organizing implementation, controlling/evaluation (Özen dan Yildirim 2022; Bozkuş 2020; Morshedian, Ghanizadeh, dan Mirzaee 2023; Chandra 2017). This second stage is an important stage in ensuring the successful implementation of the IMAM model in the classroom. The development of this class management is based on the theory of *George R. Terry* which states that the stages of classroom management such as planning,

organizing, implementing and controlling as well as evaluation are the basic elements needed in learning.

Stages **third** is Adaptive and Active. At this stage, there are 2 activities that must be carried out, namely learning that must be actively adaptive to the development of the times and technology, and the ability of students who are adaptive and active including critical thinking skills, problem solving, creativity, communication, collaboration, and leadership (6C) (Pratiwi et al. 2020; Nuryanto et al. 2020; Machmudah dan Rasyidi 2008; Białecki, Jakubowski, dan Wiśniewski 2017; Hopfenbeck et al. 2018; "PISA 2018 Assessment and Analytical Framework" 2019; Hernández-Torrano dan Courtney 2021; Zhao 2020; Wikström 2016; Lockheed, Prokic-Breuer, dan Shadrova 2016).

Stages **third** is Independent. This stage is the expected output of the IMAM Model process stages, Independent Learning, Independent Change and Independent Sharing are the Outputs and Outcomes that are achieved from the learning process. This stage is the final stage as the closing of all stages starting from identification, classroom management, adaptive and active. The concept of independence is not only a national concept but also a universal concept that must be possessed by students both individually and collectively in facing global challenges (Yamin 2022). In addition, Independence in particular is a character that is indeed instilled by students of Bina Mandiri University Gorontalo as one of the Higher Education courses (Imam Mashudi 2024). The concept of independence is divided into three, namely independent learning, independent change, and independent sharing (Indrayany and Lestari 2021). So, at this independent stage, students are expected to be able to: 1) Learn independently both classically and digitally learning content outside the classroom, 2) Students are able to independently change and adapt to the times and technological developments, and 3) Students are able to independently share knowledge and experience both through presentations, discussions, and scientific publications (Pratiwi et al. 2020; Nuryanto et al. 2020; Machmudah dan Rasyidi 2008; Białecki, Jakubowski, dan Wiśniewski 2017; Hopfenbeck et al. 2018; "PISA 2018 Assessment and Analytical Framework" 2019; Hernández-Torrano dan Courtney 2021; Zhao 2020; Wikström 2016; Lockheed, Prokic-Breuer, dan Shadrova 2016).

This study is titled Analysis of the Impact of the IMAM Model on Understanding, Skills and Independence in Entrepreneurship Learning. The purpose of the research is to find out: 1) The impact of the IMAM model on student understanding of entrepreneurship learning at Bina Mandiri University Gorontalo, 2) The impact of the IMAM model on students' technical skills in entrepreneurship learning at Bina Mandiri University Gorontalo, and 3) The impact of the IMAM model on student independence in entrepreneurship learning at Bina Mandiri University Gorontalo. The hypotheses of this study are 1) It is suspected that there is an impact of the IMAM model on

student understanding in entrepreneurship learning at Bina Mandiri University Gorontalo, 2) It is suspected that there is an impact of the IMAM model on students' technical skills in entrepreneurship learning at Bina Mandiri University Gorontalo, and 3) It is suspected that there is an impact of the IMAM model on student independence in entrepreneurship learning at Bina Mandiri University Gorontalo.

B. RESEARCH METHODS

This study uses a quantitative approach with Structural Equation Modeling (SEM) analysis using Partial Least Squares (PLS) (Nurwiaadani 2018; Hair et al. 2018). The selection of this approach aims to conduct in-depth and comprehensive research on the impact of the IMAM model in the context of specific and structured entrepreneurship learning (Suggestion, 2019). The data collection technique uses a questionnaire distributed through a google form via a link: https://bit.ly/FormPenelitian_Glasser2025.

This research was carried out during the Odd Semester of the 2024/2025 Academic Year in the Entrepreneurship Course at FIPB and FEB Bina Mandiri University Gorontalo, with a sample of 60 students who took the Entrepreneurship Course.

