

Multimodal Project-Based Learning to Increase Entrepreneurial Creativity in Equality Education Programs

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Abstract: Entrepreneurship is one of the supporting sectors of the country's economy. The more entrepreneurs there are in a country, the more stable and advanced the economy will be. However, entrepreneurs must also always innovate and be creative to be able to compete in the market. Increasing entrepreneurial creativity can be done through the educational process, namely equality education. Traditional learning methods are no longer relevant in the midst of technological developments, multimodal project-based learning methods can replace the traditional methods and prove effective. This study aims to explore and investigate how the application of multimodal project-based learning has an impact on increasing entrepreneurial creativity in equality education programs. The research method used is a qualitative descriptive method. Data collection was carried out through interviews, observations, and documentation. The research sample was given different treatment, group 1 was given traditional learning treatment and group 2 as a test group was given multimodal project-based learning treatment. Observations were made for 1 month. The findings of the study showed that the test group (group 2) felt the difference especially in terms of communication, cooperation, activeness, and creativity during project completion. Meanwhile, group 1 experienced a lot of difficulties during the completion of the project. In terms of creativity in project completion, it can be seen that group 2 has more varied results than group 1. It was concluded that multimodal project-based learning is very effective in increasing students' entrepreneurial creativity through the provision of business projects. The contribution of this research is expected to provide an overview of the implementation of multimodal project-based learning to encourage the growth of student entrepreneurial creativity.

Keywords: *Multimodal project-based learning, student-centered learning, entrepreneurial creativity, equivalence education programs*

1. INTRODUCTION

Project-based learning (PjBL) emerged as a pedagogical approach that promotes a more meaningful and engaging learning experience. This learning approach arises as a result of the ineffectiveness of traditional teaching approaches. Project-based learning (PjBL) in its learning process involves students to work on project activities designed to address real-life problems. Therefore, project-based learning (PjBL) can grow students to have critical thinking, be able to solve problems, and collaborate through exploration, implementation, and transfer of knowledge and skills in a more meaningful context. Project-based learning (PjBL) uses constructivist learning, where students will construct knowledge through various perspectives in a social context. Project-based learning (PjBL) encourages self-paced learning through inquiry and encourages collaborative collaboration to design and create projects that reflect students' knowledge. Project-based learning (PjBL) is expected to be a solution so that students enjoy their role more during the learning process and support the growth of creativity and interest during the learning process. This pedagogical teaching strategy bridges the gap between theory and practice, so student engagement, feedback from friends and instructors, and work collaboration are the most important components of this learning strategy. (Mohamed, 2023) (Pascoal et al., 2018) (Elfeky et al., 2022) (Lata & Bhatnagar, 2023)

Multimodal project-based learning is a teaching approach that integrates various modes of communication and representation into project-based activities, so that it will involve visual, auditory, and other representations. Multimodal project-based learning can involve various

activities in the form of video creation, poster design, song creation, or the creation of digital presentation materials that require involving language, images, sounds, gestures, and others to communicate meaning effectively. Most previous research has examined the impact of project-based multimodal learning, but the focus has been on exploring teachers' perspectives. However, exploration of student perceptions is also needed because the project-based learning method (PjBL) is student-centered. The addition of multimodal features to project-based learning (PjBL) will enrich the benefits of this teaching method as it appropriately leverages students' technology-driven talents while providing the freedom to use the way of meaning they like. Social, communicative, and digital skills are at the core of 21st-century professional skills needed by everyone in any field. Critical analysis, collaborative work, problem-solving skills are currently more important than extensive knowledge in a company. Through multimodal project-based learning, students will be equipped with the ability to solve problems by answering complex questions and situations. The results, products, and knowledge gained during project work activities will generally be presented in the form of public presentations to provide opportunities for students to show mastery of abilities and content so that students become more communicative. (Mohamed, 2023) (Visa Alvionita et al., 2022) (Lata & Bhatnagar, 2023) (Febre et al., 2020) (Fabre-Merchán et al., 2020)

