

# Students Perception in Entrepreneurship Development at Universitas Negeri Medan

Sahat Siagian<sup>1</sup>, Ali Fikri Hasibuan<sup>1</sup>, Tri Andri Hutapea<sup>1</sup>, Rangga Restu Prayogo<sup>1\*</sup>

<sup>1</sup>Universitas Negeri Medan, Indonesia

\*Corresponding author. Email: ranggarestuprayogo@yahoo.com

## ABSTRACT

Interest in opening a new business after completing lectures at the State University of Medan is still a concern. This shows that the students' low interest in entrepreneurship. An entrepreneurial ecosystem can be formed because students come from various disciplines who are possible to have a meeting of demand and supply to become young entrepreneurs in the future. This study focuses on developing a model of variables related to entrepreneurial interest by using each item to explain the actual situation experienced by Medan State University students. This study uses a quantitative approach with survey research methods. The sample in this study were Unimed students using a questionnaire. The questionnaire used to collect data is an electronic questionnaire. The questionnaire was filled in by contacting the respondents via cellular telephone as many as 275 respondents. The results show that the seven question items as a whole still have not answered the needs of students in creating and developing entrepreneurial learning practices in initiating students to have entrepreneurial abilities independently. The results show that the self-confidence variable has a statement item that has the highest response, which is that I am more confident to start a business after taking entrepreneurship courses and the lowest response is that I start a new business seriously after taking entrepreneurship courses. Then, the task orientation and outcome variables have statement items that get the highest response, namely I am interested in taking entrepreneurship courses and the lowest response is that I am able to manage a business after taking entrepreneurship courses. Furthermore, the business risk variable has a statement item that has the highest response, namely I have learned to face risks in business after taking entrepreneurship courses and the statement that has the lowest response is I dare to take risks starting a business after taking entrepreneurship courses. Finally, on the future orientation variable, the statement item that has the highest response is Through entrepreneurship courses, from the University, my skills, knowledge, and interest in entrepreneurship have increased and the statement that has the lowest response is I have successfully identified future business opportunities. future after taking entrepreneurship courses.

**Keywords:** *Entrepreneurship Development, Medan State University Students*

## 1. INTRODUCTION

The idea of universities becoming centers of entrepreneurial businesses has been a topic of discussion since 2000 [5]. These conditions reflect modifications in the driving forces of economic development starting from universities [2]. The developing role of universities is important to add functions and benefits in entrepreneurial learning, outside of the research and service activities carried out. Academics understand the potential to shape economic change and a competitive generation in the business world. This proves that the university as a center of activity is relevant as a new strategy for

commercializing knowledge which leads to a significant increase in entrepreneurial activity originating from academia. Thus, universities around the world are making efforts to build an environment that promotes entrepreneurship in students to be highly competitive [8]. Results-oriented entrepreneurship is the main focus of universities to build good character as young entrepreneurs. Nonetheless, the literature has countered the magnitude of this change by overcoming the considerable variability in the tendency of universities to produce young entrepreneurs after students have completed university studies. In fact, despite the salient examples of success, in many cases the generation of young entrepreneurs at universities

has not yet produced students who are ready to enter into successful young entrepreneurs. The university develops students' ability to become entrepreneurs through entrepreneurship courses. The entrepreneurship course aims to provide students with understanding and hands-on practice to develop businesses in the future to create independent young entrepreneurs by the university. Universities have a choice in increasing student creativity, one of which is by integrating it naturally with the standard curriculum or teaching in tandem with the standard curriculum. At the State University of Medan, Entrepreneurship is a compulsory subject for all students in all faculties. The product of this course is an Entrepreneurship Proposal which is realized in the form of a student's small business. So far, the embodiment of student business forms has been carried out but has not been maximized. Entrepreneurial interest at Medan State University is still very low and does not yet have the readiness to become students who have a good entrepreneurial spirit. This is the problem in this study to see how far the university's ability to create entrepreneurship is based on the material taught in class through entrepreneurship courses. This study aims to determine the statement items from the variables of confidence, process and result orientation, business risk, and future orientation by looking at the highest and lowest items in the perceptions of Unimed students.

