

The Role of Entrepreneurship Education in Growing Students' Entrepreneurial Spirits

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ABSTRACT

This study aims to determine (1) the role of entrepreneurship education in fostering an entrepreneurial spirit in terms of student entrepreneurial motivation and (2) the role of entrepreneurship education in fostering an entrepreneurial spirit in terms of student entrepreneurial skills. This research is a descriptive study with a quantitative approach. The population in this study were all students of the Faculty of Economics, Ganesha University of Education who were taking entrepreneurship courses, with a total of 400 students. The sample, who became respondents in this study, were 200 students. A questionnaire was used as the instrument for data collection. The questionnaire was distributed online by using Google Form. The data analysis method was descriptive analysis. The results showed that entrepreneurship education played a very strong role in providing entrepreneurial motivation for students at the Faculty of Economics, Ganesha University of Education. This can be seen from the score obtained, which is 3,220, with a score percentage of 86 percent. Meanwhile, in terms of entrepreneurial skills dimension, entrepreneurship education is able to foster entrepreneurial skills of students at the Faculty of Economics, Ganesha University of Education with a score of 5070 with a percentage score of 87.5 percent.

Keywords: *Entrepreneurship education, Entrepreneurial motivation, Entrepreneurial skills*

1. INTRODUCTION

The Indonesian Law No. 20 of 2003, concerning *Sistem Pendidikan Nasional* (National Education System) in Article 13 Paragraph 1, states that the education types consist of formal, non-formal and informal education, which complement and enrich each other. Informal education is a family and environmental education. Informal education has a very big role and contribution in the success of education. Students attend school only about 7 hours per day, or less than 30%. The rest (70%), students are in the family and the surrounding environment. When viewed from the aspect of the quantity of time, education in schools contributes only 30% to the educational outcomes of students. So far, informal education, especially in the family environment, has not made a significant contribution in supporting the achievement of competence and the formation of the entrepreneurial character of students. Busyness and relatively high work activities of parents, lack of understanding of parents in educating children in the family environment, the influence of social interactions in the surrounding environment, and the influence of electronic media are thought to have negative effects on

the development and achievement of student learning outcomes.

One alternative to overcome this problem is through integrated character education, namely combining and optimizing informal education activities in the family environment with formal education at school. In this case, the learning time of students at school needs to be optimized, so that the improvement of the quality of learning outcomes, especially character building, including the entrepreneurial character of students according to educational goals, can be achieved. The extra-curricular activities that have been held by the school, so far, are one of the potential media for character building, including entrepreneurial character and improving the academic quality of students. Extra-curricular activities are educational activities outside of class subjects, designed to help developing students' needs, potentials, talents, and interests through activities that are specifically organized by experts and authoritative educators and/or educational personnel. Extra-curricular activities are expected to develop skills and a sense of social responsibility, as well as the potential and achievements of students. In addition,

entrepreneurship education can also be integrated into all learning subjects. Learning materials related to norms or values need to be developed in each subject, made explicit, linked to the context of everyday life. Thus, entrepreneurship education is not only at the cognitive level, but touches internalization and real practice in the daily lives of the students.

Entrepreneurship education in tertiary institutions has been facilitated by the Higher Education department (hereinafter Dikti) since 1997 with the existence of entrepreneurship development programs in universities. The programs offer various activities, namely Entrepreneurship Education (KWU), Entrepreneurship Apprenticeship (MKU), Business Work Lecture (KKU), Business Consultation and Job Placement (KBPK), and New Entrepreneurial Incubator (INWUB). In its development, Dikti offers student's creativity programs (PKM) to facilitate students' creativity in various fields, including research, community service, application of technology, scientific articles, written ideas, creative initiatives, and entrepreneurship. Furthermore, since 2009 Dikti has provided schemes for students who are interested as job creators through the student's entrepreneurship program (PMW). All of these policies are implemented to improve the quality of higher education graduates by implementing abilities, expertise, responsible attitudes, building teamwork, and developing independence and developing businesses through creative activities in the field of study being pursued. This is in line with Government Regulation [1], which states that the goals of higher education include forming critical, creative, innovative, independent, confident, and entrepreneurial individuals [2].

Currently, several universities, one of which is the Ganesha University of Education, provides entrepreneurship courses as a compulsory subject that must be followed by all students from any faculty at the university. Any university realizes that graduates from each study program will have very varied professions. However, all students must take entrepreneurship courses regardless of the field of science they are engaged in. Entrepreneurship education is not business education, so it can be studied by all students from various fields of science. Entrepreneurship education is an education and training that allows students to develop and use their creativity, take initiative, take responsibility and risk. Thus, entrepreneurship education is not enterprise education, so that entrepreneurship education does not only focus on business [3].

