
The Influence of Entrepreneurship Course Toward The Student's Entrepreneurship Interest
Fenny Putri Arfany

¹ Universitas Islam Malang, 22102072005@unisma.ac.id

ARTICLE INFO

Article History:

Received 1 April 2022

Revised 20 April 2022

Accepted 23 April 2022

Keywords

entrepreneurship interest,
entrepreneurship course,
student entrepreneurship

ABSTRACT

The university is considered the most appropriate place to develop entrepreneurial talent through education which is expected to be able to bring up innovative and creative entrepreneurs to create jobs in the midst of the endless unemployment problem. This research aims to know the influence of entrepreneurship course toward the student's entrepreneurship interest. This type of research is an explanatory research which is included in the quantitative method with a questionnaire for data collection. The sampling technique used was accidental sampling technique. Data analysis used was using Path Analysis and used the SmartPLS 3.0 program. These results of this study indicate that entrepreneurship course has a significant positive effect on the student's entrepreneurship interest.

Introduction

In various places that announce job openings there will be thousands of people applying for jobs. This is based on the many desires of each graduate, especially university graduates, to become an employee with a fixed salary that he receives every month, so that his life will be more guaranteed. Therefore, solutions are needed to realize real work in overcoming the gap that occurs between employment and graduates of educational institutions, where this gap is the main cause in increasing the unemployment rate in Indonesia. Unemployment is one of the most critical problems and the solution is to produce graduates who are able to have the potential to develop their own business (Dhira et al., 2021)

The East Java Agency and Statistics Center (BPS) has data showing that the unemployment rate has increased from 2019 to 2021. Especially in the city of Malang the unemployment rate has increased to 19,195 people. At the S1/S2/S3 education level, the unemployment rate in 2019 reached 6,535 people, then increased to 7,478 people in 2021. Through data from the Agency and the Statistics Center that shows a significant increase in the number of unemployed, certainly a solution is needed to solve this problem. Universities are required to be able to direct students and alumni to create jobs after graduation, because if not it is feared that it will further cause an increase in the number of unemployed, especially at the undergraduate level (Ramadhani & Nurnida, 2017)

At the university level, it is considered the most appropriate place to develop entrepreneurial talent through the field of education, where the quality of education at the university level will be able to support the development of student entrepreneurial talent. Therefore, educational institutions and the government must make new breakthroughs in terms of developing student entrepreneurial talent, so that students can achieve success in entrepreneurial activities (Sariffudin, 2016). With entrepreneurship education at the university level, it is expected to increase entrepreneurial spirit and develop the national economy. Entrepreneurship education is also expected to be able to bring innovative and creative entrepreneurs so that they can create jobs amid the never-ending problem of unemployment (Asmani 2011).

In the study (Sariffuddin, 2016) entitled "The Influence of Entrepreneurship Courses on Entrepreneurial Interests study in Alumni of Sociology Study Program" shows that entrepreneurship courses have a positive influence on the interest in entrepreneurship studies in alumni of sociology education students, but the magnitude of the value of the influence of entrepreneurship courses on entrepreneurial interests is 9.1% with a low significance level. In this case, it means that there are other factors that affect entrepreneurial interest in alumni of sociology education students that were not tested in this study. In contrast to research by (Putri, 2017) with the research title "The Influence of Entrepreneurship Education on Student Interests for Entrepreneurship in Economic Education Students of Ganesha University of Education" shows a greater influence, namely entrepreneurship courses have a significant effect on entrepreneurial interests with a value of 39.5%. Therefore, research will be conducted with the title "The Influence of Entrepreneurship Courses on Entrepreneurial Interests" study on students of the University of Muhammadiyah Malang to find out the great influence of entrepreneurship courses on entrepreneurship courses.

Literature Review

Entrepreneurship or entrepreneurship is a series of activities carried out dynamically to produce a material that has added value for a product or service that is fought so that it will get profits or success commercially (Murtini 2009). Entrepreneurship education is a systematic and continuous process that is carried out formally or informally with the aim of forming a person into an entrepreneur. Entrepreneurship education also aims to improve one's skills and expertise so that it will support a person or society for entrepreneurship (Marie 2013).

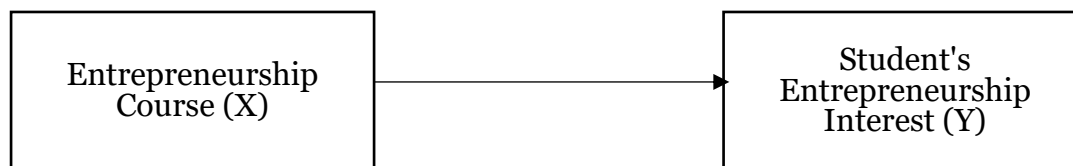
Entrepreneurial interest is an attitude or desire of a person who can generate interest in trying something new and trying to gain benefits and considering the risks that must be faced so as to encourage the individual to create welfare and add value to society by managing their resources (Ariyanti, 2018).

