



The Influence of Entrepreneurship Courses on Students' Entrepreneurial Interests

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ABSTRACT

This study aims to determine the effect of entrepreneurship courses on students' interest in entrepreneurship and aims to determine how much influence this variable has. The method used in this research is descriptive quantitative with testing using SPSS. The data in this study were obtained using an online questionnaire using google form and respondents' answers in the study using a likert scale. The results of this study indicate that the calculated F value is 14,234 with a significant 0,000, while $\alpha = 0.05$ because the P_{value} is smaller than $\alpha = 0.05$, which means that the entrepreneurship subject variable which includes the material and method of delivering lectures has a positive and significant effect on' interest in students entrepreneurship. early childhood education at Ivet University. The magnitude of the influence of the entrepreneurship subject variable on students' interest in entrepreneurship is 44.2%.

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1. Introduction

The big challenge that is currently being faced by Indonesia is to become a more developed country, one of which is overcoming and reducing unemployment. Data from the Central Statistics Agency in 2020 noted that the unemployment rate in Indonesia was 9.77 million (7.07%) of the population. The high unemployment rate which is contributed by diploma graduates is 8.08% and the University 7.35%. It should be that the highly educated young generation becomes the foundation of economic development. This is the importance of strengthening entrepreneurial skills so that they do not only rely on job seekers but can also create opportunities to create jobs. The level of entrepreneurship in Indonesia is still low compared to neighboring countries in Asia. The level of entrepreneurship in Indonesia is still at 3.47% compared to Singapore, which is almost 9% and Thailand which is almost 5%.

The government is currently trying to increase the number of entrepreneurs, namely by holding competitions and providing entrepreneurship grants, namely student creativity programs, student entrepreneurship programs and the existence of an independent campus program. It is hoped that students will have more activities outside the campus so that they gain experience especially in entrepreneurship. With the grant program from the government, students are expected to be able to take advantage of the program to train entrepreneurship and develop existing businesses. Apart from the government, with the holding of the independent campus program, which gives students and lecturers the option to do more activities outside the campus itself, it can also create a curriculum that supports students in entrepreneurship. That is one step with the entrepreneurship course. This course is expected to be a trigger for students to know and be interested in the business world. This subject has been taught in all study programs and is a compulsory subject at the university. But it is not yet known whether this entrepreneurship course can generate interest or desire of students to choose entrepreneurship or not. So from this problem, this study will examine the effect of entrepreneurship courses on the entrepreneurial interest of early childhood education students at Ivet University.

2. Literature Review

2.1 Entrepreneurship

Entrepreneurship is a science that discusses the behavior, abilities and values of a person on how to take advantage of opportunities and face various life challenges faced with many risks. Suryana, (2014). According to Thomas W. Zimmerer, (2008) entrepreneurship is the implementation of the results of creativity and innovation to be able to seize opportunities and can be used for solving problems faced by



someone every day. According to Peter F. Drucker in Saragih, (2017) defines entrepreneurship, namely skills that are used to be able to produce different and new things.

2.2 Interest

Interest are things related to something that provides benefits and can give satisfaction to oneself Jahja, (2011). According to Ahmadi, (2009) interest is the attitude of a person's soul, which includes mental functions which include emotion, conation and cognition which focuses on something or purpose and the existence of a strong feeling. Muhibbin, (2010) defines interest as high enthusiasm and a tendency or great willingness to do something. The term interest is a factor terminology from the personality itself which shows the urge, the desire that arises from within a person to choose a similar target.

3. Methods

In this study, the samples were all students who took the regular entrepreneurship course to attract early childhood education students in the even semester of 2019/2020. The sampling technique used was purposive sampling Agusra, (2021). This research uses a survey method using a questionnaire to collect data. Questionnaires were distributed online, namely by using google form. This research uses the quantitative descriptive method Sugiyono, (2016) and uses the SPSS testing tool. This study examines the effect of entrepreneurship courses on interest in entrepreneurship. Efendi, (2017) in early childhood education students at Ivet University. In the independent variable, the subject is divided into material variables and methods of delivery, while the dependent variable is interest in entrepreneurship. The material variable consists of five statements and the method of delivery variable consists of five statements and the entrepreneurial interest variable contains five statements. Statements using answers with a likert scale.