Entrepreneurship is one of the most important inputs in the development of a country's economy. An entrepreneur acts as a trigger head that encourages economic activity through entrepreneurial decisions. Entrepreneurs are catalysts for social change and work for the common good. One of the characteristics and skills that can drive the success of an entrepreneur is creativity. Entrepreneurs must always innovate by presenting new products or services or improving something that already exists. The goal is for them to be able to compete in the market. Creativity in the world of entrepreneurship refers to the creation of new ideas, new products, product development, and other things that can facilitate the creation of innovation and success in an organization. (Dhaliwal, 2016) (Cai et al., 2019) Creativity can be realized through creative entrepreneurial leaders and moderated with employee self-efficacy and creative team efficacy. The growth of one's entrepreneurship and creativity can be done through the educational process, both through formal, informal, and non-formal education. According to creativity, entrepreneurship can be obtained through training that organizes learning and development programs for entrepreneurship. In the equality education program, entrepreneurship learning is provided from the basic level which can be in the form of market days, bazaars, and other practical activities. This activity is an entrepreneurial practice activity from the development of theories obtained in entrepreneurship education. However, the implementation of entrepreneurship learning must be effective and up to date so that students' entrepreneurial abilities can grow slowly, both skills and knowledge. (Lakshmi et al., 2023)

The study highlights the application of project-based multimodal learning. The same results were obtained that project-based multimodal learning has a positive effect on learning, including increasing creativity, critical thinking, skill development and building environmental awareness. also showed the same results that the project-based learning model (PjBL) had a positive and significant effect on increasing creativity and art skill development among kindergarten teachers. (Lata & Bhatnagar, 2023; Mohamed, 2023; Poonpon, 2018; Visa Alvionita et al., 2022) (Elfeky et al., 2022) Research (Mohamed, 2023) reveals that the challenges faced by teachers in implementing project-based learning (PjBL) are inadequate training and support, limited resources, and time constraints. Therefore, policymakers and educational institutions must provide full support and training to teachers in order to implement project-based learning (PjBL) more effectively. It was also revealed that teachers did not equip students with good preparation to make presentations and the time given to prepare for the project was considered insufficient. (Poonpon, 2018)

Previous researchers have focused on the application of multimodal project-based learning in language learning and have been shown to be effective in increasing creativity, collaboration, critical thinking, and even more independence during the learning process. The success of the implementation of the multimodal project-based learning model then attracted the interest of researchers to study the application of the multimodal project-based learning model to increase students' entrepreneurial creativity. This study seeks to explore and investigate how the application of multimodal project-based learning has an impact on increasing entrepreneurial creativity in equality education programs. The urgency of this research is that the entrepreneurial sector is one of the driving sectors of the country's economy, so that the more entrepreneurs there are in a country, the country's economic growth will grow higher, more advanced, and more stable. Therefore, it is necessary not only an entrepreneur who is able to run his business but rather an entrepreneur who has high creativity to be able and continue to be able to compete with all forms of change and challenges. The contribution of this research is expected to provide an overview of the implementation of multimodal project-based learning to encourage the growth of student entrepreneurial creativity.

2. RESEARCH METHODS

This study adopts a qualitative descriptive research design to describe and describe, and explore the implementation of multimodal project-based learning to increase students' entrepreneurial creativity. The research was conducted from November 2023 to January 2024 at an X equality school that organizes a Package C education program in Semarang Regency. According to the Research and Development Agency of the Curriculum Center of the Ministry of National Education, in the guide for the development of entrepreneurship education, there are 17 types of entrepreneurial values that must be integrated in entrepreneurship education as shown in Table 1.

Table 1. Entrepreneurial values that must be integrated in Entrepreneurship Education

Yes	Entrepreneurial Values	Short Description
1.	Self-sufficient	It is not easy to depend on others to complete tasks
2.	Creative	Thinking and doing something to create a way or result of development of existing products/services
3.	Dare to take risks	Loves challenging, brave and risk-taking jobs
4.	Action-oriented	Take the initiative to act, not wait
5.	Leadership	Always open to suggestions and criticism, sociable, cooperative, and directing others
6.	Strive	Put in a lot of effort to complete tasks and face various challenges
7.	Honest	Can always be trusted, whether in words, actions, or deeds
8.	Discipline	Orderly and compliant with all provisions and regulations
9.	Innovative	Able to apply creativity to solve problems and opportunities to improve and enrich lives
10.	Responsibility	Willing and able to carry out their duties and obligations
11.	Cooperation	Able to establish relationships with others in carrying out actions and work
12.	Never give up	It is not easy to give up to achieve your goals with various alternatives
13.	Commitment	Execute previously agreed agreements
14.	Realistic	Acting rationally in accordance with facts in decision-making
15.	Curiosity	To want to know more deeply and broadly what is being learned, seen, and heard

