

Entrepreneurship Courses' Impact on Students' Interest in Entrepreneurship

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Abstract

The economic difficulties in 1998 with the monetary crisis that occurred in the transformation era caused a lot of unemployment in various places in Indonesia. The cause of this high unemployment is the imbalance of fairly high population growth with the few available jobs. This research then aims to see how entrepreneurship lectures for students can influence entrepreneurial interest. This research will be carried out using quantitative methods. Existing data will be analyzed using descriptive analysis and multiple linear regression. This study found that entrepreneurship lectures influenced students' interest in doing entrepreneurship. The effects of this lecture are divided into two, namely the lecture material and how to deliver the material. The lecture material directly influences student interest, while the way this material is delivered does not directly affect student interest in entrepreneurship.

Keywords: *Entrepreneurship Interest, Entrepreneurship Lecture, Submission of Material, Lecture Material.*

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A. INTRODUCTION

In 1998, Indonesia's economy experienced a period of severe hardship. The transition from the new order to the reform era, coupled with the monetary crisis, resulted in widespread unemployment. Unemployment is a significant issue in Indonesia, one that is still difficult to resolve (Heryanto & Mandal, 2013). The government's program to reduce unemployment has not reduced unemployment significantly. The reason is that the population is high, not matched by the increase in employment (Ulysea, 2010). Companies are increasingly selective in accepting new employees while competition is getting higher and job opportunities are very limited (Gunasekaran et al., 2011).

Currently, the unemployed are graduates of elementary to high school, but many are also undergraduates. It can be said that unemployment often occurs in educated people (Li et al., 2014). According to statistics from the Central Statistics Agency, some of the unemployed in Indonesia have a Diploma/Academic education or are college graduates. The situation will deteriorate further as a result of global competition, including the introduction of the ASEAN Economic Community, which will place Indonesian university graduates in direct competition with foreign university graduates (Syam et al., 2018).

It is feared that the unemployment rate for educated graduates with undergraduate status will continue to increase if universities as institutions that produce undergraduates cannot direct their students and alumni to create jobs after graduation (Innocent, 2014). Because many human resources graduates from higher

education institutions prefer to fill available jobs from both government and private agencies compared to trying to create jobs for themselves and others (Lane, 2011).

According to McClelland, a country's prosperity requires a minimum of 2% of its overall population to be entrepreneurs. For instance, 11.5 percent of entrepreneurs live in the United States. Singapore's population continued to grow at a rate of 7.2 percent (Djankov et al., 2020). Meanwhile, according to BPS statistics, Indonesia is expected to have a population of only 0.18 percent, or roughly 400,000 people out of a total of 4.4 million (Darmawan & Soetjipto, 2016).

Concerning the importance of entrepreneurship issues for improving the country's economy, the government has issued Presidential Instruction No. 4, 1995, concerning "the national movement to socialize and cultivate entrepreneurship". The Ministry of National Education then followed up on this directive by launching this entrepreneurship development initiative in the form of educational packages and activities geared toward Vocational High Schools and students (Subroto, 2013). Realizing this, universities that aim to develop insights, perspectives, ways of thinking, reality, and productivity need to prepare their students with entrepreneurship knowledge to generate interest in them to realize their entrepreneurial potential (Glen et al., 2014). Efforts to eliminate unemployment must at the very least result in a shift in the community's thinking, particularly among undergraduate graduates, from job seeking to job creation (Bekki et al., 2018).

Entrepreneurship education is meant to foster an entrepreneurial spirit, encourage individuals to be self-sufficient, work, and contribute to the development of the national economy. Entrepreneurship education is also expected to develop creative entrepreneurs capable of creating jobs and assisting in the reduction of perpetual unemployment (Karimi et al., 2010).

According to Mulyani, entrepreneurship education will motivate students to recognize and pursue entrepreneurial opportunities. The mindset that has always been employee-centric has been flipped to become customer-centric (Zhao, 2015). Thus, entrepreneurship can be taught by nurturing entrepreneurial values that will change students' character and behavior in preparation for later success as self-employed workers or entrepreneurs (Falck et al., 2012).