4. Results and Analysis

4.1 Characteristic of Respondents

The characteristics of the respondents in this study were based on gender, from the total number of respondents, all of whom were 39 students, were female respondents. Then the respondents based on age 18-24 years were 4 respondents, age 25-31 years amounted to 14 respondents, age 32-38 years amounted to 16 respondents and age 39-45 years amounted to 5 respondents

4.2 Respondents Explanation of Research Variables

a. Respondents answer to the course material

Table 1
Description of Respondents' Responses Regarding the Course Material

| No. Per | SS | | S | | N | | TS | | STS | | Amount | |
|------------|----|------|----|------|---|-----|----|---|-----|-----|--------|-----|
| | F | % | F | % | F | % | F | % | F | % | F | % |
| 1 | 25 | 64,1 | 11 | 28,2 | 2 | 5,1 | 0 | 0 | 1 | 2,6 | 39 | 100 |
| 2 | 28 | 71,8 | 9 | 23,1 | 1 | 2,6 | 0 | 0 | 1 | 2,6 | 39 | 100 |
| 3 | 26 | 66,7 | 11 | 28,2 | 1 | 2,6 | 0 | 0 | 1 | 2,6 | 39 | 100 |
| 4 | 23 | 59,0 | 12 | 30,8 | 3 | 7,7 | 0 | 0 | 1 | 2,6 | 39 | 100 |
| 5 | 33 | 84,6 | 5 | 12,8 | 0 | 0 | 0 | 0 | 1 | 2,6 | 39 | 100 |

Source: Research Data Processed, 2020

Based on the results of research regarding the answers given by respondents that the material given to students is of good value and has a good relationship. very strong towards students' interest in entrepreneurship. This is evidenced by the respondents' answers expressing their agreement which dominates the entire answer.

b. Respondents answer to the delivery method

Table 2
Description of Respondents' Responses Regarding the delivery method

| No. Per | SS | | S | | N | | TS | | STS | | Amount | |
|------------|----|------|----|------|---|-----|----|-----|-----|-----|--------|-----|
| | F | % | F | % | F | % | F | % | F | % | F | % |
| 1 | 26 | 66,7 | 12 | 30,8 | 0 | 0 | 0 | 0 | 1 | 2,6 | 39 | 100 |
| 2 | 30 | 76,9 | 7 | 17,9 | 1 | 2,6 | 1 | 2,6 | 0 | 0 | 39 | 100 |
| 3 | 25 | 64,1 | 10 | 25,6 | 3 | 7,7 | 0 | 0 | 1 | 2,6 | 39 | 100 |
| 4 | 29 | 74,4 | 9 | 23,1 | 0 | 0 | 0 | 0 | 1 | 2,6 | 39 | 100 |
| 5 | 24 | 61,5 | 12 | 30,8 | 2 | 5,1 | 0 | 0 | 1 | 2,6 | 39 | 100 |



Source: Research Data Processed, 2020

Based on the results of research regarding the answers given by respondents that the way of delivering lectures given to students is good value and has a good relationship. very strong towards students' interest in entrepreneurship. This is evidenced by the respondents' answers expressing their agreement which dominates the entire answer.

c. Respondents answer to the Interest

Table 3
Description of Respondents' Responses Regarding the Interest

| No. Per | SS | | S | | N | | TS | | STS | | Amount | |
|------------|----|------|----|------|---|------|----|-----|-----|-----|--------|-----|
| | F | % | F | % | F | % | F | % | F | % | F | % |
| 1 | 24 | 61,5 | 5 | 12,8 | 8 | 20,5 | 1 | 2,6 | 1 | 2,6 | 39 | 100 |
| 2 | 17 | 43,6 | 10 | 25,6 | 8 | 20,5 | 3 | 7,7 | 1 | 2,6 | 39 | 100 |
| 3 | 30 | 76,9 | 6 | 15,4 | 2 | 5,1 | 1 | 2,6 | 0 | 0 | 39 | 100 |
| 4 | 29 | 74,4 | 8 | 20,5 | 1 | 2,6 | 1 | 2,6 | 0 | 0 | 39 | 100 |
| 5 | 17 | 43,6 | 11 | 28,2 | 9 | 23,1 | 1 | 2,6 | 1 | 2,6 | 39 | 100 |

Source: Research Data Processed, 2020

Based on the results of research regarding the answers given by respondents that the answers agree to dominate on all statements in the student entrepreneurial interest variable.