Entrepreneurship education aims to equip students to build entrepreneurial spirit and character, understand entrepreneurial concepts, and have entrepreneurial skills. Expectedly, it is hoped that students will be able to become independent entrepreneurs. However, in reality, there are still many graduates who choose to be unemployed rather than being entrepreneurs. In general,

they are afraid to be involved in entrepreneurship because they feel they do not have the skills to manage a business and are overshadowed by the risk of failure or loss. If students understand the benefits of entrepreneurship, then they can create jobs for other people and generate large income from an employee. This research will discuss the role of entrepreneurship education in fostering an entrepreneurial spirit in students seen from the dimensions of entrepreneurial motivation and

2. METHOD

The population of this research is all students of the Faculty of Economics, Ganesha University of Education who are currently taking Entrepreneurship courses in the 2019/2020 academic year, totaling 400 students. According to [4] population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions. Meanwhile, sample a portion of the population that represents all members of the population who are representative [5] In this study, researchers used a random sampling technique. [6] explains that random sampling is conducted randomly without paying attention to the strata in the population. In line with the opinion, [7] defines random sampling as a simple method of sampling, because the sampling of all members of the population is carried out randomly without paying attention to the strata in the population. Every member of the population has the same opportunity to be used as a sample for researchers to be investigated.

The determination of the sample size using the Slovin formula according to [4] is as follows:

$$n = N / (1 + \sqrt{Ne})^2 \quad (1)$$

notes:

n = sample size

N = population size

e = percent of acceptable inaccuracy due to tolerable or desirable sampling errors, an error given of 0.05%, then the number of samples to be used by researchers in this study can be calculated as follows:

$$\begin{aligned} N &= 400 \\ E &= 0,05\% \\ S &= \frac{400}{1+400(0,05^2)} \\ n &= \frac{400}{1+400(0,0025)} \\ n &= \frac{400}{2} \\ n &= 200 \end{aligned}$$

Therefore, sample size in this study were as many as 200 students from 5 (five) study programs in the Faculty of Economics, University of Ganesha Education.

2.1. Methods of Data Collection

The data was collected in a survey through an online questionnaire to students who were taking entrepreneurship courses in the 2019/2020 academic year. The research questionnaire was designed to consist of closed and open questions. The closed questions were questions to measure research variables with predetermined answers and respondents were expected to be able to choose answers according to actual conditions. The open questions focused on the respondent's identity including the respondent's name, gender, NIM, and study program. Due to COVID-19 pandemic, the questionnaires were distributed using the Google Form application.

2.2. Operational definition of the variables of the study

2.2.1. Entrepreneurship Education

Entrepreneurship education is a process to impart entrepreneurial knowledge, values, spirit, and attitudes to students, in order to equip the students to be independent, creative and innovative human beings. Entrepreneurship education has the aim of building an entrepreneurial spirit and training entrepreneurial skills. Entrepreneurship education, in this study, is an entrepreneurship course and is being pursued by students of the Faculty of Economics. Entrepreneurship education indicators are entrepreneurship education syllabus, entrepreneurship education learning methods, entrepreneurship education facilities and infrastructure, and environmental conditions for entrepreneurship education courses.

2.2.2. Entrepreneurial Motivation

Entrepreneurial motivation is a strong desire or impulse from within a person to start actualizing one's potential in creative and innovative thinking to create new and value-added products for the common interest. Indicators of motivation in entrepreneurship include desire and interest in entering the business world, hopes and aspirations of becoming entrepreneurs, and environmental encouragement.

2.2.3. Entrepreneurial Skills

Entrepreneurial skills are the ability of the students to use ideas and creativity through training and learning to create and produce something that has added value for the benefit of themselves and others. Indicators of entrepreneurial skills include creative thinking skills, decision making skills, leadership skills, managerial skills, and social skills.

Table 1. The Score Interpretation Criteria

Score Range	Category
0% - 20%	Very Weak
21% - 40%	Weak
41% - 60%	Average
61% - 80%	Strong
81% - 100%	Very Strong

2.3. Technique of Data Analysis

The data analysis technique was conducted by using descriptive analysis. Descriptive analysis is a non-experimental research, since it is not intended to test certain hypotheses, but only describes a variable, symptom, or condition [7]. Descriptive analysis was used to describe the role of entrepreneurship education in fostering an entrepreneurial spirit of the respondents. The steps as follows.

- 1) Determine the lowest score and the highest score of all alternative answers.

Highest score = (highest score x number of question items x number of respondents) shown as table 1

Lowest score = (lowest score x number of question items x number of respondents)

Information:

The highest score= 5 and, the lowest score= 1

- 2) Calculating the percentage score:

$(\text{Total Score}) / (\text{Highest Score}) \times 100\%$

The score interpretation criteria are shown in Table 1

Source: [8]

After gathering the data, an interpretation of the questionnaire data was conducted by drawing conclusions with a short narrative

3. RESULTS AND DISCUSSIONS

3.1. Result

The role of entrepreneurship education in fostering an entrepreneurial spirit of the students, in terms of the dimensions of entrepreneurial motivation, is shown in Table 2.