16.	Communicative	Enjoys talking, socializing, and working with others
17.	Strong motivation to succeed	Attitudes and actions are always looking for the best solution

The 17 entrepreneurial values that must be integrated in entrepreneurship education are implemented in several stages. In the first stage, there are six main values, namely independence, creativity, daring to take risks, action-oriented, leadership, and hard work. Based on these values, the indicators for assessing the success of the implementation of multimodal project-based learning in entrepreneurship education subjects at the secondary school level are:

Table 2. Indicators of Assessment of the Success of the Implementation of Multimodal Project-Based Learning

Student	Classroom Environment	Institution
a. Have high independence b. Have high creativity c. Dare to take risks d. Action-oriented e. Have a high leadership character f. Have a hardworking character g. Understanding the concept of entrepreneurship h. Have entrepreneurial skills and competencies	a. Classroom environment decorated with students' creativity b. Student centered learning c. A classroom environment that can create habits and student creativity in accordance with entrepreneurial values d. Integrated with the use of technology and various modes of communication in learning	a. Provide examples of the implementation of entrepreneurial values to students b. Able to design learning that is integrated with entrepreneurial values with the best methods c. Able to understand the concept of entrepreneurship d. Possess entrepreneurial skills e. Able to create creativity and innovation for school development f. Able to achieve organizational success with effective learning

Data collection was carried out using observation, interview, and documentation methods. Observations at the initial stage were carried out to find out the extent to which multimodal project-based learning has been applied in the learning process of entrepreneurship education in schools and students' initial knowledge related to entrepreneurship. The interview technique was conducted to explore the implementation and effectiveness of multimodal project-based learning to increase entrepreneurial creativity based on the perspectives of students and teachers. Meanwhile, the documentation is intended to complement the evidence of the implementation of multimodal project-based learning in schools. The interviews were assisted by questionnaires filled out by each student at the beginning before the project was given and after the project was completed, while for teachers (facilitators) were given after the project was completed. The question grid is as shown in Table 1.

Table 3. Questionnaire Grid

Student			Teacher (Facilitator)		
Yes	Statement	Scale of Measurement	Yes	Question	Scale of Measurement
1.	Give a value to the extent of your knowledge related to entrepreneurship that you understand.	1-10	1.	Is there a prominent difference between students who use a traditional approach and students who use a multimodal project-based approach in entrepreneurship education? a. If so, give the difference value?	1-10
2.	Assess the extent of your creativity and innovation level to create new ideas or grow a business.	1-10	2.	Does students' entrepreneurial creativity increase after using a multimodal project-based learning approach? a. If so, give the difference value?	1-10
3.	Give an assessment of the extent of your independence and activeness during the learning process in the entrepreneurship class.	1-10	3.	Are students more independent and active after using a multimodal project-based learning approach? a. If so, give the difference value?	1-10
4.	Give an assessment of the extent to which you can think critically to find solutions to problems in entrepreneurial learning.	1-10	4.	Does multimodal project-based learning increase students' confidence and be able to apply multimodal modes of communication during learning? a. If so, give the difference value?	1-10
5.	Rate the extent to which you can communicate with your classmates and collaborate as a team in class.	1-10	5.	Do student communication and cooperation improve after using multimodal project-based learning? a. If so, give the difference value?	1-10
6.	Give an assessment of the extent of your confidence when making a presentation in front of the class.	1-10	6.	What are the obstacles for teachers in implementing multimodal project-based learning in entrepreneurship education?	Brief description

The research population indicates an object or subject that has certain characteristics. In this study, the research population is all students of Package C equality schools in Semarang Regency. Meanwhile, the research sample was selected from the X equality school in Semarang Regency. The sample was selected randomly and according to the characteristics that had previously been determined by the researcher, such as: organizing entrepreneurship education subjects and having a minimum of 30 students in one class.