4.3 Validity Test

Test to determine the level of validity of a questionnaire as a measuring tool or research instrument Arikunto, (2016). The validity test was carried out on the research variables, namely the independent variables of the course covering material, delivery methods and the dependent variable, namely interest in entrepreneurship. Statement items are declared valid if the correlation value (r count) is greater than the value of r table. Degree of freedom $df = n-2$ significant level $\alpha = 0.05$ obtained r table = 0.316. The results of this study indicate that the results of the validity test of all statement items are valid because r count from the validity test results of this study is greater than r table.

4.4 Reliability Test

The results of the calculation of the reliability test are reliable if the alpha coefficient is greater than the critical value of 0.6, which means that it is reliable and can be used for research. An instrument that, when used multiple times to measure the same object, will produce the same data. Where the minimum requirement for an instrument is said to be reliable, if it has a value of $\alpha > 0.6$, otherwise if it has a value of $\alpha < 0.6$ then an instrument is said to be unreliable, Ghazali, (2018). The results of this study indicate that the reliability test of all statement items has an α value of more than 0.60, meaning that all statement items in this study are reliable.

4.5 Multiple Regression Analysis

Used to determine whether there is a real relationship between the independent variable (X) and the dependent variable (Y) together, the results of the F test that has been carried out using the SPSS program obtained the following results.

Tabel 4

F Test

| ANOVA ^a | | | | | |
|--------------------|------------|----------------|-------------|--------|-------------------|
| Model | | Sum of Squares | Mean Square | F | Sig. |
| 1 | Regression | 230.640 | 115.320 | 14.234 | .000 ^b |
| | Residual | 291.668 | 8.102 | | |
| | Total | 522.308 | | | |

a. Dependent Variable: Interest

b. Predictors: (Constant), delivery method, course material

The F test criteria based on the P value are as follows:

- If $P_{value} > (\alpha: 0.05)$ then H_0 is accepted. This means that there is no significant effect between the independent variables together on the dependent variable.
- If the $P_{value} < (\alpha: 0.05)$ then H_0 is rejected. This means that there is a significant influence between the independent variables together on the dependent variable.

Based on the table 4, it can be seen that the calculated F value is 14,234 with a significant 0,000, while $\alpha = 0.05$ because the P_{value} is smaller than $\alpha = 0.05$, which means that the variability of subjects that include materials and methods of delivery together has a positive and significant effect on student entrepreneurial interest

4.6 The Coefficient of Determination

The coefficient of determination is used to find the percentage of contribution of the independent variables of the course which includes the material and method of delivery of student entrepreneurial interests by looking at the R square value.

Tabel 5
Coefficient of Determination

| Model | R | R Square | Model Summary | |
|-------|-------------------|----------|-------------------|----------------------------|
| | | | Adjusted R Square | Std. Error of the Estimate |
| 1 | .665 ^a | .442 | .411 | 2.846 |

a. Predictors: (Constant), delivery method, course material

The value of R^2 (R square) of 0.442 indicates that the percentage contribution of variable subjects includes materials and methods of delivery to student interest in entrepreneurship 44.2%, while 55.8% is influenced by other variables that are not included in this study.

5. Conclusion

Research on the effect of entrepreneurship courses on students' interest in entrepreneurship at Ivet University resulted in the following conclusions, based on data analysis it can be seen that the calculated F value is 14,234 with a significant 0,000 while $\alpha = 0.05$ because the P_{value} is smaller than $\alpha = 0.05$. means variable entrepreneurship courses which include material and delivery of content and significant positive effect on student interest in entrepreneurship early childhood education classes Ivet University. Then regular pull of this research are also known the value of R^2 (R square) of 0442 showed that the percentage contribution of variable Subjects include the material and methods of delivery of the student's entrepreneurial interest by 44.2%, while the remaining 55.8% is influenced by other variables not included in this study.

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