



Entrepreneurial Interest of Culinary Students

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ABSTRACT

Culinary is a field of science that provides basic knowledge and skills as a provision for entrepreneurship. The purpose of this study was to determine the effect of entrepreneurship learning and entrepreneurship motivation on the interest in entrepreneurship of students of the Culinary Education Study Program, Faculty of Engineering, Universitas Negeri Surabaya (Unesa). This descriptive study uses a quantitative approach. Collecting data on 119 respondents using a questionnaire. Data analysis used multiple linear regression. The results of the study showed that entrepreneurship learning and motivation partially or simultaneously affect the interest in entrepreneurship of students of the Culinary Education Study Program, Faculty of Engineering, Universitas Negeri Surabaya (Unesa).

Keywords: *Interest, Entrepreneurship, Culinary.*

1. INTRODUCTION

The entrepreneurial spirit in student needs to be fostered and started when students enter college. This is to reduce the unemployment rate in the community, related to the lack of universities in producing graduates who are able to create jobs even before they graduate from college. The tendency of many graduates to expector choose available jobs rather than creating their own business and others [1],[2],[3].

Universities as educational institutions must be sensitive to these problems, because the economic progress of a nation is largely determined by the presence of entrepreneurs [4],[5],[6]. Entrepreneurship will have a positive impact on the country's economy, as stated by the United Nations (UN/UNO) that a country will be able to build if 2% of the population is entrepreneurship [7],[8]. This is in line with the Ministry of Trade of the Republic of Indonesia which shows that the level of interest in entrepreneurship in Indonesia is still low because there are still many who are less creative and do not dare to take risks to open and manage businesses. Strengthened by the Entrepreneurship Global Index data for 2021, Indonesia's entrepreneurship ratio is 3.55%, while Thailand and Malaysia are more than 4%, Singapore 8.7%, and other developed countries are above 12%.

The university's efforts are aimed at producing the young generation as entrepreneurial seeds by providing entrepreneurial-inspired learning. Many entrepreneurial and entrepreneurial learnings are given in the Culinary Education Study Program, State University of Surabaya (Unesa), namely in subjects such as entrepreneurship, Catering Business Management, Pastry, Bakery, Indonesian Food Processing, Indonesian Cakes and Beverages and other practical courses. Entrepreneurship learning as well as learning with entrepreneurial aims to create new goods and services that can generate higher economic value [9],[10]. This entrepreneurship program aims to build skills, knowledge and character that are essential for entrepreneurial creativity. This learning provides encouragement and motivation so as to foster entrepreneurial mentality in students.

Motivation is a process that encourages or influences a person to get or achieve what he wants, both positively and negatively. Motivation will give a person change that arise as a result of feelings, soul and emotions to encourage action due to these needs, desires, and goals [11]. Consciously or not, this becomes a complex situation and readiness within the individual to move towards certain goals [12],[13]. This motivation will foster a strong interest in entrepreneurship.

Table 1. Data Collection Instrument

Variable	Aspect
Entrepreneurship Learning	<ol style="list-style-type: none"> 1. Entrepreneurship Learning can improve entrepreneurial skills 2. Entrepreneurship learning can increase intelligence about entrepreneurship 3. The source of the material presented is easy to understand 4. The way lecturers deliver entrepreneurship material can be understood 5. Learning methods are very helpful in understanding entrepreneurship material 6. Enough time for entrepreneurship learning 7. The learning media used is very helpful in the learning process 8. The task of entrepreneurship practice helps in improving entrepreneurial skills 9. The assessment system is in accordance with entrepreneurship learning and practice.
Entrepreneurship Motivation	<ol style="list-style-type: none"> 1. With entrepreneurship, students are freer to do activities they like 2. Students are motivated to become entrepreneurs because they want to have their own business 3. With entrepreneurship, students feel challenged to do creative and innovative things 4. Students are motivated to become entrepreneurs because they see the success achieved by successful young entrepreneurs 5. Students are motivated in entrepreneurship because they want to get a better income than before 6. Students are motivated in entrepreneurship because they don't like being controlled by other people
Interest Entrepreneurship	<ol style="list-style-type: none"> 1. Students want to become a successful young entrepreneur 2. Students are confident in their entrepreneurial abilities 3. Students want to become successful young entrepreneurs because they see the opportunities in the surrounding environment are very promising 4. Students want to become young entrepreneurs because they see successful young entrepreneurs 5. Students believe that entrepreneurship is able to face problems 6. With entrepreneurship, students become happy to do something new

Interest is the tendency to feel paying attention and liking some things or activities, interest in something that was studied first and influences subsequent interest. Interest is a source of motivation that encourages someone to do whatever they want to do when they are free to choose [11], or someone's interest in running a business or business [14]. Interest in entrepreneurship is obtained from feelings of pleasure, motivation, interest, desire or hope [15]. Encouragement by educators in educational institutions who provide practical and interesting subjects can arouse students' interest in entrepreneurship [16],[10]. In line with the research of Sarwono et al, that motivation as part of the intrinsic factor affects the interest in entrepreneurship in SMKN 3 Blitar students [17]. Likewise with Ramadhani that the Entrepreneurship course has a direct effect on students' interest in entrepreneurship [18].

