

The Development of UMClubLearn Website as an Income Generation and Entrepreneurship Ecosystem for Faculty of Sport Science

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ABSTRACT

Background: Sports coaching education faces challenges in producing graduates who are competent in soft skills and entrepreneurship. Graduates are expected to compete in a highly competitive job market.

Purpose: This study aims to develop the UMClubLearn website as a learning center for students and the general public to enhance soft skills, entrepreneurial knowledge, and certification in sports. **Methods:** The research method used is research and development (R&D) with the ADDIE model. The study sample involved 337 undergraduate students from the Department of Coaching Education at Universitas Negeri Malang. The data were collected through questionnaires consisting of needs analysis, expert validation of the material, and product trials. **Conclusion:** The analysis results showed that the UMClubLearn website achieved a very high level of validity, with an average score of 92% from material experts and 83% from media experts. Small and large group product trials also showed scores of 81% and 83%, respectively, indicating that the website is user-friendly and functional. The conclusion of this research is that the development of the UMClubLearn website fits the students' needs in soft skills and entrepreneurship development and has the potential to be a comprehensive solution in coaching education. Through this platform, it is expected that a new generation of competent sports coaches and entrepreneurs will emerge, ready to face challenges in the industrial field.

Implications: The practical implications include enhancing accessibility to quality education and training, while theoretical implications suggest the integration of technology in sports education can bridge existing gaps in traditional training methods.

Keywords : UMClubLearn; soft skills development; sports entrepreneurship

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INTRODUCTION

The coaching education program aims to produce graduates who are skilled in training, coaching, and sports development (Knowles et al., 2001). Graduates of this program are expected to become professional and entrepreneurial coaches, mentors, or sports developers. However, to achieve this goal, appropriate skills and knowledge are required, including soft skills such as communication, teamwork, creativity, and problem-solving. These are crucial to face challenges and competition in the sports field (Priyono, 2012). Soft skills training can increase graduates' preparedness for the professional world, with a knowledge increase of 25.44% after training (Widiawati et al., 2024). These soft skills, not only support individual career success, but also contribute to the overall advancement of the sports sector (Knowles et al., 2001; Mearns et al., 2011).

In the current era of globalization, the sports field faces various new challenges, from the increasing competition to technological developments. This condition demands the professionals in sports to possess more than just technical knowledge. Research by Carrasco & Wilfredo (2023) emphasizes that interpersonal and managerial skills are essential for managing sports teams and organizations. According to González-Serrano et al. (2021) students have high enthusiasm, motivation, and innovation in learning and pursuing entrepreneurship in sports. However, students also need guidance, facilities, and support to develop skills, knowledge in sports entrepreneurship, and sports certification. It highlights that formal education alone is insufficient to prepare them for a competitive world. Research by González-Serrano et al. (2021) shows that students with access to mentors and comprehensive training programs are more likely to succeed in their careers. Furthermore, the importance of certification in sports cannot be ignored. Certification provides formal recognition of a person's competence in a specific area, which is highly valuable for professionals in the sports industry. With certification, graduates are not only equipped with theoretical knowledge but are also officially recognized by the industry as competent individuals.

Although much research emphasizes the need for developing soft skills and entrepreneurship in sports education, the approach often remains limited to conventional training methods that underutilize digital technology. This is further supported by research conducted by (Fanaqi et al., 2023; Ihsan et al., 2020; Indroasyoko et al., 2023; Widiawati et al., 2024) which highlights the importance of soft skills, entrepreneurship, and certification in sports through training or workshops. Still, there is a gap in research that specifically explores the effectiveness of technology integration in the form of a website as a dedicated platform to enhance the abilities of sports coaching students and the general public in learning soft skills, entrepreneurship, and certification in sports. Research by Günüş & Kuzu (2014) indicates that technology-based learning can improve students' engagement and learning outcomes, yet technology adoption in sports coaching education remains minimal, resulting in a gap in learning effectiveness faced by current students.

From this problem analysis, the development of the UMClubLearn Website as a center for learning soft skills, certification, and sports entrepreneurship is highly needed. This website is designed to provide the services and resources that the students need to develop soft skills and knowledge related to sports certification and entrepreneurship. By involving experts in sports business, UMClubLearn is expected to provide a more profound and practical learning experience not obtained through conventional lecture processes. Additionally, UMClubLearn has the potential to reach the wider community needing guidance in mastering soft skills, sports certification, and sports entrepreneurship. Research by Carrasco & Wilfredo (2023) underlines the importance of accessibility to quality education and training in increasing public participation in sports activities. In this context, UMClubLearn can function as an ecosystem that supports

entrepreneurship and soft skills development in the sports field, making it a comprehensive solution to the challenges faced by students and the general public.