Entrepreneurship education that is carried out is included in the learning curriculum, which requires students to take entrepreneurship courses. Entrepreneurship courses are taken in the sixth semester (Gerba, 2012). The courses are applied in the form of theory and practice of entrepreneurship. Based on previous research discussing entrepreneurial interests, including "The Effect of Entrepreneurship Knowledge and Independence on Entrepreneurial Interests," this research has theoretical and practical contributions (Fayolle & Gailly, 2015). This study shows that entrepreneurial knowledge, independence, and interest in entrepreneurship are included in the high category. It is also known that entrepreneurial knowledge and independence positively affect interest in entrepreneurship, either partially or simultaneously (Dimov, 2010).

Through the explanation above, the researcher then decided to see how entrepreneurship lectures for students could influence entrepreneurial interest.

B. LITERATURE REVIEW

1. Entrepreneurship

Sumardi noted that an entrepreneur establishes a business or venture that is expected to face risks and uncertainties in order to make profits and expand the business through job creation (Sumardi, 2017). According to Hisrich, entrepreneurship is defined as a dynamic process by which individuals create additional wealth by taking significant risks in terms of time capital and career dedication or by adding value to a product or service (Arthur & Hisrich, 2011).

Entrepreneurship or entrepreneurship is a dynamic process or a series of activities carried out by entrepreneurs in their efforts to produce and provide added value for certain products or services that have been fought hard so that they succeed in obtaining commercial profits or success, according to Murtini (Kindstrom & Kowalkowski, 2014).

Entrepreneurship education is a systematic and continuous process to form human entrepreneurs, both formal and informal. According to Marie, this entrepreneurship education aims to transform one's soul or attitude in order to fit the criteria for human entrepreneurs and to enhance certain talents and competence in order to assist someone or a community in entrepreneurship (Lanero et al., 2011).

2. Materials in Entrepreneurship Course

Entrepreneurship courses are offered as general lectures or as a specialty within a degree program. The curriculum material applied in the learning guide proposed in entrepreneurship science, according to the contents of Suryana's entrepreneurship book, discusses:

- a. Preliminary.
- b. Discipline Scope of Entrepreneurship.
- c. Character, General Traits, and Essential Values of Entrepreneurship.
- d. Entrepreneurship Process
- e. Functions and Role Models of Entrepreneurs
- f. Ideas and Opportunities in Entrepreneurship
- g. Starting a New Business and Its Development Model
- h. Business Management and Entrepreneurship Strategy
- i. Core Competencies and Competitive Strategies in Entrepreneurship (Arjawa et al., 2016)

According to the contents of the book, entrepreneurship by Daryanto discusses:

- a. Entrepreneurship.
- b. Types of Entrepreneurship.
- c. Financial Arrangements.
- d. Creative Thinking.
- e. Insurance.

- f. Islamic Business Ethics.
- g. Designing New Products.
- h. Choose Your Business (Gumusay, 2015).

Based on the above opinion, the entrepreneurship material taught must be full of knowledge, knowledge is obtained from entrepreneurial theories taught by teachers to students. In the end, the knowledge that has been processed will result in optimal mastery of the material and can be realized in the form of numbers or values and changes in attitudes and behavior.

3. How Entrepreneurship Materials Are Delivered

Successful learning, one of the factors is a teacher's ability to deliver the material. With interesting, unique and targeted learning methods, it is hoped that the trainees will capture the teacher's intent and purpose. In a study, the learning method factor becomes one thing that is very important for the success of students in obtaining knowledge and skills from a lesson (Paju et al., 2016).

According to Joan Midden-fort, providing suggestions on how to improve teaching effectiveness are:

- a. Prepare everything well
- b. Motivate in class
- c. Cultivate dynamics and enthusiasm in the teacher
- d. Creating opportunities to communicate with students
- e. Continue to improve the content or quality of teaching materials

Djamarah and Aswan mention that "the position of the method is as a tool of extrinsic motivation, as a teaching strategy and as a tool to achieve goals". Using ways to aid in learning is one strategy to ensure success. The more intelligent a teacher is in determining the technique of instruction, the greater the likelihood of success in teaching (Dron, 2018). We can determine the significance of a method in the teaching and learning process, as well as the success of the teaching and learning process. Fatturohman and Sobry argue, "the more precise the method used by the teacher in teaching, it is hoped that the more effective the achievement of learning objectives will be" (Mercer & Howe, 2012).

