

Student Perception in Entrepreneurship Education In The Tourism Sector at Tourism Department, Politeknik Negeri Padang

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Abstract

Entrepreneurship education at university is needed to prepare graduates who have sense of entrepreneurship. It also becomes a challenge for the university as well as support for government programs in alleviating poverty. Entrepreneurial education can be given to all students from various disciplines, including tourism students at Politeknik Negeri Padang. In fact, it has been taught since this study program was established, although it is not yet known how the students perceive this course. Understanding the perceptions is important in order to find out the success of entrepreneurial education as it can be a basis to evaluate the development of the course. To find out the perception, as many as 39 respondents were involved to give their opinion towards the entrepreneurial education they received. The questionnaire was used as a tool to explore these perceptions. The aspects of education in question are: entrepreneurship material, motivation, entrepreneurial skills, approaches, facilitators, and entrepreneurial programs/activities. The results of the descriptive analysis of the distribution of questionnaires showed that students have a positive perception of entrepreneurship education they received. Nevertheless, some aspects still need to be improved.

Keywords: entrepreneurship education, tourism's student perception

Introduction

With increasing competition in the field of the Travel Bureau, demanding human resources who will be involved in it as students have a good understanding of the field of tourism science, especially students of tourism department. Where the current phenomenon is, the emergence of internet-based travel agency business or on line travel.

With the development of the Travel Bureau which operates conventionally or on line making the level of business competition in the Travel Bureau field even higher. At this time, the innovative Travel Bureau is required to create an activity program, pro actively face changes that will survive and become market leaders in the region. For this reason, the Travel Bureau needs to improve itself by making many breakthroughs and updates, one of them is having qualified human resources. Human resources who have sufficient knowledge in the field of Travel Bureau and have the courage to compete and be innovative in the face of competition.

Universities are not only required to produce qualified tourism human resources in the science of the Travel Bureau but also preparing human resources who are ready for entrepreneurship. Answering these demands, universities including Politeknik Negeri Padang prepare various entrepreneurship education programs which aims to foster interest in entrepreneurship among students according to the field of science they are involved in.

In English Indonesian Dictionary (Jhon, 2015) Perception comes from the word "Perception which means vision, response, power to understand or respond to something". Whereas in the psychology dictionary (James, 2016) the word "Perception means the process of knowing or recognizing objective objects and events with the help of the senses". The perception referred to in this study is a process of acceptance and interpretation of stimuli or stimuli received by students through their five senses.

Entrepreneurship education is a conscious effort by an individual to add insight into entrepreneurship (Gerba, 2015). This statement is supported by the definition of entrepreneurship

education delivered by Fayolle et al. (2006) that entrepreneurship education is a number of pedagogical programs or educational processes that shape attitudes and entrepreneurial skills, which aim to develop certain personal qualities. Entrepreneurship education is carried out in various ways and approaches. For example, the University of Indonesia applies an entrepreneurial education model through five ways, namely through: (i) education curriculum; (2) business incubator units; (3) center for entrepreneurship development and studies as a student activity unit; (4) student scientific olympiad competitions held by the Student Executive Board of the University of Indonesia, where one type of competition is the writing of entrepreneurial student creativity programs; (5) building entrepreneurial skills and characteristics by integrating into extra-curricular courses or activities, Fitriati (2012).

Entrepreneurship education can be measured through several indicators used by Budiarti (2012) and Bukirom et al. (2014) using indicator 1). Entrepreneurship education program fosters entrepreneurship desire 2). Entrepreneurship education programs add knowledge and insight 3) Entrepreneurship education programs foster awareness of business opportunities in their research. Whereas Devi (2017) uses different indicators, namely: entrepreneurship material, motivation, entrepreneurial abilities / skills, approaches, facilitators and entrepreneurial programs / activities. In accordance with the research objectives to be achieved, the indicators used in this study are the indicators used by Devi (2017).

Entrepreneurship education has a positive effect on entrepreneurial intentions, this was found by Negash (2013), that entrepreneurship education has a positive effect on the intention of Ethiopian student entrepreneurship. The same finding also comes from Lestari (2012) and Mustofa (2014) research, that entrepreneurship education has a positive effect on entrepreneurial intentions. Different results found from Indarti and Rostiani's (2008) study, comparative studies between Indonesia, Japan and Norway, show that students with economic and business education backgrounds actually have lower entrepreneurial intentions, this finding is contrary to previous studies.

Methods

Population and Sample

The population in this study, namely students who get Entrepreneurship courses in the travel bureau Study Program. Entrepreneurship courses are in the fourth semester, so the population taken is a travel bureau student who is active in college at Politeknik Negeri Padang year two and year three 39 people. Consists of second year students as many as 22 people and third year student as many as 17 people. So that the total population obtained as many as 39 people directly assigned to be the sample in this study.

Research Instrument

Primary data in this study collected by using a questionnaire instrument. The research instrument on entrepreneurship education consists of six variables and consists of 11 questions, grouped into curriculum instruments which includes entrepreneurial material and motivation consists of 5 questions. Lecturer quality instruments that include entrepreneurial skills / expertise and the approach consists of 3 questions. Facility instruments that include facilitators and entrepreneurial programs / activities consists of 3 questions. All instruments are made in the form of statements with answers on a 5-point Likert scale.

