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 is 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
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>
<thead>
<tr>
<th>Table 1. Test for normality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normality Test X1, X2, X3, X4, and Y</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>Normal Parametersa Mean</td>
</tr>
<tr>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Most Extreme Absolute Differences</td>
</tr>
<tr>
<td>Positive</td>
</tr>
</tbody>
</table>
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

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.

Table 2. Summary of Multicollinearity Test Results

<table>
<thead>
<tr>
<th>Variable</th>
<th>Tolerance</th>
<th>VIF</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship Education (X1)</td>
<td>0.646</td>
<td>1,548</td>
<td>There are no symptoms</td>
</tr>
<tr>
<td>Implementation of the Curriculum (X2)</td>
<td>0.605</td>
<td>1,652</td>
<td></td>
</tr>
<tr>
<td>Lecturer Competencies (X3)</td>
<td>0.724</td>
<td>1,382</td>
<td>multicollinearity</td>
</tr>
</tbody>
</table>

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 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 tcount>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 tcount> 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 tcount> 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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