

Effectiveness of Entrepreneurship Instructions in Order to Enhance Post Migration Indonesian Migrant Workers' Entrepreneurial Independence

Muh. Fahrurrozi^{1*}, Muhamad Zamroni Uska², Mohzana³

¹ Dep. of Economic Education, Faculty of Sosial and Economy Studi, Universitas Hamzanwadi, Lombok, Indonesia.

² Dep. of informatic education, Faculty of Math and Science, Universitas Hamzanwadi, Lombok, Indonesia.

³ Dep. of Language Education, Faculty of Languages, Arts and Humanities, Universitas Hamzanwadi, Lombok, Indonesia.

*Corresponding author. Email: fahrurrozi@hamzanwadi.ac.id

ABSTRACT

Indonesian migrant worker is someone who had worked in abroad and had already back to their country. In this research, then use the term TKI. This research aimed to; (1) arrange the component of entrepreneurship instructional to improve post-migration Indonesian migrant workers' (TKI) knowledge, and (2) to measure the effectiveness of post-migration entrepreneurship instructions in East Lombok District. Methodologically, this development research uses a systems approach model of instructional design which its main stage includes 9-phase operations developed by (Dick, Carey, & Carey, 2011). The results reveal: (1) entrepreneurship instructional component includes; syllabus, lesson plan, learning guide and entrepreneurship modules, and (2) the entrepreneurship instructional tested can improve learning outcome so that the entrepreneurship instructional is effective in enhancing post-migration TKI entrepreneurial independence in Lombok Timur. This research is important as ex-migrant workers need to learn to survive in the homeland after their work overseas has been over.

Keywords: *Entrepreneurship, entrepreneurship instruction, Indonesian migrant worker*

1. INTRODUCTION

Society's change dispositions both at the local and global level require a person to have an employable skill. People having skill are characterized as those having skill to manage resources, to be competent and brave to face a live problem reasonably without feeling impressed. Those people who actively and creatively search and find a solution so that able to overcome their problem (Statistik, 2016); (Zainuddin, Muslihati, & Hambali, 2017). Quality people like mentioned above can be resulted from quality education and training, introduction sense, which develops not only education element but also lives skill, (Munawaroh, 2017). It states that employable skill owned by learning society is a global disposition's characteristic since it is overload of competition and socio-economic change, which drastically enables stress and frustration as its impact so that a smart and tough labor is an essential requirement for the solution. According to the Central Statistics Agency (Afolabi, Kareem, Okubanjo, Ogunbanjo, & Aninkan, 2017), the number of unemployment mostly comes from the Senior High School (SMA) graduate. CSA reported that the number of unemployment in Indonesia reaches

up to 7 million people or 5.9% from the total of the labor force on February 013. The highest number of unemployment is from High School (SMA) graduate by 9.39%, which is 1.71% higher than Vocational High School (SMK) by 7.68%. The data indicate that unemployment problem of productive again Indonesia is a serious problem that can't be dismissed.

Those ideal demands are not fully reflected within the society of West Nusa Tenggara (NTB), which quantitatively there are 3,380,129 people above 15 years old (productive age), 119,143 (5.29%) are open unemployment; 606,605 are partial unemployment, and 292,116 are a part-time staff (Statistik, 2016). Factually, several conditions reflecting this problem indication are as follows: Firstly, (Zainuddin et al., 2017) It finds that the number of SMA and SMK graduate that depend on the existing work chance is still high. Not all graduates have an orientation to create a job since they have no skill to develop business opportunities. Findings made by experts who entrepreneurship education is the ultimate capital in gaining knowledge, attitudes and work skills. (Munawaroh, 2017) (Afolabi et al., 2017; Nuri, 2017) (Mahendra, Djatmika, & Hermawan, 2017) This is in line with several expert's opinions like. (Mohamad, Lim, Yusof, & Soon, 2015) That graduate

has more an attitude to be a job seeker than job creator. Secondly, most of SMA or SMK graduate are less positive in nature to the entrepreneurship activity, including the lack of interest in entrepreneurial. Thirdly, an analysis result of NTB Manpower Department indicates that most of SMK graduate are still an unemployment and sub-section of them become an Indonesia Migrant Worker with limited skill, and the remaining goes to the informal activity. In addition, almost 40% of the existing employees cannot be filled with the type of skill required is different from graduate skill. Fourthly, Bank Indonesia's survey result indicates that 59.58% do not need a training after they returned from a foreign country without giving a rational reason. Furthermore, 71% respondents stated that they needed a training. (Jaya & Subrata, 2014). The study conducted by. (Mafruhah, Sarsito, & Gravitanian, 2012) It reveals the main problem faced by post-migration (TKI) is that the lack of skill owned (30%), followed by the inadequate capital availability (28%), what to do (24%) and (18%) says that they are confused if there is no market when deciding to fall to the entrepreneurship and being fear if there is no buyer. Based on the explanation above, it concludes that the factor influencing TKI want to run their own business is education and training.