The research sample will be given two different treatments. Before giving this treatment, students in one class will be divided into two groups with the same number, namely 15 people each. Group 1 was given the treatment of using traditional learning methods in entrepreneurship education subjects and Group 2 as a test group applied multimodal project-based learning in entrepreneurship education subjects. The observation process was carried out for one month, in December 2023. The purpose of this distinction is that the effectiveness of the application to the subject of entrepreneurship education can be seen more clearly.

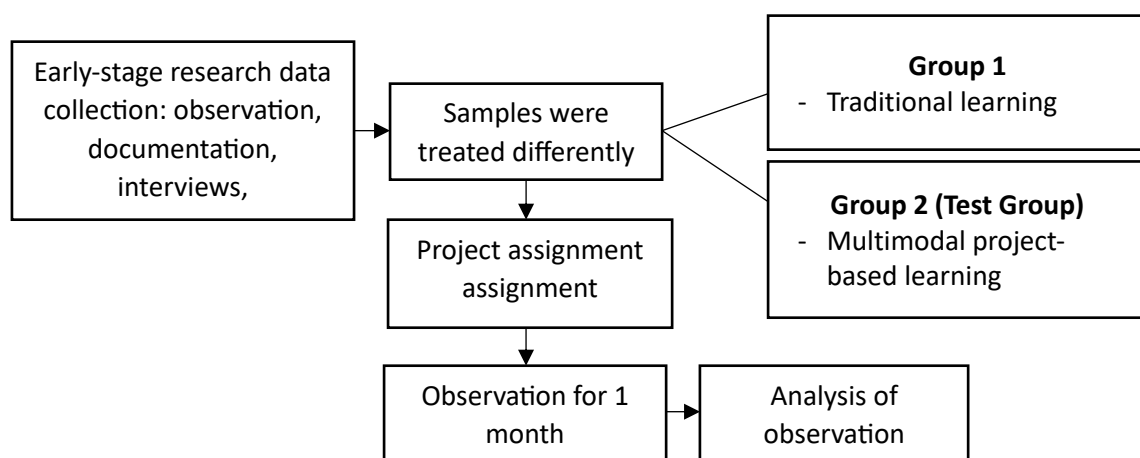


Figure 1. Research Design

The research instrument used in this study was in the form of a questionnaire. The questionnaire was distributed through two stages. The first stage is carried out to evaluate the initial entrepreneurial knowledge of each student. The second stage is given after the learning process with each treatment is completed. The goal is to see the extent to which the increase in students' entrepreneurial creativity occurs.

The data collected by observation, interview, documentation, and questionnaire techniques will be analyzed through three stages:

- a. Data reduction
Data reduction is done by filtering data that is relevant or irrelevant in the research so that the data will be simpler. After that, classify the data according to the purpose of the research.
- b. Data presentation
The data that has been filtered and classified will be presented in other forms, such as graphs, images, charts, tables, and so on so that it can be easier to understand to answer research questions.
- c. Conclusion drawing and data verification
Drawing conclusions as the final result in a study that is drawn or concluded based on facts and research findings supported by strong evidence.

3. RESULTS AND DISCUSSION

The X Equality School in Semarang Regency is one of the non-formal schools that organizes Package C classes with entrepreneurship education programs in its curriculum. The goal is to equip and prepare students to enter the business world to encourage the regional economy while preserving the local potential of the region.

Before being given an assignment in the form of a multimodal project to all teams or groups, a pre-test is carried out to find out the extent of students' abilities, skills, and knowledge related to entrepreneurship according to what they know respectively. The results of the pre-test will be used as an initial benchmark for students' abilities, so that after the project is completed, a post-test is given with the same questions to measure the ability and final knowledge of each student, so that it can be seen whether there is an increase or decrease. The results of the pre-test are shown in Figure 2.