## **2. THEORETICAL REVIEW**

### **ENTREPRENEURSHIP CONCEPT**

Attitudes and behavior are strongly influenced by the nature and character possessed by a person. Good nature and character, oriented towards progress and positive are the traits and characteristics needed by an entrepreneur so that the entrepreneur can progress/success. The characteristics and traits of entrepreneurship are self-confidence, process and result orientation, business risk, and future orientation. Self-confidence is not a trait that is inherited (innate) but is obtained from life experience, and can be taught and instilled through education, so that certain efforts can be made to form and increase self-confidence. Thus self-confidence is formed and develops through the learning process in one's interaction with the environment. According to [10] there are two types of self-confidence, namely external self-confidence and inner self-confidence. The characteristics of people who have self-confidence are: First, believe in their own abilities. Belief or belief in the abilities that exist in a person is one of the characteristics of a confident person.

Second, act independently in making decisions. Can act in making decisions about themselves that are carried out independently or without the involvement of others and are able to believe in the actions taken. Third, have a positive sense of yourself. Someone who has self-confidence, if they get a failure usually they can still review the positive side of the failure. Fourth, dare to express opinions. The existence of an attitude to be able to express something in oneself that wants to be expressed to others without any coercion or feeling that can hinder the disclosure. The theory [8] argues that entrepreneurial individuals must have self-confidence and strong determination for successful entrepreneurship. Self-confidence is the belief that individuals have in their own abilities and resources. According to [3] in general, individuals who believe that they are able and will do something well are more likely to be motivated in terms of effort, persistence and behavior compared to individuals who do not believe in their abilities and do not expect to succeed. A successful entrepreneur is an entrepreneur who has a spirit of independence and high self-confidence.

The theory [8] argues that entrepreneurial individuals must have self-confidence and strong determination for successful entrepreneurship. The stronger the determination to become an entrepreneur, the more confident you can influence the orientation of entrepreneurial outcomes. Entrepreneurial orientation is a process, practice and decision-making activity for new entrepreneurs to enter, survive and win the competition in business, although of course it is also inseparable from the resource and organizational factors of the business unit itself [4, 11]. In the context of this research is the direct influence of entrepreneurial orientation on business performance without contingency variables and business organizational resources. Entrepreneurs avoid low risk situations because there are no challenges, and stay away from high risk situations because they want to succeed. In this situation of risk and uncertainty, entrepreneurs must make decisions that contain the potential for failure and success. The courage to take risks that is the value of entrepreneurship is taking calculated and realistic risks.

According to [15] future orientation is the image that individuals have of themselves in the future context. Future orientation is a tendency to think about the future and as a concern about the results of current actions in the future. Furthermore, according to [1] future orientation is how a person formulates and develops a vision for the future by dividing short, medium and long term orientations. Meanwhile, Future orientation is a complex motivational cognitive phenomenon, namely the

anticipation and evaluation of the future self in its interaction with the environment. Future orientation is a picture of the future that is formed from a set of attitudes and assumptions from past experiences that interact with information from the environment to form expectations about the future, form goals, and aspirations and provide meaning. personal on future events.

### 3. RESEARCH METHODS

This study uses a quantitative approach with survey research methods. The sample in this study were Unimed students using a questionnaire. The questionnaire used to collect data is an electronic questionnaire. The questionnaire was filled in by contacting the respondent via cellular phone. Data collection is carried out by enumerators to maintain data independence. The sampling technique used is simple random sampling with a total sample of 275 people. The data collected was then analyzed with descriptive statistics to find out the situation of entrepreneurship learning practices in initiating students to establish their own businesses.

### 4. RESULTS AND DISCUSSION

Questionnaires were distributed in June 2021. The results of the questionnaire in Table 1 of 275 respondents who were Medan State University students were 227 people or 82.5% who were female and 48 people or 17.5% were male. This shows that in filling out this questionnaire, more women are done, whose number is greater than the number of men. Furthermore, it can be seen in table 1 that the majority of respondents came from the Faculty of Economics (FE), as many as 118 people or 42.9%. respondents from the Faculty of Languages and Arts (FBS) were 28 people or 10.2%. only 1 respondent from the Faculty of Sports Science (FIK) or .4%. There are 53 respondents from the Faculty of Education (FIP) or 19.3%, 3 people from the Mathematics and Natural Sciences Faculty (FMIPA) or 1.1%, and 66 respondents from the Engineering Faculty (FT) or by 24%. From these data, it can be seen that most of the students who filled out the questionnaire were from the Faculty of Economics (FE) compared to other faculties. Then, in table 1 it is explained that it is known that the respondents with the 2019 and 2020 entry years are only 1 person different where the 2019 entry year is 97 people or 35.3% and the 2020 entry year is 96 people or 34.9%. for the 2018 entry year, there were 77 people or 28%. As for the 2017 entry year, there were only 5 people or 1.8%. This data shows that the majority of respondents are students with 2019 and 2020 entry years. Table 1 also shows that the percentage of respondents who have businesses is 124 people or 45.1%, while respondents who do not have

businesses are 151 people or 54.9%. The data above explains that more respondents do not have a business.