To achieve these goals, it is essential for UMClubLearn to integrate technology into its learning process. By utilizing a digital website, students and the public can access various resources, such as training modules, tutorial videos, and consultation sessions with experts. This solution, not only enhances accessibility, but also allows for flexible learning that fits individual needs. Previous studies have explored the effectiveness of websites in improving student learning, particularly in sports education (Papastergiou, 2011). Integrating gamification elements into educational websites can enhance student performance and learning outcomes (Pradana et al., 2018). Research by Permana et al. (2015) shows that using a website alongside specific teaching models can significantly increase students' conceptual understanding compared to traditional methods. Another example of the successful use of websites in sports education can be seen in programs implemented in developed countries. Various universities in Australia have adopted the blended learning approaches that combine online and face-to-face learning. This has proven effective in improving student skills, allowing them to learn more interactively and collaboratively (Inoue, 2010). Thus, the presence of UMClubLearn is expected to meet urgent needs in sports coaching education. By focusing on soft skills, certification, and entrepreneurship, this website, not only serves as a place of learning, but also as a collaborative space for students, professionals, and sports enthusiasts. Through this approach, it is expected that a new generation of coaches and sports developers will emerge, who are not only technically competent, but also prepared to face the various challenges of the evolving sports world.

METHODS

Research and development (R&D) is the type of research used. The result of this research and development is the UMClubLearn website, which can be utilized by students of the Faculty of Sport Sciences or the general public who expect to develop their ability in soft skills, entrepreneurship, and sports certification, under the direct guidance of mentors specializing in these fields. The development model used in this research is the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model (Branch, 2009). The process of developing the UMClubLearn product is illustrated in Figure 1 below.

Populations and Samples

The population in this study involves undergraduate students from the Department of Coaching Education at Universitas Negeri Malang. The sample consists of 337 students. The sampling technique used in this study is purposive sampling.

Data Collection Technique

The instrument used in the data collection process for this research and development includes questionnaires comprising: 1) a needs analysis questionnaire, 2) a material expert validation questionnaire, 3) a media expert validation questionnaire, and 4) a product trial questionnaire.

Data Analysis

The data analysis technique utilized in this research consists of qualitative descriptive analysis and quantitative descriptive analysis in the form of percentages. The qualitative descriptive technique follows three methods proposed by Bogdan and Biklen (2007): a natural setting, a descriptive nature of qualitative research, and inductive data analysis in qualitative

research. The quantitative descriptive analysis is in percentage form, which is used to present the results of the questionnaire responses provided to students as respondents, material experts, and media experts using a Likert scale. The following is the formula used for processing questionnaire data in needs analysis, validation testing by experts, and product testing.

$$V = \frac{\text{Score Result}}{\text{Max Score}} \times 100\%$$

Description:

V : Validity

Score Result : Validator total score

Max Score : Expected maximum total score

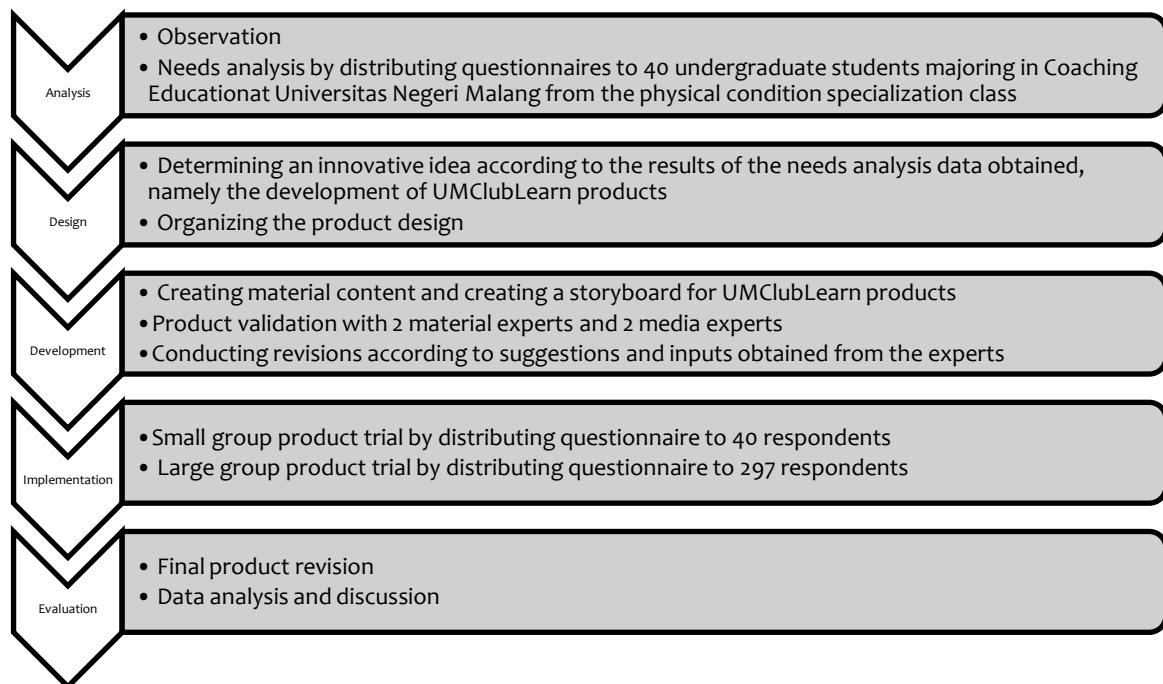


Figure 1. Research Flow

To simplify the conclusions making regarding the percentage analysis of product development feasibility, the following classification criteria have been established:

Table 1. Percentage Analysis Criteria Standard

Percentage	Category	Description
80,01 % - 100 %	Highly Valid	Can be used without revision
60,01 % - 80 %	Valid	Can be used with minor revision
40,01% - 60 %	Valid Enough	Recommended not to use
20,01% - 45%	Less Valid	Cannot be used
01,00 % - 20 %	Invalid	Cannot be used

Source: (Akbar & Sriwijaya, 2013)

RESULTS

Results of Students' Needs Analysis

Based on the needs analysis data collected through questionnaires filled out by 40 undergraduate students from the Department of Coaching Education at Universitas Negeri Malang specializing in physical conditioning, the results are presented in Table 2 below.

Table 2. Students' Needs Analysis Results Data

No.	Statements	1 (%)	2 (%)	3 (%)	4 (%)
1	Respondents feel the need to develop soft skills (communication, teamwork, creativity) to succeed in the field of sports.	10.00	15.00	30.00	45.00
2	Respondents believe that knowledge of entrepreneurship is essential for their careers in sports.	5.00	15.00	25.00	55.00
3	The current study program is adequate to prepare respondents for the professional world.	15.00	30.00	25.00	30.00
4	Respondents feel that the available learning facilities on campus sufficiently support skill development.	12.50	17.50	37.50	32.50
5	Respondents need access to experienced mentors in the sports field.	12.50	20.00	37.50	30.00
6	The training programs offered by the university are comprehensive enough to meet respondents' needs.	7.50	20.00	27.50	45.00
7	Certification in sports is essential to enhance respondents' competitiveness in the job market.	7.50	12.50	25.00	55.00
8	Respondents are interested in pursuing certification programs relevant to sports.	5.00	10.00	30.00	55.00
9	Respondents believe that a digital platform can improve learning accessibility.	2.50	7.50	25.00	65.00
10	Learning through video tutorials and online modules would greatly assist respondents in understanding the material.	5.00	12.50	35.00	47.50
11	Respondents are interested in starting a business in sports.	7.50	15.00	27.50	50.00
12	Respondents feel they need more information and guidance on sports entrepreneurship.	10.00	12.50	30.00	47.50
13	Respondents want to engage in a community that supports professional development in sports.	5.00	7.50	27.50	60.00
14	A platform like UMClubLearn can help respondents connect with relevant professions.	7.50	10.00	20.00	62.50

Based on the analysis presented in Table 2, it can be concluded that there is a significant need among students to improve soft skills, entrepreneurial knowledge, and access to training and certification in the field of sports. The development of the UMClubLearn website is highly anticipated to meet these needs and contribute positively to student development in sports.

Results of Material Experts Analysis

Based on the data analysis conducted by 2 material experts, the results are presented in Table 3 below.

Table 3. Material Expert Test Result Data (n=2)

Variable	Min Score	Max Score	Score Result	Percentage	Category
Relevance/Appropriateness	10	40	36	90%	Highly Valid
Content Quality	10	40	37	93%	Highly Valid
Ease of Use	10	40	37	93%	Highly Valid
Clarity	10	40	38	95%	Highly Valid
Average	10,00	40,00	37	92%	Highly Valid

Based on Table 3, the average score is 37 out of a maximum score of 40, resulting in 92%. Based on the results obtained from the validation by the 2 material experts, it can be concluded that the product falls into the "highly valid" category. Thus, the product can proceed to the media expert testing phase.

Results of Media Experts Analysis

Based on the data analysis conducted by 2 media experts, the results are presented in Table 4 below.