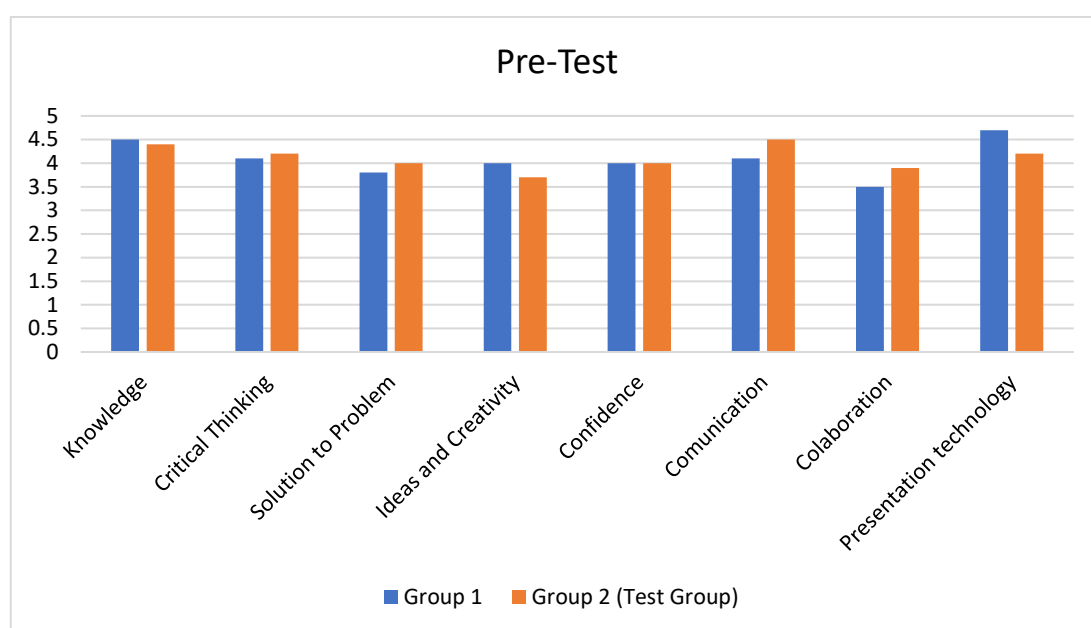


Figure 2. Pre-Test Results

Pre-test and post-test are measured on a scale of 1-10. The scale shows the extent to which students' abilities and knowledge about entrepreneurship are in accordance with each student. Therefore, the results of each student will be different. Based on Figure 2. It can be explained that, all students in the early stages of learning use traditional approaches, where teachers are still the main role during the learning process to transfer knowledge. Both group 1 and group 2 obtained mixed initial results. After that, project assignments are carried out.

The assignment of the multimodal project given starts from the formation of the group into two large groups which are then re-divided into 3 small groups totaling 5 members. The large group was divided into group 1 which was treated with traditional learning and group 2 was the test group treated with a multimodal project learning approach. Each of these groups is divided into three small groups of 5 members. So there are a total of 3 traditional learning groups and 3 multimodal project learning groups.

The observation process is divided into three stages, namely: project design, project implementation, and evaluation of results. At the stage of evaluating the results, an online

questionnaire form will be given which will be filled out by students and teachers to see the extent of the influence and difference felt by students and teachers on the two learning approaches.

a. Project design

Each group was given a task in the form of a business *plan* design that focused on developing the local potential of the Semarang Regency area and the use of technology. The project is intended so that each student can work together, collaborate, communicate, think critically, create creative new ideas, be able to solve problems, and be responsible both personally and as a team. Teachers will direct students to take advantage of the resources available in the surrounding environment and train students to recognize, identify, and develop regional strengths.

Each teacher will serve as a project activity coordinator, student supervisor, monitoring, and assessing and evaluating the results of the project that has been designed. Students will also be given feedback on their respective projects to appreciate the results of their work. Each team will design the stages of their entrepreneurial project. Each team will appoint one student as the team leader while dividing tasks for each member. The goal is for their communication to run well. Good communication between students in the classroom greatly affects their learning process, so that the development of this group project can be a medium to foster students' entrepreneurial spirit. Students will be required to be able to work together in their respective groups including developing their self-management, understanding each other, and being able to analyze existing strengths, weaknesses, opportunities and challenges.

Before conducting the research, the facilitator (teacher) conducts a learning briefing in the classroom first and is trained to find solutions on how to increase student creativity, understand entrepreneurial concepts, and understand the mechanism of multimodal project-based learning methods in entrepreneurship education.

