

Analysis of Education of Entrepreneurship, Curriculum Implementation, and Lecturer Competence Towards the Interest of Entrepreneurship of Students in Jambi Province

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ABSTRACT

The purpose of this study was to analyze (1) the effect of entrepreneurship education on student entrepreneurial intentions, (2) the effect of curriculum implementation on student entrepreneurial intentions, (3) the effect of lecturer competence on student entrepreneurial intentions. This type of research is to use quantitative research methods. The population of this research is the students of Jambi province, with a population of 1120 people and a sample of 320 people. Sampling technique *random sampling*. The type of data in this study uses primary data and secondary data, while the data analysis technique is descriptive. The results of the study are (1) there is an effect of entrepreneurship education on student entrepreneurial intentions, (2) there is an effect of curriculum implementation on student entrepreneurial intentions, (3) there is an effect of lecturer competence on student entrepreneurial intentions.

Keywords: *entrepreneurship education, curriculum, lecturer competencies, and entrepreneurship intentions*

1. INTRODUCTION

The success of the implementation of formal education in higher education is determined by several elements, competence of lecturers, curriculum, students, parents, environment, and government. The elements of education are interrelated with one another, so that quality education can be realized. In addition, entrepreneurship education also has an important role in participating in producing a generation or output of quality higher education as said that entrepreneurship education in general is a process of doing or creating something new in a creative and innovative way that benefits others and adds value. This statement is reinforced by The

Entrepreneurship Education Consortium (2013) states that entrepreneurship education seeks to prepare graduates to become entrepreneurs and contribute to sustainable economic development. According to Pulka et al., (2015) entrepreneurship education is related to aspects of knowledge, skills, attitudes and behavior. Gerba (2012) states In line with that graduates from entrepreneurship programs are equipped with creative and innovative skills and the ability to identify opportunities by creating new businesses. Hindle (2007) emphasized that to achieve an objective of entrepreneurship education in fostering the intention to create entrepreneurship, students needed the ability and experience of educators to approach systematically and also provide issues

around entrepreneurship and the development of the business world. Bechard and Gregoire (2005) in his research confirmed that lecturers often facilitate entrepreneurial classes to foster student intentions in entrepreneurship but the results obtained are only a small proportion of students who are oriented in the field of entrepreneurship.

This research was conducted at the Jambi Province University where the unemployment rate of tertiary education graduates is still high. Where students here assume that success only focuses on public servants and also the private sector not by entrepreneurship and creating employment, the background of this research is (1) The low intention of students to become entrepreneurs. (2) The students' understanding of the concept of entrepreneurship is still low. What was said by the lecturer during the lecture. (3) The lack of students' ability to apply the theories and concepts of entrepreneurship obtained on campus. (4) The low motivation of students to foster entrepreneurial intentions in the lecture process. (5) Lack of parental support in instilling an entrepreneurial spirit in students.

2. METHODS

This type of research is to use quantitative methods. This research was conducted on Jambi provincial students, starting on January 1 2020 until 30 February 2020. The population in this study were students of Jambi Batanghari University and UIN Sultan ThahaSaifudin Jambi. Samples were selected by technique *random sampling*. The independent variables in this study

Table 1. Test for normality

Normality Test X1, X2, X3, X4, and Y	Unstandardized Residual	
N	320	
Normal Parametersa Mean	.0000000	
Std. Deviation		2,93037873 .041
Most Extreme Absolute Differences	.041	
Positive	-,024	

were entrepreneurship education, curriculum implementation, lecturer competence, entrepreneurial attitude orientation, while the dependent variable in this study was student entrepreneurial intentions. Research data are primary data and secondary data. Primary data in this study are the results of questionnaires, while secondary data are obtained from the recapitulation of the open unemployment rate by BPS Jambi.

The instrument used in this study was a questionnaire or questionnaire regarding students' intentions to become entrepreneurs in Jambi province. The questionnaire trial analysis consisted of validity and reliability tests. Data analysis techniques are descriptive analysis and classic assumption test. The classic assumption test consists of three: (a) normality test using the Kolmogrov-Smirnov test, (b) multicollinearity test using Collinerity Statistics, and (c) hypothesis testing conducted in this study using multiple regression analysis (ANOVA) with the help of SPSS 16.0.

3. RESULTS AND DISCUSSION

3.1 Classic assumption test

3.1.1 Normality test

Normally distributed data can be identified through the results of data processed by SPSS by looking at *kolmogrov-smirnov* with a significance level > 0.05 . In this study the data is normally distributed, this can be seen from:

Table cont...

Negative	.738	
Kolmogorov-Smirnov Z		
	647	
Asymp. Sig. (2-tailed)		

Source: 2020 Primary Processed Data

Based on Table 1.above, the results show that all variables in this study are normally distributed, because the significant level $> = 0.05$. Significant value of $0.647 > 0.05$ indicates that all of these variables are normally distributed data.