**Table 1. Demography of Sample**

No	Gender	Frequency	Percentage
1.	Male	48	17.5%
2.	Female	227	82.5%
Faculty			
1.	Language and Art	28	10.2%
2.	Economic	118	42.9%
3.	Sport Science	1	.4%
4.	Education Science	6	2.2%
5.	Social Science	53	19.3%
6.	Math and Science	3	1.1%
7.	Technik	66	24%
Year of College Entrance			
1.	2017	5	1.8%
2.	2018	77	28%
3.	2019	97	35.3%
4.	2020	96	34.9%
Entrepreneurial Family Background			
1.	Yes	122	44.4%
2.	No	135	55.6%
Owning a Business			
1.	Yes	124	45.1%
2.	No	151	54.9%
	Total	275	100%

Source: Data, 2021

In this section, the respondent's perception of the question items will be discussed through an analysis of the answers that have been given by the respondents based on the questionnaires that have been given. The data collected from the respondents above were then tabulated and analyzed for descriptive statistics. This study identifies the extent to which UNIMED students believe that Entrepreneurship courses are useful for growing interest in opening new businesses with question items based on the variables of confidence, process and result orientation, business risk, and future orientation. Furthermore, the value has been converted in percent (%) with a maximum value of 100%.

**Table 2. Description of Confidence Variable**

Indicator	Score														Mean
	(1)		(2)		(3)		(4)		(5)		(6)		(7)		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
PD1	1	.4	0	0	1	.4	4	1.6	4	1.6	9	3.6	9	3.6	5.82
PD2	1	.4	0	0	3	1.1	5	1.6	5	1.8	9	3.6	6	2.4	5.61
PD3	1	.7	5	1.8	1	.7	6	2.2	7	2.6	5	1.8	2	0.8	5.14
PD4	2	.7	0	0	9	3.3	5	1.8	1	.5	5	1.8	8	3.0	5.60
Mean															5.54

Source: Primary data, 2021

Based on Table 2. it can be seen that in general the Confidence variable has 4 questions that are used, namely, I am more confident to start a business after taking entrepreneurship courses, I am more independent to start a business after taking entrepreneurship courses, I am starting a new business seriously after taking entrepreneurship courses, taking entrepreneurship courses, and I am more optimistic about starting a business after taking entrepreneurship courses. Confidence variable in general is at a score of 5.54. The question that has the highest response is that I am more confident about starting a business after taking the entrepreneurship course with a score of 5.82 (PD1), while the question that has the lowest response is that I start a new business seriously after taking the entrepreneurship course with a score of 5.14 (PD3).

**Table 3. Description of Task and Result Oriented Variable**

Indicator	Skor Respondents														Mean		
	(1)		(2)		(3)		(4)		(5)		(6)		(7)				
	f	%	f	%	f	%	f	%	f	%	f	%	f	%			
BTH1	1	.4	1	.4	5	1.8	1	.9	6.9	2.9	10.5	1	1.4	41.5	1	3.6	6.05
BTH2	1	.4	1	.4	1	.4	2	.8	4	1.5	14.5	1	.9	43.3	9	3.6	5.91
BTH3	2	.7	2	.7	8	2.9	4	1.6	6	2.3	23.6	8	3.0	30.2	7	2.6	5.54
BTH4	0	0	1	.4	3	1.1	2	.8	4	1.5	17.8	1	.9	40.7	8	3.0	5.91
BTH5	0	0	2	.7	1	.4	2	.8	7.6	3.0	20.4	1	.9	47.3	6	2.2	5.86
BTH6	1	.4	2	.7	8	2.9	6	2.2	6	2.2	21.8	6	2.2	23.3	8	3.0	5.93