As an initial provision for students, the researcher provided a general overview of entrepreneurship and local potential in Semarang Regency through entrepreneurship seminars filled by academics (researchers). It is hoped that through the seminar that was made, it can provide a broader picture of what, who, how, why, where, and when the concept of entrepreneurship should be applied in life. This stage is very important considering that based on initial observations, it was found that there are still many students who do not have a basic understanding of entrepreneurship. This will of course be an obstacle for them in determining the entrepreneurial project they will design in the learning project.

b. Project execution

At this stage, the implementation of the project is left entirely to the respective groups. Teachers play the role of facilitators only, so that 90% of the activeness during this multimodal project-based learning process is held by students. Each team or group is given the freedom to choose the type of their entrepreneurial product, but still paying attention to the local potential of the Semarang Regency area. The entrepreneurial project can be in the form of goods, services, or other forms that reflect the local potential of the region.

The project that has been designed by each team will be represented into a final presentation which can be in the form of videos, images, text, and other modes according to each team's creativity. After each team represented the results of their project through a short presentation, the teacher as the facilitator gave feedback to each team as a form of appreciation for their work.

c. Evaluation of results

The last stage is an evaluation of the project results that have been presented by each group. Team groups that take a traditional approach tend to lack communication between their members, so they tend to use ideas from members who have the initiative only. In addition, the role of teachers here includes providing ideas, designing projects together with group members, and

determining how to represent the projects that have been prepared. This makes students have fewer roles than teachers.

Meanwhile, in the team group that uses a project-based learning approach, each member tries to express their opinion and as the team leader accommodates all the opinions of the group members and decides on an entrepreneurial project idea and consults their project design to the facilitator (teacher). The facilitator in the learning approach only gives directions when students need it, the rest only supervises the student's work.

The assessment and evaluation of the results of the projects carried out by students is carried out to assess their performance and performance and to ensure the development of students' entrepreneurial competencies in accordance with the goals of entrepreneurship education. The evaluation of student project results is carried out from the project design process until the project is represented in the form of videos, images, or other digital presentations. Students' creativity is judged by what new entrepreneurial project they designed or what development was done from a previous project. Students who are able to use technology, especially social media, are likely to have broader and creative thinking to choose their project ideas. The group that can complete the project well will be given an award as a form of appreciation for their hard work.