There are several roles and functions of the existence or influence of entrepreneurship in supporting the direction of entrepreneurial development, including:

- a. Able to influence the spirit or motivation in a person to do something difficult for him to realize but becomes a reality.
- b. Entrepreneurship has a role and function to direct someone to work more regularly and systematically and focus on realizing their dreams.
- c. Able to inspire many people that every time they find a problem, there will be found business opportunities to be developed. This means that everyone is taught to form a "problem solving" spirit.

- d. When practiced by many people, the highest positive value of the role and function of entrepreneurship, the unemployment rate will decrease. And this can lighten the burden on the state to create jobs.

4. Interest in Doing Entrepreneurship

According to Fu'adi, entrepreneurship interests him because he is willing to work hard and diligently to advance his business, he is willing to take various risks associated with his business actions, he is willing to explore new paths and ways, he is willing to live frugally, and he is willing to learn from his experiences. Thus, interest in entrepreneurship refers to the desire, interest, and willingness to work hard or have a great desire to be independent or attempt to meet their own requirements without fear of the risks involved, as well as a strong desire to learn from failure (Karabulut, 2016).

According to Santoso, the understanding entrepreneurial interest itself is a psychological symptom of focusing attention and doing something about the entrepreneur with pleasure because it benefits him. While the interest in entrepreneurship based on the perspective of time is divided into four categories, namely:

- a. Interest in entrepreneurship soon / after graduation.
- b. Interest in entrepreneurship in the next two years.
- c. Interest in entrepreneurship in the long term / in the future.
- d. Haven't set a time to start yet (Wiklund et al., 2016)

C. METHOD

This research will use a quantitative approach. The data that has been collected will be tested so that the test results can then be analyzed to find the existing results. The population in this study were students who came from Business Administration, Faculty of Communication and Business and came from Telkom University. The number of samples taken were 72 people. Samples were obtained through non-probability sampling and random sampling techniques. The research will be conducted using data analysis techniques using descriptive analysis and multiple linear regression. The equation in multiple linear analysis can be seen as follows:

$$Y = a + b_1X_1 + b_2X_2$$

Information:

Y = Interest in Entrepreneurship

X₁ = Material delivered

X₂ = How to deliver the material

a = Constant

b₁, b₂ = Regression coefficient

D. RESULT AND DISCUSSION

1. Multiple Linear Regression Analysis Results

Multiple linear regression analysis was used to determine how much influence the entrepreneurship course variable (X) had on the entrepreneurial interest variable (Y).

Table 1. Multiple Linear Regression Results

Model	Coefficients		t	Sig.
	B	Std. Error		
(Constant)	1.107	1.254	.883	.380
Total Material	.352	.052	6.731	.000
Total Method	.142	.112	1.261	.212

Based on Table 1, the following regression equation is obtained: $Y = 1.107 + 0.352X_1 + 0.142X_2$. The above equation can be interpreted as follows:

- Constant (a) = 1.107. Shows a constant value, that is, if the variable of the material being conveyed (X₁) and the method of delivering the material (X₂) = 0, then the student's interest in entrepreneurship remains at 1.107.
- Coefficient X₁ (b₁) = 0.352. This shows that the conveyed material variable has a positive effect on students' interest in entrepreneurship. In other words, if the material variable conveyed is increased to one unit, the interest in entrepreneurship will increase by 0.352.
- Coefficient X₂ (b₂) = 0.142. This shows that the variable method of delivering material positively affects student entrepreneurship interest. In other words, if the variable method of delivering material is increased to one unit, the interest in entrepreneurship will increase by 0.142.

This equation shows that the independent variable, namely the entrepreneurship course consisting of the material presented and the method of delivering the material, has a positive effect on interest in entrepreneurship. This positive influence shows that the higher the learning of entrepreneurship courses, the higher the interest in entrepreneurship.

