

DEVELOPING AN EDUPRENEURSHIP SCHOOL BASED APPLICATION FOR TEACHING READING AT SMPN 3 SIKUR IN THE ACADEMIC YEARS OF 2024-2025

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ABSTRACTS	ARTICLE INFO
<p>This study aimed to develop a digital learning product that integrates English reading instruction with entrepreneurship education for junior high school students. Employing a Research and Development (R&D) approach, the study resulted in a hybrid digital learning platform named <i>My Edu-Preneurship</i>, which is available as an Android-based application (APK) and a web-based platform accessible via iPhone and Windows devices. The development process was grounded in a needs analysis conducted through questionnaires distributed to 28 seventh-grade students of class VII C at SMPN 3 Sikur in the 2024–2025 academic year. The findings revealed that students strongly prefer digital learning media that are accessible, used-friendly, visually engaged, and aligned with their learning level. Students also expressed positive responses toward structured reading materials, interactive exercises, and the integration of entrepreneurship-related content. Based on these needs, the platform was designed to provide level-appropriate reading materials embedded with fundamental entrepreneurial concepts to enhance both reading comprehension and entrepreneurial awareness. The hybrid system ensures flexible access across various devices, supporting inclusive and technology-based learning environments. Expert validation confirmed that the product meets pedagogical, visual, design, and technical standards. Overall, <i>My Edu-Preneurship</i> is considered a relevant and effective digital learning solution that supports literacy development and entrepreneurship education for seventh-grade students in contemporary educational contexts.</p>	<p>Article History: <i>Received: 3rd April 2026</i> <i>Revised: 21st April 2026</i> <i>Published: April 2026</i></p> <hr/> <p>Keywords: <i>Digital Learning, Reading, Edupreneurship, Application, R&D</i></p>

INTRODUCTION

Reading is a basic life skill. It is one of the important elements in the language learning. Reading can be the bridge for someone to know something important. Reading can be the connection between the reader and the writers' idea. In daily life, ones often find the text relating to the object, such as an address on an envelope, product info on packaging, or text on a traffic or street sign, a slogan may be painted on a wall, a text may also be produced by arranging stones of a different color in a wall or road, or short texts like these are sometimes referred to as environmental print. Reading is the process for someone to sketch out the meaning of a text, word by word and connecting the words into sentences or phrases. By reading ones can recognize words and word groups.

Based on the observation in SMPN 3 Sikur, when the researcher gave the students some texts for examining the student's ability in reading, the researcher found that the students could not distinguish between the main idea and supporting sentence in the reading text. For example, when the teacher told the students to find out the main idea, instead they wrote the title as the main idea. As the result, they got difficulties in identifying the explicit and implicit information of the text, as the example, while teacher asked the student's "who are the characters in the text?", they would answer it by putting long answer whereas the correct one was they needed to put the included in the story. Then, the student's activities in teaching and learning process were low. It was proved by fact that the students were just listening, writing and doing the teacher's offering. And if they could not answer the question, they would say they do not have the pen book or dictionary for reasons.

Based on observations at SMPN 3 Sikur, the use of technology in learning was still found low. English learning conducted at SMPN 3 Sikur only used textbooks and worksheets. Students even complained because the learning only uses books. Learning to use books was considered unattractive. As a result, students were not enthusiastic, especially in reading the book. Also the material in the LKS was not in accordance with the material they were studying. Besides, the researcher also found a problem dealing with, the students' low vocabulary. when I tried to ask them after they read what was in front of them, they couldn't figure out what happened to the story. This is clearly seen that students were less enthusiastic in reading.

Based on the explanation of the problem above, it is necessary to conduct a research entitled "Developing an Edupreneurship school based application for teaching Reading at SMPN 3 Sikur in the academic years of 2024-2025". The technology tools or applications that will be developed by the researcher is expected to be able to enhance the learning. The researcher hopes by doing this research that it will be more interesting, efficient, and can improve students' reading.

RESEARCH METHOD

In this research, the researcher used R&D (research and development method). According to Sugiyono (2013: 97) Research and Development is the research method used to produce certain products, and test the effectiveness of these products. The steps of this process were usually referred to as the R&D cycle, which consist of studying research findings pertinent to the product to be developed, developing the products based on the findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. In more rigorous programs of R&D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives (Borg & Gall(1989) as cited by Latief (2015: 173). This research aims to develop English vocabulary material to teach English.

The development procedure in the ADDIE development model, in the development of this model consists of five stages which include analysis, design, development, implementation and evaluation. The ADDIE development model was developed by Dick and Carry as quoted by Endang (2011. 200) to design a learning system analysis. The researcher develops vocabulary materials for vocabulary English based on students' needs. The procedure for developing a book as a learning medium consists of five stages, there are:



Figure 1. ADDIE development model

FINDINGS AND DISCUSSION

This study employed a Research and Development (R&D) approach to develop a digital learning product named My Edu-Preneurship, which integrates reading instruction and entrepreneurship education in a hybrid platform. The discussion in this chapter focuses on the interpretation of the findings derived from the needs analysis phase and how these findings informed the product development process.

The data of the needs analysis were collected using a questionnaire distributed to seventh-grade students of SMPN 3 Sikur on September 8th, 2025. The questionnaire was designed to identify students' learning needs, preferences, and expectations regarding digital reading materials, learning features, and supporting technological aspects. The results of the questionnaire reveal that students strongly favor digital-based learning media that are accessible, easy to use, and visually engaging.

The needs analysis indicates that most students require structured reading materials that are clearly organized and aligned with their learning level. Features such as categorized reading materials, online access, multiple-choice exercises, and user-friendly interfaces received high levels of agreement. These findings suggest that students expect digital learning tools not only to provide content but also to support comprehension and engagement through familiar and interactive learning formats. Consequently, these preferences became the foundation for designing the reading modules within the My Edu-Preneurship platform.

In addition to reading skills, the questionnaire results show a positive response toward the integration of entrepreneurship-related content. This finding reflects the importance of introducing entrepreneurial concepts at the junior high school level, particularly through contextualized learning resources. By combining reading materials with entrepreneurship themes, the developed product addresses both literacy development and life-skill education, which aligns with current educational demands.

From a technological perspective, the students' responses highlight the need for flexible access across devices. The preference for web-based access and mobile-friendly platforms supports the decision to develop My Edu-Preneurship as a hybrid system, consisting of an Android application and a web-based version for iPhone and Windows users. This approach ensures broader accessibility and supports learning anytime and anywhere, which is essential in modern digital learning environments.

Overall, the results of the needs analysis confirm that the development of My Edu-Preneurship is grounded in actual learner needs and contextual conditions. The findings guided the design of learning content, interface structure, and technical implementation of the product. Therefore, the developed digital learning platform is not only theoretically grounded but also empirically justified, making it relevant and appropriate for seventh-grade students at SMPN 3 Sikur.

CONCLUSIONS

This study aimed to develop a digital learning product that integrates reading

instruction and entrepreneurship education through a Research and Development (R&D) approach. The final outcome of the study is a hybrid digital learning platform named My Edu-Preneurship, which is available as an Android application (APK) and a web-based platform accessible via iPhone and Windows devices. The development process was grounded in the findings of questionnaires on needs analysis conducted with seventh-grade students of SMPN 3 Sikur on September 29th, 2025.

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