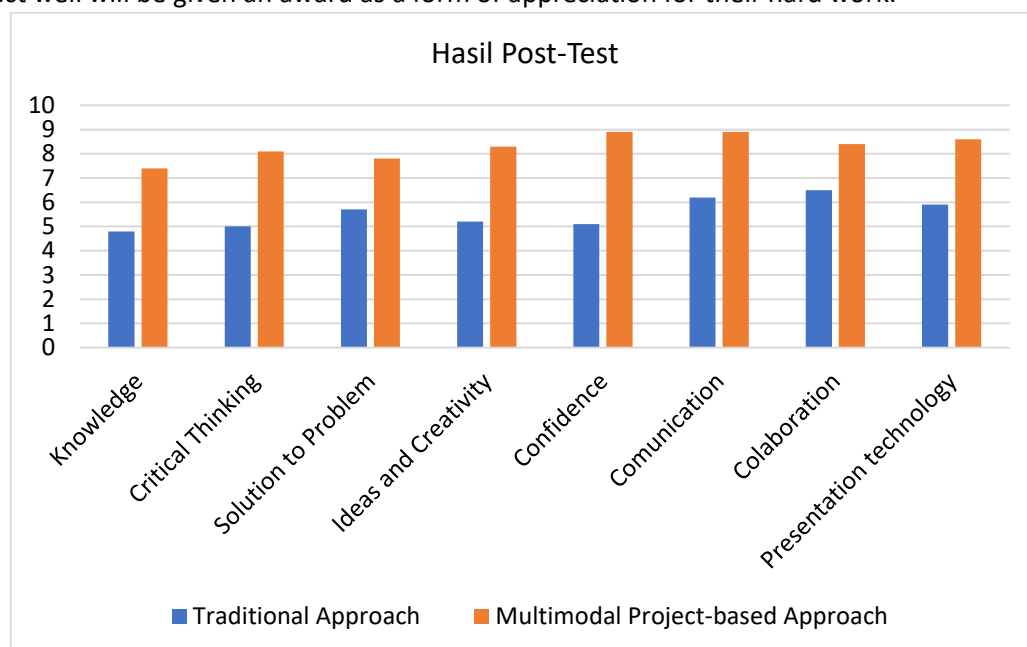


Figure 3. Post-Test Results

When compared to the pre-test results, both group 1 with traditional learning methods and group 2 (test group) who used multimodal project-based learning methods experienced an increase in terms of their abilities, skills, and knowledge related to entrepreneurship. When comparing the two learning methods, the multimodal project-based learning method is very significant in terms of improvement compared to traditional learning methods, both in terms of knowledge, critical thinking skills, problem-solving skills, the ability to create new and creative ideas, the level of confidence, communication, and collaboration. This is because, in multimodal project-based learning, students become the main actors during the learning process, the teacher only accompanies during the learning process. For this reason, students must be active during the learning process and the completion of their group projects. Students in each group must try to establish communication as best as possible to be able to complete their projects well, including choosing the entrepreneurial products they design because each student must have their own opinion and try to defend their opinion. The findings of this study are in line with the findings of

the study (Elfeky et al., 2022; Lata & Bhatnagar, 2023; Mohamed, 2023; Poonpon, 2018; Visa Alvionita et al., 2022)

In entrepreneurship education, the challenge lies in how to develop and apply programs that focus on handling and teaching entrepreneurship. New ways should begin to be used to improve the curriculum and pedagogy of learning that can encourage innovation and entrepreneurial growth of students. Innovative learning methods need to be applied to cultivate entrepreneurial skills among students, helping students become self-sufficient to start their own entrepreneurial journey. A multimodal learning environment enriched by the use of creative technology will tend to support positive learning and enhance the student experience. (Kickul et al., 2018) (Lakshmi et al., 2023) (Ioannou et al., 2016)

According to the findings, (Apriana et al., 2019; Karimi et al., 2016) the identification of opportunities and the generation of new business ideas are an important element in entrepreneurship education, one of which is through entrepreneurship courses designed with creativity exercises. According to the study, courses have a significant influence on students' ability to generate more and innovative business ideas compared to students who do not take courses. To encourage and guide students' innovation and entrepreneurial creativity, students' academic performance must be considered and their personalities must be formed so that they have an open, responsible, and thorough nature which can further increase students' creativity and entrepreneurial intentions. An entrepreneur's openness and creative personality are important elements of driving their creativity, and entrepreneurial creativity may be an important element in the company's growth. The innovation and vision of every entrepreneur is very useful for making changes and running their businesses. Because entrepreneurship is not a common quality and is easy to develop. (Abdelfattah et al., 2022; Anjum et al., 2021; Biraglia & Kadile, 2017; Firman & Setiawan, 2022; Oktavio et al., 2023; Wach & Bilan, 2023; Xu, 2023) (Baghel et al., 2023; Peljko & Auer Antončič, 2022) (Paliwal et al., 2022)

(Yu et al., 2023) revealed the findings of his research that entrepreneurial creativity is an important part of the entrepreneurial competency structure. The increase in entrepreneurial creativity is influenced by cognitive flexibility, entrepreneurial alertness, and entrepreneurial self-efficacy. Entrepreneurship education and training will help entrepreneurs to make better use of their creativity and encourage innovation and success in entrepreneurial activities. Entrepreneurship and creativity education have a positive and significant effect on entrepreneurial intentions. The combination of entrepreneurial mindset, inspiration, and self-efficacy partially mediated the relationship between entrepreneurial education and students' entrepreneurial creativity. Creativity and disruptive innovation are part of the entrepreneurial process that can be developed through training and creativity and innovation are the main tools to meet the increasingly dynamic demands of global business. (Li et al., 2023) (Tapia Mejia & Pico Gonzalez, 2023) (Hou et al., 2024)

Basically, creativity is described as the ability to grow new ideas and strategies, recognize opportunities and solve problems. Creativity will affect entrepreneurial intentions or intellectuality that is sourced from the dimension of the source of competitive advantage to generate significant market value. However, an entrepreneur does not only need creativity, but other entrepreneurial competencies to support their abilities and capabilities to become prospective entrepreneurs, both soft skills and hard skills. The goal is to be able to overcome market challenges and make adjustments in order to survive in a highly competitive market, for example communication and leadership skills and other elements that are considered soft skills in the WEF, ESCO, and GEDI databases. (Adomako & Nguyen, 2023) (Ferreira-Neto et al., 2023) (Panjaitan et al., 2023) (Tu & Akhter, 2023) (Škare et al., 2022)