This study aims to determine: 1) the effect of entrepreneurship learning on interest in entrepreneurship in Unesa Culinary students, 2) the

influence of motivation on interest in entrepreneurship in Unesa Culinary students, and 3) the influence of entrepreneurship learning and motivation on interest in entrepreneurship in Unesa Culinary students.

2. METHODS

This research is quantitative descriptive. The research was conducted at the Culinary Education Study Program, Faculty of Engineering, Universitas Negeri Surabaya (Unesa), East Java. The population of the study was students of the Culinary Education Study Program, the sample selection used a random technique of 119 students.

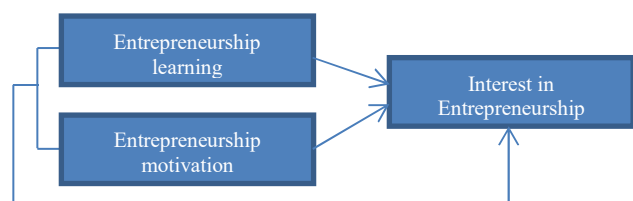


Figure 1. Research design

Table 2. Characteristics of Respondents.

No	Aspect	Gender				Total
		Male (10)		Female (109)		
		Yes	No	Yes	No	
1	Experience attending seminars/training nuanced entrepreneurship	10	0	91	18	119
2	Entrepreneurship today	10	0	41	68	119

The independent variables are entrepreneurship learning and entrepreneurial motivation in culinary arts students. The dependent variable in this study is the interest in entrepreneurship. The control variables in this study were students of the Culinary Education study program, Faculty of Engineering, Universitas Negeri Surabaya.

Data related to this research were collected with an instrument in the form of a closed form questionnaire. There are 9 statements related to entrepreneurship learning, 6 statements related to entrepreneurial motivation and 6 statements related to entrepreneurial interest. The measurement of these factors uses a five-level Likert scale for each questionnaire item, including: 1) strongly disagree; 2) disagree; 3) agree; 4) agree and 5) strongly agree. Data analysis used multiple linear regression.

Research data is compiled and processed using SPSS 23 software to perform multiple linear regression modeling. Multiple linear analysis models are generally a study of the dependence between the dependent variable (bound) with one dependent variable (free). Multiple linear regression analysis in this study aims to determine how much influence the independent variable has on the dependent variable.

3. RESULT AND DISCUSSIONS

Student characteristics are as follows:

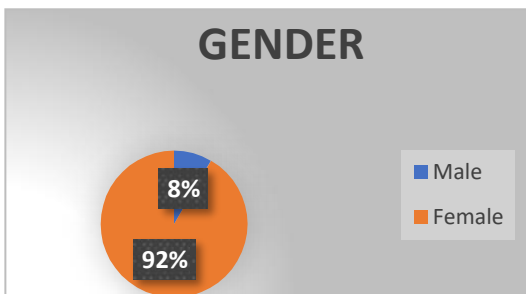


Figure 2. Respondent Gender.

Most of the students are female (92%). Based on their gender, all male students have experience in

participating in training activities or seminars with entrepreneurial nuances and have carried out entrepreneurial activities. Compared to female students, there are more of them than men, although they have experience participating in entrepreneurship training or seminar activities but less than 50% entrepreneurial experience.

Table 3. Partial t Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std Error	Beta			Tolerance	VIF
1 (Constant)	4.219	1.742		2.422	.017		
Entrepreneurship learning		.045	.190			.753	1.328
Entrepreneurship motivation	.127	.067	.663	2.189	.006	.753	1.328
	.658			9.820	.000		

a. Dependent Variable: Interest in entrepreneurship

Based on the table above, it can be concluded that the value of Sig. on all independent variables is less than 0.05 and the value of t count is greater than the value of t table, which means that each independent variable has a partially significant effect on the dependent variable, that all hypotheses are accepted. Entrepreneurship learning and entrepreneurial motivation partially affect the entrepreneurial interest of culinary students.

Table 3. Anova Test f Simultaneous

Model	Sum of Squares	df	Mean Square	f	Sig.
1 Regression	798.427	2	399.213	87.545	.000b
Residual	528.968	116	4.560		
Total	1327.395	118			

Dependent Variable: Interest in entrepreneurship
 Predictors: (Constant), Entrepreneurship learning
 Entrepreneurship motivation

Source: Primary Data Processed, 2022

Based on the table above, it can be concluded that the value of Sig. smaller than 0.05 and the calculated f value

is 87.545, which is greater than the f table value, which means that the independent variable has an effect on the dependent variable, in other words, entrepreneurial learning and entrepreneurial motivation simultaneously affect the entrepreneurial interest of culinary students.