BTH7	0	0	2	.7	1	.4	2	.8	7.3	3.0	18.2	1	.9	40.7	9	3.3	5.96
Mean																	5.80

Source: Primary data, 2021

Based on Table 3. it can be seen that in general the Task and Results Oriented variable has 7 questions that are used, namely, I am interested in taking entrepreneurship courses, I take entrepreneurship courses seriously, I find an entrepreneurial spirit when taking entrepreneurship courses, I understand the difference between entrepreneurship and entrepreneurship. entrepreneurship through entrepreneurship courses, I learn the knowledge and skills needed in entrepreneurship through entrepreneurship courses, I am able to manage a business after taking entrepreneurship courses, and I gain insight into entrepreneurship through entrepreneurship courses. score 5.80. The question that received the highest response was I am interested in taking entrepreneurship courses with a score of 6.05 (BTH1). Meanwhile, the question that received the lowest response was I was able to manage a business after taking entrepreneurship courses with a score of 5.38 (BTH6).

**Table 4. Description of Business Risk Variable**

Indicator	Skor Respondents														Mean		
	(1)		(2)		(3)		(4)		(5)		(6)		(7)				
	f	%	f	%	f	%	f	%	f	%	f	%	f	%			
RB1	1	.3	1	.3	7	2.4	2	.8	5	1.8	6	2.2	9	3.3	5	1.8	5.43
RB2	0	0	1	.3	7	2.4	4	1.5	1	.4	5	1.8	1	.4	3	1.1	5.64
RB3	0	0	2	.7	0	0	3	1.1	4	1.5	6	2.2	9	3.3	2	0.8	5.33
RB4	1	.3	2	.7	6	2.2	4	1.5	1	.4	7	2.6	9	3.3	3	1.1	5.50
Mean															5.52		

Source: Primary data, 2021

Based on Table 4. it can be seen that in general the Business Risk variable has 4 questions that are used, namely, I dare to take the risk of starting a business after taking entrepreneurship courses, I have learned to face risks in business after taking entrepreneurship courses, I dare to take the challenge to open a business. business after taking entrepreneurship courses, and I like the challenge of business after taking entrepreneurship courses. The Business Risk variable in general is at a score of 5.52. The question that has the highest response is I have learned to face risks in business after taking entrepreneurship courses with a score of 5.64 (RB2).

While the question that has the lowest response is I dare to take the risk of starting a business after taking entrepreneurship courses with a score of 5.43 (RB1).

**Table 5. Description of Future Oriented Variable**

I n d i c e a t o r	Skor Respondents														M e a n
	(1)		(2)		(3)		(4)		(5)		(6)		(7)		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
B P M D 1	1	.3	1	.3	4	1.4	4	15.4	5	17.7	1	38.9	5	19.8	5.61
B P M D 2	0	0	1	.3	6	2.0	4	16.4	6	21.5	9	32.8	6	21.8	5.56
B P M D 3	1	.3	1	.3	3	1.0	5	17.1	6	22.2	1	34.1	5	18.8	5.53
B P M D 4	0	0	2	.7	6	2.0	4	15.7	6	22.1	1	34.5	5	18.8	5.53
B P M D 5	0	0	3	1.0	2	.7	4	15	8	27.3	9	31.4	5	18.4	5.52
B P M D 6	0	0	2	.7	4	1.4	3	10.6	6	21.2	2	93.9	1	6.8	5.70
B P M D 7	0	0	1	.3	9	3.1	3	10.9	5	18.8	1	37.9	6	21.9	5.69
Mean															5.59

Source: Result Primary Data, 2021

Based on Table 5. it can be seen that in general the Future Oriented variable has 5 questions that are used, namely, I am able to identify future business opportunities after taking entrepreneurship courses, I am able to plan products / services to meet business demand after taking entrepreneurship courses , I am able to develop business planning after taking entrepreneurship courses, I am able to develop business plans after taking entrepreneurship courses, I have succeeded in identifying future business opportunities after taking entrepreneurship courses, Through entrepreneurship courses from the University, the skills, knowledge, and my interest in entrepreneurship has increased, and Overall, I am very satisfied with the entrepreneurship courses taught at the University. In general, the Future-Oriented Variable is at a score of 5.59. The question that has the highest response is Through entrepreneurship courses, from the University, my skills, knowledge, and interest in entrepreneurship have increased with a score of 5.70 (BPMD 6). Meanwhile, the question that had the lowest response was I managed to identify future business

opportunities after taking the entrepreneurship course with a score of 5.52 (BPMD 5).