Table 4. Media Expert Test Result Data (n=2)

Variable	Min Score	Max Score	Score Result	Percentage	Category
Ease of Use	14	56	48	86%	Highly Valid
Clarity	10	40	33	83%	Highly Valid
Interactivity	10	40	32	80%	Valid
Average	11,33	45,33	37,7	83%	Highly Valid

Based on Table 4, the average score is 37.7 out of a maximum score of 45.33, resulting in 83%. Based on the results obtained from the validation by the 2 media experts, it can be concluded that the product falls into the "highly valid" category. Therefore, the product can proceed to the small group product trial phase.

Results of Small Group Product Trial Analysis

Based on the data analysis conducted in the small group product trial, the results are presented in Table 5 below:

Table 5. Small Group Product Trial Result Data (n=40)

Variable	Min Score	Max Score	Score Result	Percentage	Category
Ease of Use	280	1120	940	84%	Highly Valid
Clarity	240	960	800	83%	Highly Valid
Functionality	200	800	600	75%	Valid
Appropriateness	200	800	620	78%	Valid
Average	230	920	740	81%	Highly Valid

Based on Table 5, the average score is 740 out of a maximum score of 920, resulting in 81%. Based on the results obtained from the small group trial, it can be concluded that the product falls into the "highly valid" category. Thus, the product can proceed to the large group product trial phase.

Results of Large Group Product Trial Analysis

Based on the data analysis conducted in the large group product trial, the results are presented in Table 6 below.

Table 6. Large Group Product Trial Result Data (n=297)

Variable	Min Score	Max Score	Score Result	Percentage	Category
Ease of Use	2079	8316	8000	96%	Highly Valid
Clarity	1782	7128	5800	81%	Highly Valid
Functionality	1485	5940	4200	71%	Valid
Appropriateness	1485	5940	4800	81%	Highly Valid
Average	1708	6831	5700	83%	Highly Valid

Based on Table 6, the average score is 5700 out of a maximum score of 6831, resulting in 83%. Based on the results obtained from the large group trial, it can be concluded that the final product, the UMClubLearn website, falls into the "highly valid" category.

DISCUSSION

The development of the UMClubLearn website as a learning platform to enhance soft skills, entrepreneurship, and certification in the field of sports represents a strategic step aligned with student needs in the modern era. In the context of an ever-evolving education landscape, it is crucial for institutions to adapt to the demands of an increasingly competitive job market (Chatterton & Goddard, 2000; Pucciarelli & Kaplan, 2016). The needs analysis results show that

the majority of respondents (55%) believe that entrepreneurship knowledge is crucial for their careers in sports. This finding aligns with research by (Priyono (2012), who states that entrepreneurship not only enhances individual capabilities but also contributes to the overall development of the sports industry. Other research by Pardo-Garcia & Barac (2020) also found that a solid understanding of entrepreneurship can improve graduates' competitiveness in the job market, underscoring the importance of integrating entrepreneurship into sports education curricula. Entrepreneurship in sports allows individuals to create new opportunities in product development, services, and sports events. In the digital age, the ability to innovate and adapt to market changes is essential. Research by Asabere (2013) indicates that graduates with entrepreneurial skills are better equipped to innovate and compete in a dynamic job market. Therefore, UMClubLearn has the potential to serve as a catalyst in preparing students to enter the world of sports entrepreneurship.

Additionally, 45% of respondents feel the need to develop soft skills such as communication and teamwork. Carrasco & Wilfredo (2023) highlight the importance of interpersonal skills in managing sports teams and organizations, emphasizing that soft skills are crucial to enhancing competitiveness in the job market. Research by Singh (2018) also found that mastery of soft skills significantly contributes to individual success in dynamic work environments. This shows that UMClubLearn can serve as a solution to overcome the shortcomings in formal education, which often does not properly prepare students for real-world challenges in the workplace. Formal education often focuses on technical aspects, while soft skills, which are essential for effective team collaboration, are frequently abandoned (Sinthiya & Rachman, 2022).

The use of technology in education, as adopted by UMClubLearn, has proven effective in enhancing student's engagement and understanding. A study by Inoue (2010) showed that a blended learning approach, the combination of online and face-to-face learning, successfully improved students' skills in sports education. Research by Akintayo et al. (2024) also found that the use of technology in learning can boost student's motivation and learning outcomes, particularly in disciplines that require practical skills. Integrating technology, not only increases accessibility, but also creates a more interactive and collaborative learning environment. Through various media, such as video tutorials and interactive modules, students can learn in a more engaging and enjoyable way (Anderson, 2008).