Table 4. Coefficient of Determination Test Results

Model	R	R Squares	Adjusted R Square	Std. Error of The Estimate
1	.776a	.601	.595	2.13543

- a. Predictors: (Constant), Entrepreneurialship learning
Entrepreneurialship motivation
- b. Dependent Variable: Interest in entrepreneurship

The results of the determination coefficient test with SPSS Version 23 resulted in an Adjusted R Square of 0.595, which means it is good enough in the regression model for cross section data. It can be concluded that the Entrepreneurship learning variable and the entrepreneurial motivation variable simultaneously affect the variable interest in entrepreneurship by 60.1% while the rest is influenced by other variables outside the regression equation or variables not examined. The magnitude of the influence of other variables is referred to as Error e. To calculate the error value, use the formula:

$$e = 1 - R^2$$

$$e = 1 - 0.601$$

$$e = 0.399 \text{ (39.9\%)}$$

Based on the results of error (e) above, it can be concluded that the value of other variables not examined that affect the student's entrepreneurial interest variable is 39.9%.

Multiple linear regression analysis in this study aims to determine the effect of entrepreneurship learning and entrepreneurial motivation on culinary arts students' entrepreneurial interest. The results of the analysis obtained by the researchers are as follows:

Table 5. Multiple Linear Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std Error	Beta	t	Sig.
1 (Constant)	4.219	1,742		2.422	.017
Entrepreneurialship learning	.127	.045	.190	2.189	.006
Entrepreneurialship motivation	.658	.067	.663	9.820	.000

Based on the multiple linear regression equation can be described as follows:

1. The constant value of 4.219 indicates that if the variable of entrepreneurship learning and entrepreneurship motivation is 0 then the value of the variable of interest in entrepreneurship is 4.219.

2. The regression coefficient of the entrepreneurship learning variable is 0.127, indicating that for every increase in one unit of entrepreneurship learning, the interest in entrepreneurship will increase by 12.7%.

These data indicate that the entrepreneurship learning variable has a positive effect of 12.7% with a significance of 0.06 on the interest in entrepreneurship.

3. The regression coefficient of the entrepreneurial motivation variable is 0.658, indicating that for every increase in one unit of entrepreneurial motivation, the interest in entrepreneurship will increase by 65.8%. These results explain that the entrepreneurial interest of culinary students is influenced by the motivational variable of 65.8% positive with a significance of 0.000 which is smaller than the threshold of 0.05.

The results of the multiple linear regression test that have the most influence are the entrepreneurial motivation factor of 0.658, which means that the students of the Bachelor Degree in Culinary Education, Faculty of Engineering, Unesa, determine the greatest interest in entrepreneurship is their entrepreneurial motivation.

The motivation factor has a significant and positive effect on the entrepreneurial interest of Unesa culinary students of 0.658, meaning that motivation can have a positive influence on students' interest so that it encourages students to choose entrepreneurship as an activity of interest. It is evident from the observation that there are 51 (42.86%) of 119 students who already have entrepreneurial activities while studying. Entrepreneurial motivation refers to the desire or tendency to organize, manipulate, and control organizations, people or ideas as quickly and independently as possible [19]. Individuals with high entrepreneurial motivation will be more likely to become entrepreneurs [20].

Finally, it is in line with the meta-analysis of 41 articles by Collins et al. who found that entrepreneurial motivation was significantly and positively related to the choice of entrepreneurial career path [21].

The results of this study are in line with research conducted by Saputri which states that there is a significant influence between entrepreneurial motivation and entrepreneurial interest [22]. Candi said that entrepreneurship motivation, entrepreneurship education, and family environment have a positive and significant effect on entrepreneurial interest [23]. Yuliani stated that motivation has a dominant influence on entrepreneurial interest [24].

Entrepreneurship education has the smallest effect on interest in entrepreneurship by 0.127. Entrepreneurship education provides students with knowledge and skills about entrepreneurship that are not widely known by culinary students. This is expected to encourage students'

4. CONCLUSION

Entrepreneurial learning factors and entrepreneurial motivation have a positive and significant effect partially and simultaneously on the interest in entrepreneurship of students of the Culinary Education Study Program, Faculty of Engineering, Unesa.

AUTHORS' CONTRIBUTIONS

The contribution that can be given by the author is to provide input on the learning process and mentoring students to increase the interest and practice of entrepreneurship.

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desire to make decisions for entrepreneurship. Because lectures are considered too monotonous and do not have much practice, it makes students less enthusiastic even though the learning methods, delivery methods, materials and so on are considered good. Lectures are an obligation other than entrepreneurship knowledge but do not guarantee to become entrepreneurs.

Overall, the entrepreneurship learning factor and entrepreneurial motivation have a simultaneous effect on the entrepreneurial interest of Unesa culinary students by 60.1%, while the remaining 39.9% are other factors that have not been studied, for example family factors, personality creativity and so on. research conducted by Syaifudin [25].

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