## 5. CONCLUSION

Overall, the question items are able to answer the student's relationship to business after attending a series of entrepreneurship courses at the Faculty of Economics, Unimed based on predetermined variables. First, the results show that the self-confidence variable has a statement item that has the highest response, which is that I am more confident to start a business after taking entrepreneurship courses and the lowest response is that I start a new business seriously after taking entrepreneurship courses. Second, the task orientation and outcome variables have statement items that get the highest response, namely I am interested in taking entrepreneurship courses and the lowest response is that I am able to manage a business after taking entrepreneurship courses. third, the business risk variable has a statement item that has the highest response, I have learned to face risks in business after taking entrepreneurship courses and the statement that has the lowest response is I dare to take the risk of starting a business after taking entrepreneurship courses. Fourth, on the future orientation variable, the statement item that has the highest response is Through entrepreneurship courses, from the University, my skills, knowledge, and interest in entrepreneurship have increased and the statement that has the lowest response is I have successfully identified future business opportunities. future after taking entrepreneurship courses.

## REFERENCES

- [1] Agustian, A. G., Rahasia sukses membangun kecerdasan emosi dan spiritual, ESQ (emotional spiritual quotient): Berdasarkan 6 rukun Iman dan 5 rukun Islam. Jakarta: Arga. 2011.
- [2] Audretsch, D., From the entrepreneurial university to the university for the entrepreneurial society. J. Technol. Transfer. 39 (3), 2014, pp 313–321.
- [3] Bezzina, F., Characteristics of the Maltese Entrepreneur. *International Journal of Arts and Science*, (3(7), 2010, pp 292-312.
- [4] Covin, J.G., Green, K.M., Slevin, D.P., Strategic process effects on the entrepreneurial orientation–sales growth rate relationship. *Enterpren. Theor. Pract.* 30, 2006, pp 57–81. <https://doi.org/10.1111/j.1540-6520.2006.00110.x>.
- [5] Etzkowitz, H., Webster, A., Gebhardt, C., Terra, B.R.C., The future of the university and the

- university of the future: evolution of ivory tower to entrepreneurial para-digm. *Res. Policy* 29 (2), 2000, pp 313–330
- [6] Formaida. Pengaruh Percaya Diri dan Tekad yang Kuat terhadap Berwirausaha. *Jurnal Administrasi Publik (Public Administration Journal)*, 8(2) Desember 2018
- [7] Galuh Oktavia DS. dan Eny Trimeiningrum, Pengaruh Percaya Diri Dan Keberanian Mengambil Risiko Terhadap Keberhasilan Usaha Pada Umkm Makanan Ringan Di Kota Semarang. *JEMAP: Jurnal Ekonomi, Manajemen, Akuntansi dan Perpajakan*. 2018
- [8] Guerrero, M., Urbano, D., Fayolle, A., Entrepreneurial activity and regional competitiveness: evidence from European entrepreneurial universities. *J. Technol. Transfer*. 41, 2016, pp 105–131.
- [9] Jumaedi, H., Terhadap Keberhasilan Usaha (Studi Kasus pada Pengusaha Kecil di Pekalongan ), 2001, pp 13–19.
- [10] Lindenfield, G., Mendidik anak agar percaya diri. Jakarta : Arcan. 1994.
- [11] Lumpkin, G.T., Dess, G.G., Clarifying the entrepreneurial orientation construct and linking it to performance. *Acad. Manag. Rev.* 21, 1996, pp 135–172. <https://doi.org/10.2307/258632>.
- [12] Mardiyatmo, Kewirausahaan SMK Kelas 1. Jakarta: Yudhistira. 2004.
- [13] Miller, D., The correlates of entrepreneurship in three types of firms. *Manag. Sci.* 29, 1983, pp 770–791.
- [14] Moreno-Moya, M., Munuera-Aleman, J.-L., The differential effect of development speed and launching speed on new product performance: an analysis in SMEs. *J. Small Bus. Manag.* 54, 2016, pp 750–770. <https://doi.org/10.1111/jsbm.12170>.
- [15] Nurmi, J. E., The development of future orientation in life-span context. University Of Helsinki. 1994