Furthermore, the product trial results indicate that UMClubLearn received a high validity score, with an average score of 83% in the large group trial. It implies that the UMClubLearn website meets the user's expectations and is ready for broader implementation. Research by Mearns et al. (2011) states that an effective educational website must accommodate diverse learning needs, and UMClubLearn has shown progress in this regard. Additionally, research by Kokoç (2019) found that websites providing flexible access to learning materials can increase student's satisfaction and motivation. By offering various resources accessible anytime and anywhere, this website supports students in learning according to their own pace and style (Alqurashi, 2018).

With UMClubLearn, it is expected that students not only gain theoretical knowledge, but also practical experience essential for building their careers in sports. This aligns with the views of González-Serrano et al. (2021), who emphasize the importance of mentors and comprehensive training programs in enhancing students' chances of success in the job market. Research by Waller et al. (2021) also found that practical experience gained through certification programs can boost students' confidence and prepare them for challenges in the industry. Through certification programs and guidance from experts, students can acquire industry-recognized skills, thus enhancing their competitiveness in the job market (Fleming et al., 2008). Apart from only providing information, UMClubLearn functions as an ecosystem that supports student self-development. With a community feature that enables interaction among students, mentors, and

sports professionals, this website creates a space for sharing experiences, knowledge, and networks that can benefit their careers. Research by Ventola (2014) shows that a strong learning community can enhance student's motivation and engagement, leading to deeper learning. Additionally, a study by Mishra (2020) found that interaction within a learning community can strengthen a sense of belonging and social support, which is vital for academic and professional success. Therefore, UMClubLearn not only serves as an information source, but also as a platform that fosters connections and collaborations essential for students' career development in sports (Anderson, 2008).

Overall, the development of UMClubLearn has great potential to create an entrepreneurial ecosystem that supports students and the general public in developing soft skills and entrepreneurship knowledge in sports. This will not only improve individual competencies, but also contribute positively to the sports sector as a whole. Research by González-Serrano et al. (2021) shows that integrating entrepreneurship programs into education can enhance students' job readiness and strengthen innovation within the industry. By preparing a new generation of coaches and sports developers who are not only technically competent, but also possess managerial and entrepreneurial skills, UMClubLearn contributes to the sustainable growth of the sports sector. Additionally, UMClubLearn can serve as a model for educational platform development in other fields. Research by Fleming et al. (2008) emphasizes that an approach based on actual student and industry needs can enhance the relevance and effectiveness of educational programs. Research by Wahid et al. (2015) also shows that integrating technology in education can strengthen students' entrepreneurial skills, which are critical in facing industry challenges. With a needs-based approach focused on real student and industry needs, this website can serve as an example for other institutions in designing relevant and effective programs. Through collaboration among academics, industry professionals, and students, UMClubLearn can continue to adapt and evolve in response to changes in society. Thus, the existence of UMClubLearn is not only as a learning platform, but also as an innovation in sports education aimed at developing quality human resources. In facing the challenges of globalization and technological advancements, this website can help students to survive and excel in an increasingly competitive job market (Kumar et al., 2024; Waller et al., 2021).

CONCLUSION

The development of the UMClubLearn website as a learning center to enhance soft skills, entrepreneurship, and certification in the field of sports demonstrates significant potential in meeting student needs. Data analysis results show that the majority of respondents recognize the importance of developing soft skills, with 45% acknowledging the essential role of communication and teamwork skills in their sports careers. Additionally, 55% of respondents believe that knowledge of entrepreneurship is vital in enhancing their competitiveness in the job market. The expert material validation conducted by two experts indicates that the UMClubLearn product possesses high validity, with an average score of 92%. This shows that the content and relevance of the materials provided on this website are both highly relevant and of excellent quality. Moreover, media expert validation resulted in an average score of 83%, indicating that the design and interactivity of the website meet the necessary criteria to support an effective learning experience.

Results from the small group product trial also show high validity, with an average score of 81%, indicating that users find this website is easy to use and functional. The large group product trial revealed that UMClubLearn received a highly valid assessment, with an average score of 83%. This signifies that the UMClubLearn website is ready for broad implementation and can serve as a solution to overcome the gaps in formal education, which often does not properly

prepare students for real-world challenges in the workplace. Overall, the development of UMClubLearn can contribute in fostering a new generation of sports coaches and developers who are not only technically competent, but also prepared to face the evolving challenges within the sports industry. Through this approach, UMClubLearn is expected to serve as a catalyst in preparing students to enter the world of sports entrepreneurship and increase their contribution to the sports sector as a whole.

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CONFLICT OF INTEREST

The authors declare no conflict of interest that may affect the representation or interpretation of the results of this study. All data and information presented in this article are the results of research conducted independently and without influence from any party.

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