The use, incorporation of several different learning approaches is sometimes beneficial for increasing awareness and entrepreneurial mindset. According to him, it is very important to start moving from teacher-centered learning to student-centered learning and focus on lifelong learning practices that are experiential and extensive. To increase entrepreneurial innovation that can increase one's entrepreneurial creativity it is very important to highlight his learning, so it is necessary to consider entrepreneurship education in the community. According to project-based learning, it has a positive influence on student motivation, student self-efficacy and cooperation skills. The project-based learning approach can theoretically be applied to any subject. Project-based learning requires a significant shift from traditional approaches, so it's no surprise that the set of design principles discussed in the literature addresses how students can develop new skills and knowledge. This project-based approach engages students in constructing knowledge, more in-depth inquiry, and the use of problem-solving and critical thinking skills. It is revealed that conventional learning models will distort the development of creativity and project-based learning has the potential to create a more creative environment. The research findings show that project-based learning fosters high creativity for students, designs projects smoothly, has unique ideas, is able to solve problems well. Flexible thinking skills will complete projects quickly and original thinking skills will be able to execute projects and present them more attractively. It found that learning techniques with a project-based approach are able to increase student engagement which allows for the sharing of knowledge, information, and discussion. Meanwhile, multimodal learning provides new tools and techniques to capture different types of data from complex learning activities in dynamic learning environments, such as student-centered. (Robinson et al., 2016) (Mai & Nguyen, 2023) (Shin, 2018) (Condliffe et al., 2017) (Haryanto & Rochsantiningsih, 2016) (Paramita Siska Dewi & Murwaningsih, 2021; Suryanto et al., 2019) (Almulla, 2020) (Spikol et al., 2018)

Seeing an increase in students' abilities, skills, and knowledge related to entrepreneurship is higher by using multimodal project-based learning methods compared to learning using traditional methods. Therefore, based on the findings of the study, the researcher suggested that teachers start applying a multimodal project-based learning approach because it has proven effective in increasing students' entrepreneurial creativity in equality schools. Not only to increase students' entrepreneurial creativity, but the skills of speaking, cooperating, thinking critically, and so on have also improved. In addition, the multimodal project-based learning approach also improves students' skills using technology and multimodal modes during learning. The limitation of this study is that it does not conduct a statistical analysis of the results of the questionnaire, so it is not known for sure the extent of the significance of improving abilities, skills, and knowledge felt by students. The researcher only processed the data simply to see the extent of the increase felt by the students.

4. CONCLUSION

Multimodal project-based learning is a learning approach that makes students more active during the learning process (student-centered learning). Multimodal project-based learning integrates various modes of communication and representation of meaning in project-based activities, so it will involve visual, auditory, and other modes of representation in video creation, poster design, songwriting, or the creation of digital presentation materials that involve the use of language, images, sounds, gestures, and more to communicate meaning effectively. In this study, multimodal project-based learning is aimed at increasing the entrepreneurial creativity of equality school students. The findings of the study show that the multimodal project-based learning method is not only able to increase students' entrepreneurial creativity, but also increase knowledge, problem-solving skills, think critically, improve communication and collaboration between friends

and with facilitators (teachers), and increase confidence. In addition, the ability to use presentation technology has also increased indirectly.

Based on the findings of the research, multimodal project-based learning in entrepreneurship education subjects in equality schools is highly recommended and recommended to be applied immediately. These learning methods are able to have a positive effect on each student, ranging from increasing confidence, creativity to create new ideas, improving communication between others, to increasing the application of technology during the learning process. The projects given also increase the critical thinking of each student, so that they can solve problems that occur. This study has limitations because it does not conduct statistical analysis on the results of the initial survey and the final survey, so it is recommended to conduct a statistical analysis of the results of the questionnaire both to find out for sure, or the level of significance of multimodal project-based learning on increasing student entrepreneurial creativity. The implication of this study is that the researcher uses the same topic and theory and has been used by previous researchers, but the researcher uses a different research subject, namely in equality education students. Despite this, the study showed the same results that all research samples that were included in the test group using a multimodal project-based research approach were able to increase students' entrepreneurial creativity, including problem-solving, critical thinking, communication, and collaboration skills.

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