Based on Table 2, it can be concluded that the role of entrepreneurship education in fostering an entrepreneurial spirit of students, based on the dimension of entrepreneurial motivation, obtained a score of 3,220 with a score percentage of 86 percent. It means that entrepreneurship education plays a very strong role in providing entrepreneurial motivation for students at the Faculty of Economics, Ganesha University of Education.

Table 2. Results of data analysis on the role of entrepreneurship education in fostering entrepreneurial spirit of the students in terms of the dimensions of entrepreneurial motivation.

Dimensions	Total Score	Highest Score	Percentage Score (%)	Category
Entrepreneurial Motivation	3.220	3.740	86,0	Very Strong
Total	3.220	3.740	86,0	Very Strong

Table 3. Results of data analysis on the role of entrepreneurship education in fostering entrepreneurial spirit of the students in terms of the dimensions of entrepreneurial skills.

Dimensions	Total Score	Highest Score	Percentage Score (%)	Category
Entrepreneurial Skills	5070	5795	87,5	Very Strong
Total	5070	5795	87,5	Very Strong

Meanwhile, the role of entrepreneurship education in fostering an entrepreneurial spirit of the students in the dimensions of entrepreneurial skills is shown in Table 3.

Based on Table 3, it can be concluded that the role of entrepreneurship education in fostering an entrepreneurial spirit of the students in the dimensions of entrepreneurial skills obtained a score of 5070 with a percentage score of 87.5 percent. It also means that entrepreneurship education is able to foster entrepreneurial skills for students at the Faculty of Economics, Ganesha University of Education.

3.2. Discussion

Entrepreneurship education plays a role in fostering an entrepreneurial spirit among students. The implementation of entrepreneurship education provides positive benefits to the entrepreneurial attitude of students. Judging from the dimension of entrepreneurial motivation, there are five components that have been fulfilled in determining the success of education in providing motivation. The five important components, namely goals and objectives, teacher/lecturer, material, methods, and students. First, the goals and objectives to be achieved are related to entrepreneurship. The intended goals and objectives include techniques for preparing a business plan, motivation in entrepreneurship, business management and development, partnerships, financial management, and marketing management. Second, the teacher/lecturer has been able to convey material clearly and is easy to understand and is willing to help students when they have difficulty understanding the material. Third, the material provided is in accordance with the stated objectives. Fourth, the method used is in accordance with the material provided so that it can help students understand the material. And fifth, students have the motivation and entrepreneurial skills. However, the facilities provided to support entrepreneurship courses are still lacking

Entrepreneurship education also plays a very strong role in fostering entrepreneurial skills for students. This can be seen from the students feeling interested and experiencing a lot of experiences gained from the expo that have been carried out. Through the expo, students practice entrepreneurship. They can work together in selling their own products. In addition, in the expo, they learnt about ways to become successful entrepreneurs so that they were able to increase skills required as entrepreneurs.

The results of this study have proven the relevance of the theory put forward by [9] that there are predisposing factors (factors that facilitate) the formation of attitudes such as knowledge, beliefs, beliefs, values, and traditions. In addition, the results of this study also strengthen previous research conducted by [10] which obtained the results (1) education has a positive and significant effect on entrepreneurial attitudes; (2) direct education and attitudes towards entrepreneurial behaviour; (3) education through attitude has a positive and significant effect on entrepreneurial behaviour. Another similar study conducted by [11] obtained that entrepreneurship education has experienced unprecedented growth over the last twenty years which can be seen in the growth of positions, organizational research, and publications devoted to entrepreneurship, so that the role of entrepreneurship education has been recognized as one of the important factors can help to understand and foster entrepreneurial attitudes, intentions and behaviours.

4. CONCLUSIONS

Entrepreneurship education plays a very strong role in providing entrepreneurial motivation for students at the Faculty of Economics, Ganesha University of Education. This can be seen [10] from the score obtained, which is 3,220 with a score percentage of 86.0 percent. Meanwhile, when viewed from the dimension of

entrepreneurial skills, entrepreneurship education is able to foster entrepreneurial skills of students at the Faculty of Economics, Ganesha University of Education with a score of 5070 with a percentage score of 87.5 percent.

Based on the results of the above research, it can be suggested that providing facilities and infrastructure to support entrepreneurial activities, as well as making better use of entrepreneurial programs, such as the Student Entrepreneurship Program (PMW) and the Student Creativity Program (PKM). In addition, it is necessary to improve the quality of work practices in the expo through the seriousness of students in practicing.

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