According to the survey conducted by Department of Manpower and Transmigration of East Lombok in 2010, 90% post-migration (TKI) there is not able yet to have an independence in business, let alone 95% of TKI average have an adequate capital from their income when working abroad. They do not have an independence to run business since the empowerment program through entrepreneurship learning done by government, Non-Government Organization, and other private sides to the TKI is not optimal yet. Meanwhile, (Mustofa, 2012) Self-leadership is an entrepreneur soul growing and developing along with the understanding and new concept, which directs into capability, will, toughness, diligence in studying served subject so that a successful entrepreneur means having an independent soul. (Mustofa, 2012). Some researchers that have applied training in entrepreneurship and have an impact on motivation, attitude, creativity, career, competence, tool and business development. (Adekiya & Ibrahim, 2016; Bakar, Islam, & Lee, 2015; Brown & Hanlon, 2016; Fahrurrozi, 2015; Hadi, Wekke, & Cahaya, 2015; Imaroh, 2016; Munir, Idrus, Shukur, Ithnin, & Mohamad, 2015; Nag & Das, 2015; Nicolaou, Shane, Cherkas, & Spector, 2008; Yar, Wennberg, & Berglund, 2008). In this, study focuses on the empowerment of TKI so that the impact on business development, attitudes, independent business and motivation after being given training. For that matter, empowerment effort of TKI business independence is essential to do through entrepreneurship learning activities.

2. METHOD

In an entrepreneurship instructional to improve business independence, TKI uses an instructional approach developed. This kind of approach has a good flexibility for this development research model. For the operational stage of this research and its implementation, the researcher adopts 9-phases model developed. (Dick et al., 2011).

The type of data was qualitative primary data and ordinal quantitative, which was directly collected from document and respondent from the result of the previous explorative study at East Lombok Social Service, and special data in form of respond through several stages of a product trial. Data collection instrument of this research uses document, questionnaire, in-depth interview and FGD. Analysis technique used was a quantitative descriptive analysis.

3. RESULTS AND DISCUSSION

Pretest and Posttest aim to find out if the product of entrepreneurship instructional tested can reach the learning goal. The data obtained from pretest and posttest at field trials are analyzed using SPSS 16. Statistical test using paired sample's t-test aims to different test, before performing a t-test, the first thing to do is analyzing normalization of distribution and form of data using Kolmogorov-Smirnov Test so that the parametric statistical requirements are met. This discrimination t-test is used to analyze the average difference between pretest and posttest measurement results of entrepreneurship instructional, the data of pretest and posttest can be found in the attachment.

Before being tested using paired sample's t-test, the first step is testing the distribution normality, and data form using Kolmogorov-Smirnov Test so that the parametric is satisfied, it is known that the important level of normality test of pretest is greater than $803 > 0.05$ so that it concludes that the data test is normally distributed, seen in Table 4.27. While the data of posttest, a significant level of normally, test is larger $883 > 0.05$ so it can be concluded that the data test is in general distributed.

After performing a normality tests, it is concluded that the data of pretest and posttest are normally distributed so that it is followed by a discrimination test analysis using Paired Samples Test, the result of pretest and posttest from field test indicates that the mean value of pretest is 52.87 while the average value of posttest is 76.66. This indicates that the result of posttest is better than pretest. In addition, it is also performed a statistical analysis to know the extent of teaching/learning material's development tested can enhance learners' learning outcome.

Table 1. Paired samples statistics test

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	52.8788	33	9.96794	1.73520
Posttest	76.6667	33	5.59948	.97474

In table 2, Paired Samples, Statistics indicates that the gain score of pretest and posttest is: $52.8 - 76.67 = 23.78$ the average results can be seen in Table 6 so that it concludes that there is an increase in learning outcomes before and after following entrepreneurial instructional.