3.1.2 Multicollinearity test

Table 2. Summary of Multicollinearity Test Results

Variable	Collectiveity Statistics		Conclusion
	Tolerance	VIF	
			There are no symptoms
Entrepreneurship Education (X1)	0.646	1,548 1,652	multicollinearity
Implementation of the Curriculum (X2)	0.605	1,382	
Lecturer Competencies (X3)	0.724		

Source: Processed Primary Data 2020 6 Discussion

3.2 The Influence of Entrepreneurship Education, Implementation of Curriculum, Lecturer Competencies, and Orientation of Entrepreneurship Attitudes towards Entrepreneurial Intention of Jambi Province students.

Entrepreneurship Education, Curriculum Implementation, Lecturer Competencies, and Entrepreneurship Attitude Orientation together have a positive and significant impact on the Entrepreneurial Intention of Jambi Province students. This is indicated by the results of testing with the F test which obtained a calculated F value of 24.636 and sig = 0.000. Because sig F < 0.05 then there is a positive and significant influence, Entrepreneurship Education, Curriculum Implementation, Lecturer Competence, and Entrepreneurship Attitude Orientation towards

Multicollinearity test is intended to determine whether there is multicollinearity between independent variables. Multicollinearity does not occur if the tolerance value is more than 0.2 and the VIF (Variance Inflation Factor) value is less than 5

Entrepreneurial Intention of Jambi Province students.

The results of multiple regression tests showed that the coefficient of determination (R²) was 0.295 or 29.5%. So it can be said that 29.5% Student Entrepreneurship Intention is influenced by Entrepreneurship Education, Curriculum Implementation, and Lecturer Competence, while the remaining 70.5% is influenced by other variables not examined in this study.

3.3 The Effect of Entrepreneurship Education on Entrepreneurial Intention of the students of Jambi Province.

Based on the results of data description and Entrepreneurship Education variables, it can be seen that Entrepreneurship Education is included in the high category. The results showed that there was a positive and significant effect of

Entrepreneurship Education on the Entrepreneurial Intention of Jambi Province students, which can be seen with a $t_{count} > t_{table}$ of $2,180 > 1,967$. This means that the higher the Entrepreneurship Education, the higher the intention of student entrepreneurship. Conversely, the lower the Entrepreneurship Education, the lower the Entrepreneurship Intention of Jambi Province students. This result is explained by Wirandana and Hidayanti (2017) who found that entrepreneurship education with the dimensions of know how, know who, and know why has an influence on all dimensions of TRA consisting of Perceived Behavioral Control (PBC), Subjective Norm, and Attitude. The TRA variable shows that only the Attitude dimension has a positive influence on Entrepreneurial Intent. Furthermore, the findings of Zimmer et al (2002) state that one of the factors driving the growth of entrepreneurship in a country lies in the implementation of entrepreneurship education through the role of universities as educational institutions.

3.4 The Effect of Curriculum Implementation on Entrepreneurial Intention of Jambi Province students.

Based on the results of the description of the curriculum implementation variables, it can be seen that the implementation of the curriculum is included in the high category. This proves that implementation of the curriculum plays a high role in shaping the mindset of students. Where can be seen from the Level of Respondents' Achievement (TCR) which is 83.83% with the category of Very Good. From the results of the study indicate that there is a positive and significant influence on the Entrepreneurial Intention of Jambi Province students.

With a $t_{count} > t_{table}$ of $3.057 > 1.967$, it means that the higher the Curriculum Implementation, the higher the Student Entrepreneurial Intentions. Conversely, the lower the curriculum implementation, the lower the entrepreneurial intention of students in Jambi province. The results of this study are confirmed by the findings

of Fayomi and Fields (2016) who find that the curriculum has a direct relationship with the level of skills and knowledge obtained by students to establish their own companies. And confirmed by Dehgani., Et al (2006) who found that ignoring competencies and qualifications in assignments alone in the curriculum can be a major obstacle to good curriculum implementation.

The Effect of Lecturer Competence on Entrepreneurial Intention of Jambi Province students. Based on the results of the lecturer competence description, it can be seen that the lecturer competence is in the very high category. This proves that Lecturer Competence plays a very high role. Lecturer competence will make students to progress in improving the future. Where it can be seen from the level of achievement of respondents (TCR) of 84.78 with the category of Very Good. From the results of the study indicate that there is a positive and significant influence of Lecturer Competence on the Entrepreneurial Intention of Jambi Province students. With a $t_{count} > t_{table}$ of $2,181 > 1,967$. This means that the higher the Lecturer Competency, the higher the student entrepreneurial intentions. Conversely the lower the Competence of Lecturers, the lower the entrepreneurial intentions of Jambi province students.

4. CONCLUSIONS

Based on the results of data processing and discussion of the results of research conducted by multiple regression analysis to test the effect of Entrepreneurship Education, Curriculum Implementation, Lecturer Competence, and Entrepreneurship Attitude Orientation in Jambi provincial students, conclusions can be drawn (1) Entrepreneurship Education has a significant effect on entrepreneurial intentions college student. (2) The implementation of the curriculum has a significant effect on entrepreneurial intentions. The implementation of the curriculum determines student entrepreneurial intentions. (3)

The competence of lecturers has a significant effect on entrepreneurial intentions.

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