2. Partial Significance Test (T-Test)

- The value of the t count of the material variables conveyed is greater than the t table. Because the value of $t_{\text{count}} (6.731) > t_{\text{table}} (1.994)$ and a significance level of $0.000 < 0.05$, H₀ is rejected. It was concluded that partially, there was a significant effect of the material presented (X₁) on students' interest in entrepreneurship.
- The value of the t_{count} variable of the material delivery method is smaller than the t_{table} . Because the value of $t_{\text{count}} (1.261) < t_{\text{table}} (1.994)$ and a significance level of $0.212 > 0.05$, H₀ is accepted. It was concluded that partially, there was no significant effect of the way the material was delivered (X₂) on the students' interest in entrepreneurship.

The results of this test can be interpreted that the material presented is very influential on the growth of student entrepreneurship interest, while the way the material is delivered does not have a direct influence on the growth of student entrepreneurship interest.

3. Simultaneous Significance Test (F-Test)

Below is a table containing the results of the simultaneous significance test.

Table 2. ANOVA		
Model	df	F
Regression	2	47.968
Residual	69	
Total	71	

Table 2 shows the results of processing the F_{count} data of 47.968 with a significance level of 0.000. This shows that $F_{\text{count}} > F_{\text{table}}$ ($47.968 > 3.13$) with a significance level of $0.000 < 0.05$, then H_0 is rejected, and H_a is accepted. Thus, it can be concluded that the entrepreneurship course, which consists of the material presented, and the way the material is delivered simultaneously, has a positive and significant effect on Student Entrepreneurial Interest.

4. Coefficient of Determination

The coefficient of determination (KD) or the value of R Square (R^2) is used to quantify the independent variable's (X) contribution: Entrepreneurship Course, which comprises of the content offered and the manner in which the content is delivered, has an effect on (Y), namely Entrepreneurial Interest. The coefficient of determination is calculated using SPSS 22 for Windows, as shown in Table 3 below:

Table 3. Coefficient of Determination

Model	R	R Square	Adjusted R Square
1	.763	.582	.570

Table 3 shows that the magnitude of the influence of the entrepreneurship course consisting of the material presented and the method of delivery of the material on the interest in entrepreneurship is indicated by the coefficient of determination of the value of R Square = 0.763. This demonstrates that the entrepreneurship course, which comprises of the material delivered and the way through which the material is conveyed, has a 58.2 percent effect on interest in entrepreneurship. Additionally, 41.8 percent of non-variable factors were not addressed in this study.

5. Analysis of Research Test Results

Based on the results of descriptive analysis, overall, the material variables presented are in a good category, which means that respondents feel that the material in the entrepreneurship course has been conveyed well by the lecturer. However, although the material variables presented are in a good category, some materials need

to be further explained. In addition, the material variables also presented partially have a significant influence on the interest in entrepreneurship.

It is in a good category for the variables of delivering the material as a whole. This means that the method of delivering entrepreneurship course material has positively influenced students to understand the knowledge conveyed easily. However, although the variable of the delivery method is in a good category, several delivery methods have not been fully able to foster student entrepreneurship interest. In addition, the variable method of delivering material partially has no significant effect on interest in entrepreneurship.

The variable of interest in entrepreneurship is in a good category. The interest in becoming an entrepreneur has begun to appear in students well. However, from the research results, there are still some students who are not confident in doing a business. And most of the students' interests are influenced by the desire for entrepreneurship to achieve personal satisfaction. However, as a whole, the variables of entrepreneurship courses which consist of the material presented and the way the material is delivered, simultaneously have a positive and significant effect on Student Entrepreneurial Interest.

This study shows that entrepreneurship courses affect student entrepreneurship interest. This can be an input for universities that apply for entrepreneurship courses that the material presented and the method of delivering the material will increase students' interest in entrepreneurship. The material presented has a big role for students because students' insight will increase by giving new materials. In addition, a good way of delivering material will lead to a deep understanding for students to master the learning that has been given.

E. CONCLUSION

Based on the study results, it shows that entrepreneurship courses that consist of the material presented and the method of delivering the material affect the students' interest in entrepreneurship together. However, the material presented directly influences students' interest in entrepreneurship. Meanwhile, delivering the material does not directly affect the students' interest in entrepreneurship.

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