This research consists of 4 research variables, namely the independent variable is the IMAM Model, and the bound variable is Understanding, Skills and Entrepreneurial Independence. With the following Research Design:

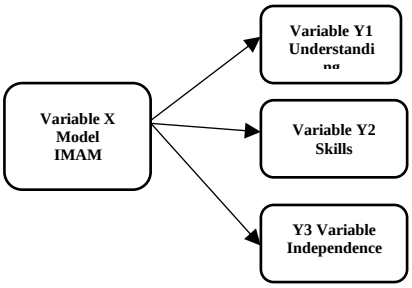

Figure 2. Research Mindset

C. RESULTS AND DISCUSSION

Based on the results of data processing with Structural Equation Modeling (SEM) analysis using Partial Least Squares (PLS), the validation and reliability values of the instrument are obtained as follows.

Table 1. Convergence Validity and Reliability of Instruments

Variable	Item	Factor Loading	CA	CR	AVE
ME	E1	0,806	0,868	0,910	0,716
	E2	0,877			
	E3	0,875			
	MI4	0,825			
CA	CA1	0,684	0,846	0,928	0,866
	CA2	0,886			
	CA3	0,901			
SBA	SBA1	0,833	0,821	0,893	0,736
	SBA2	0,894			
	SBA3	0,845			
AA	AA1	0,866	0,782	0,901	0,821
	AA2	0,545			
	AA3	0,885			

The table above shows that there are 2 indicators in this study that have a loading factor value below 0.70, namely CA1 of 0.684 and AA2 of 0.545, so that both indicators are eliminated in the model.

The table above also shows that all CR and CA values of each latent variable in this study > 0.70. It is concluded that the measuring tool built in this study is reliable. In addition, the AVE value of each latent variable in this study is also > 0.50. These values show that the instrument built in this study is valid.

The next test is the R2 value obtained from the PLS algorithm procedure. The level of the R2 ratio is classified into three categories, namely 0.75 (strong), 0.50 (moderate), and 0.25 (weak; J. F. Hair et al., 2018). Table 2 shows that the R2 value of the variable understanding of the concept of entrepreneurship is 0.488, the variable of practical skills in entrepreneurship is 0.611 and the variable of independence and entrepreneurial attitude is 0.708.

Table 2. Determination Coefficient Test Results

	R Square	R Square Adjusted
AA	0.708	0.703
CA	0.448	0.438
SBA	0.611	0.604

The final step of the inner model analysis is the testing of the hypothesis through the bootstrapping method. Based on the results s, it is concluded that the H1, H2, and H3 hypotheses have been accepted

Table 3. Direct Influence Test Results

Hyp	Path	Coefficient	STD	t-statistic	p-value	Conclusion
H1	Mi>CA	0,841	0,061	13,833	0,000	Signifikan
H2	MI>CA	0,669	0,114	5,869	0,000	Signifikan
H3	MI>SBA	0,782	0,064	12,182	0,000	Signifikan

Based on the results of the direct relationship test, it can be concluded that the three research questions in this study have been answered. The research model successfully explained that:

1. The IMAM model has a significant effect on the understanding of the concept of entrepreneurship with a tcal value of 12.182 and a P Value of 0.000.
2. The IMAM model has a significant effect on practical skills in entrepreneurship with a tcal value of 5.866 and P Values of 0.000.
3. The IMAM model has a significant effect on independence and entrepreneurial attitude with a tcal value of 13.833 and P Values of 0.000

The results of the study are in line with the research conducted (Octapian 2021) Learning outcomes in productive subjects, extracurricular participation, individual innovation ability, intrinsic motivation, self-efficacy, and other variables have a significant influence on individual performance. This is confirmed by research from (Sumarno et al. 2018) shows that the method in learning entrepreneurship must be able to encourage the improvement of students' entrepreneurial competence both in terms of insight, mindset, attitude, entrepreneurial motivation, knowledge, and entrepreneurial skills. In essence, entrepreneurial ability does not only arise from innate talent, but can also be learned and developed through the right education.

D. CONCLUSION

The results of this study show that the IMAM Model has a significant influence on three important aspects in entrepreneurship learning. First, there is a significant increase in the understanding of the concept of entrepreneurship, as evidenced by a tcal value of 12.182 and P Values of 0.000. Second, the IMAM Model also succeeded in improving students' practical skills in entrepreneurship, with a tcal value of 5.866 and P Values of

0.000. Third, this model contributes positively to independence and entrepreneurial attitude, which can be seen from the tcal value of 13.833 and P Values of 0.000.

Based on these findings, it is recommended for educators to integrate the IMAM Model in the entrepreneurship curriculum to increase the effectiveness of learning. For readers, it is important to understand that innovative teaching methods can have a great influence on the development of student competencies. For the authors, further research can be conducted to explore other aspects that may be affected by the IMAM Model, as well as test the application of this model in various educational contexts.

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