Table 2. Paired samples test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			df	Sig. (2-tailed)
					Lower	Upper	t		
Pair 1	Pretest-Posttest	-23.78791	10.16046	1.76871	-27.39062	-20.18514	-13.449	32	,000

Table 2 of Paired Samples Test, indicates that significance = 0.00 (sign < 0.05), therefore the conclusion is there is a difference in a knowledge increase before and after studying entrepreneurship modules. For that matter, it concludes that the teaching/learning material can achieve the learning goal or entrepreneurship instructional. In addition, it can be said that the development of products as one of the learning resources that is suitable to use in entrepreneurship learning for learning society or TKI, and this entrepreneurship module can be used as guidance for tutors and the Department of Manpower in providing entrepreneurship instructional.

Validity test is conducted using correlation technique of the product moment between each item that measures a scale with the total score of the scale. The criterion used is when the value of the correlation coefficient (r count) of an item is higher than r table at significance level (= 0.05), which mean the item is valid. Where N = 33 and = 0.05 (one-sided test) the value of r table is 0.334. Analysis results indicate a coefficient r count is 0.812 higher than 0.05 so the item is valid. (Ghozali, 2001) as seen in Table 3 below.

Table 3. Test validity of business independence of learning society

Aspect of Business Independence	r count	r table	Description
Initiative Skill	0.812	0.344	Valid
Overcoming Problem	0.861	0.344	Valid
Diligence	0.788	0.344	Valid
Business Satisfaction	0.683	0.344	Valid
Without Others' Help	0.788	0.344	Valid

Questionnaire/instrument test validity consists of business independence aspect, namely, ability to initiate,

overcoming the problem, perseverance, business satisfaction and without others' help. It above indicates that all variables have a correlation coefficient (r count) higher than r table = 0.344, which mean valid where the correlation coefficient ranges from 0.683-0.861.

Table 4. Test reliability of business independence of learning society

Aspect of Business Independence	-	Cronbach's Alpha	Description
Initiative Skill	0,60	0,804	Reliable
Overcoming Problem	0,60	0,777	Reliable
Diligence	0,60	0,729	Reliable
Business Satisfaction	0,60	0,745	Reliable
Without Others' Help	0,60	0,815	Reliable

After conducting test validity, the next test requirement is measuring its reliability. As seen in Table 4 above, it shows that the value of coefficient reliability alpha is higher than 0.60, which mean are reliable. Where the value of coefficient alpha ranges from 0.729 - 0.815. The reliability test of internal consistency using Cronbach's Alpha. The criterion used is Cronbach's Alpha coefficient, it has to above 0.60 to state a scale is reliable. (Ghozali, 2001; Hair, Tatham, Anderson, & Black, 1998). The data of learning society's self-reliance attitude after entrepreneurship instructional is a very good result towards learning society's independence. Moreover, the details are presented in Table 5 as follows.

To clarify the results of learning society's analysis result of business independence attitude is used the frequency distribution in form of percentage by looking at the highest score or top score minus the lowest score or lower score and divided by the number of classes $80 - 20 = 60$.

Table 5. Frequency distribution of business independence of learning society

No	Interval Class	Frequency	Percentage	Classification
1	20 – 34	0	0	Less Independent
2	35 – 49	0	0	Independent Enough
3	50 – 64	0	0	Independent
4	65 – 80	33	100	Very Independent
Total		33	100%	

According to Table 5, it can be seen that the frequency distribution data of self-reliance attitude of learning society from 33 respondents indicate that the attitude of learning society's independence is very high is shown from the frequency distribution of attitudes of students' self-reliance.

For that matter, it concludes that the learning society following entrepreneurial instructional has already had an independent attitude that arises because of his encouragement through education and training stimulus that is finally able to take the initiative in developing his business, solving the problem, full of perseverance in business, and get satisfaction from his business and run his business without the help of others as the characteristic of independence (Spencer & Kass, 1970).

4. CONCLUSIONS

Entrepreneurship instructional effectiveness concludes that the data of pretest and posttest are normally distributed so that followed by discrimination test analysis using Paired Samples Test, pretest and posttest result of field test indicates that the average value of pretest 52.87 while the posttest is 76.66. This indicates that the result of posttest is better than pretest. In addition, it is also conducting statistical analysis to know the extent of entrepreneurship teaching/learning material development tested to improve learners' learning outcomes so that entrepreneurship instructional is effective in improving TKI entrepreneurial independence in East Lombok regency.

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