Data analysis technique

Primary data from the results of questionnaires then analyzed descriptively. Analysis that describes an object that is systematically examined and actual and related to the phenomenon that is happening (Maholtra,2005). Descriptions of respondents' answers with Simple Tabulation Analysis. Analysis in this way aims to process data and present it in percentage form, the formula:

$$p = \frac{fi}{\sum fi} \times 100\%$$

Information :

p = Percentage of respondents who choose a particular category

f_i = Number of respondents who choose a particular category

$\sum f_i$ = Total respondents

Results and Discussion

The results of this study as a whole provide an illustration that travel bureau student, Politeknik Negeri Padang have a positive perception of the entrepreneurial education they receive. In the Indonesian English Dictionary (Jhon, 2015) Perception comes from the word "Perception which means vision, response, power of understanding or responding to something". While in the dictionary of psychology (James, 2016) word "Perception means the process of knowing or recognizing objective objects and events with the help of the senses". The perception referred to in this study is a process of acceptance and interpretation of stimuli or stimuli received by students through the five senses.

Entrepreneurship education is a conscious effort by an individual to add insight into entrepreneurship (Gerba, 2015). This statement is supported by the definition of entrepreneurial education delivered by Fayolle et al. (2006) that entrepreneurship education is a number of pedagogical programs or the educational process shapes entrepreneurial attitudes and skills, which aims to develop certain personal qualities. Entrepreneurship education is carried out in various ways and approaches. For example, University Indonesia applies the entrepreneurial education model in five ways, namely through: (1) education curriculum; (2) business incubator unit; (3) center for entrepreneurship development and studies as a student activity unit; (4) Student Scientific Olympiad Competition held by Student Executive Board University Indonesia, where one type of competition is writing entrepreneurial student creativity programs; (5) build entrepreneurial skills and characteristics by integrating in courses or extra-curricular activities, Fitriati (2012).

Entrepreneurial education has a positive effect on entrepreneurial intentions, this is found by Negash (2013), that entrepreneurship education has a positive effect on the entrepreneurial intentions of Ethiopian students. The same findings also come from research Lestari (2012) and Mustofa (2014), that entrepreneurship education has a positive effect on entrepreneurial intentions. Different results were found from the study Indarti and Rostiani (2008), comparative study between Indonesia, Japan and Norway, shows that students with economic and business education background actually have lower entrepreneurial intentions, this finding contrasts with previous studies.

Entrepreneurship education can be measured through several indicators used by Budiarti (2012) and Bukirom et al. (2014) use indicator 1). The entrepreneurial education program fosters the desire for entrepreneurship 2). The entrepreneurial education program adds knowledge and insight 3). Entrepreneurship education programs foster awareness of business opportunities in their research. While Devi (2017) use different indicators, namely: entrepreneurial material, motivation, entrepreneurial skills/expertise, approaches, facilitators and entrepreneurial programs/activities. In accordance with the research objectives to be achieved, the indicators used in this study are the indicators used by Devi (2017).

The positive perception of the entrepreneurial education they receive can be seen from the results of the analysis of curriculum indicators, lecturer quality, and facilities that have been distributed through questionnaires to students.

Student perceptions of the entrepreneurship curriculum

The results of the analysis in this study found that student perceptions are positive for curriculum variables about entrepreneurial material and motivation obtained. This is indicated by the high results of student perceptions of the acquisition of entrepreneurial knowledge in the field of tourism from the campus that is 74.3%. This is supported by student perceptions of 61.5% about a good understanding of entrepreneurship courses, including entrepreneurial material in the field of tourism

obtained. Aligned results are also found in student perceptions who expressed pleasure in attending various entrepreneurship seminars especially the theme of tourism held on campus is 61.6%.

But things are different from the interest of students to get involved in the Student Activity Unit related to entrepreneurship because only 46.2% were interested, while the other 20.5% said they were not interested. On the other hand, results were found regarding the level of enthusiasm of students in participating in entrepreneurial activities / programs related to tourism held by campus by 59%. It can be concluded that students are more interested in participating in entrepreneurship activities / programs related to tourism compared to their involvement in the Student Activity Unit that deals only with entrepreneurship.

Student perceptions of the quality of lecturers

In this variable, it was found that students' perceptions were positive about the quality of the lecturers. This can be seen from 97.5% of students stating that lecturers have good knowledge about entrepreneurship in tourism. So that it is directly proportional to the results obtained about entrepreneurial material in the field of tourism delivered by lecturers, can be understood well as much as 71.8%. This affects the interest in student entrepreneurship increases because of the encouragement of lecturers by 59%. This means that the quality of lecturers on entrepreneurship education in tourism is very good.

Student perception of facilities

The results found from the analysis of this variable is that student perceptions are positive towards facility variables. This can be seen from 59% of students' perceptions of the availability of entrepreneurial books broadening the horizons of students to entrepreneurship in the field of tourism. In addition, entrepreneurship laboratories such as KWU Mart and Ticketing laboratories provided by the campus are sufficient to increase the interest in entrepreneurship in the tourism sector by 48.7%. As well as 43.6% library helps students improve their knowledge and skills in entrepreneurship in the field of tourism.

Conclusions

Based on the results of this study, several conclusions can be drawn:

1. Curriculum Variables, students are enthusiastic about entrepreneurial material but have not been maximally motivated in the involvement of student activity units related to entrepreneurship held on campus, because students are more likely to enthusiastically participate in entrepreneurial activities that are directly related to tourism held by the campus.
2. Lecturer Quality Variables, students assess the quality of lecturers on entrepreneurship education in tourism is very good, whether it's about knowledge or material provided by the lecturer. So this has an impact on the increasing interest in student entrepreneurship.
3. Facility Variables, Student perceptions of the availability of laboratories, libraries and books to increase interest in entrepreneurship in the tourism sector are considered good.

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