The need for someone who is multi-talented in various fields of entrepreneurship and the demands of the times, then entrepreneurship courses have a role in creating people who have an entrepreneurial spirit. (Sariffuddin, 2016). Entrepreneurship courses are able to support students' interests to become entrepreneurs with the learning process obtained during college. With the knowledge, values, spirit and behavior of entrepreneurship will encourage students to cultivate their thoughts and characteristics so as to have an interest in entrepreneurship. But in addition to the knowledge obtained in formal education, students are also needed to be creative, innovative and independent so as to foster entrepreneurial interests. This means that entrepreneurial interest cannot simply grow when students get theories about entrepreneurship but needed to practice directly in the community and develop their abilities (Dhira et al., 2021).

Research by (Sarifuddin, 2016) states that entrepreneurship courses have a significant positive influence on students' interest in entrepreneurship. In this study, the influence of entrepreneurship courses only had an influence of 9.1% on entrepreneurial interests. In this case it means that there are several factors that affect the interest of entrepreneurship in addition to entrepreneurship courses. Research by (Putri, 2017) also mentions the positive influence of entrepreneurship courses on entrepreneurial interests with greater value than research by (Sarifuddin, 2016) which is 39.5%. Research by (Hermina et al., 2011) also explains that entrepreneurship courses have an influence on entrepreneurial interests. Which means that entrepreneurship courses support students' interest in becoming entrepreneurs. Students who obtain entrepreneurship courses get knowledge from the learning process so as to be able to cultivate entrepreneurial thoughts and characteristics.

Based on some of these studies, the hypothesis can be drawn, namely:

H1: Entrepreneurship courses have a positive influence on student entrepreneurship interest



Method

The type of research that will be used in this research is the type of explanatory research that is included in the quantitative method. According to Sugiyono (2018) explanatory research is to test a hypothesis, where in the hypothesis explains the relationship between variables. This research also uses survey methods with data collection in the form of questionnaires as a data collection tool.

Variable collection technique using a likert scale of 1-5. The use of the likert scale aims to facilitate measurement because the likert scale has a diversity of scores in terms of statistics Sekaran & Bougie (2017). The sampling technique used in this study is non probability sampling with accidental sampling techniques. Accidental sampling technique is a technique of determining samples based on chance (Sugiyono 2018)

Data analysis techniques using *Partial Least Square* are carried out with several test stages, namely *the measurement model* or *outer model* test and *the structural model* or *inner model* test and hypothesis test by *bootstrapping*. The *outer model* test aims to test the validity and reliability of the construct of each indicator

Outer Model

The *outer model* test phase is carried out with two events, *convergent validity* and *reliability*. *Convergent validity* or validity test is tolerating the item score (*component score*) with *the construct score* which further produces the *loading factor* value. The *loading factor* value can be said to be high if the indicator correlates more than 0.7 with the measured construct. But for early-stage research, a value of 0.5 to 0.6 can already be said to be enough. For variables can be said to be valid if the *average extracted value (AVE)* ≥ 0.5 Ghazali & Latan (2015). *Reliability* is a reliability test showing the extent to which measurement results can be trusted and can provide relatively consistent measurement results after several measurements. In this case, *alpha coefficients* or *cronbachs alpha* and *composite reliability* are used to measure the degree of rehabilitation of research variables. The measurement itself can

be said to be reliable if it has an alpha coefficient value greater than 0.6 Ghozali & Latan (2015).

Inner Model

The inner model is measured by looking at the values of R Square and Q Square (*Predictive Relavance*). The *R Square Model* shows how much influence between variables. The R^2 result of 0.67 indicates that the model is good, R^2 of 0.33 indicates that the model is moderate, while the R^2 result of 0.19 indicates that the model is weak. Chinn (1998).

Path Analysis is done by looking at the *Orginial Sample (O)* value to assess the direction of relationships between variables and the value of *T Statistic* to assess the level of significance of relationships between variables, which is done by *bootstrapping* method. It can be said to be positive if the sigifikansi value is above 1.96 with a level signification of 5%. The hypothesis is acceptable (H_0) if the value of *the T-Statistic* > 1.96 and *the P Value value* < 0.05 . While the hypothesis is rejected (H_a) if the value of *the T-Statistic* < 1.96 and *the P Value value* > 0.05 .

Variable Indicators

The indicators of each variable are:

Table 1 Variable Indicators

| Variable | Indicators | Scale |
|-------------------------------|--|--------|
| Entrepreneurship Courses (X) | 1. The material presented 2. How to deliver the material (Sari & Habsari, 2016) | Likert |
| Entrepreneurial Interests (Y) | 1. Interest 2. Likes 3. Willpower 4. Desire 5. Willingness (Ariyanti, 2018) | Likert |

Result and Discussion

Characteristics of Respondents

Descriptions of study respondents include gender and. The results of the test description of the study respondents are as follows:

Characteristics of Respondents By Gender

The characteristics of respondents based on gender can be detailed as follows:

Table 2 The Characteristics of Respondents By Gender

| No | Gender | Description of Respondent Frequency | |
|----|--------|-------------------------------------|----------------|
| | | Frequency | Presentase (%) |
| 1 | Male | 11 | 36,70% |
| 2 | Women | 19 | 63,30% |
| | Total | 30 | 100% |

The characteristics of respondents based on entrepreneurship course

Table 3 The characteristics of respondents based on entrepreneurship course

| No | Entrepreneurship Course | Description of Respondent Frequency | |
|----|------------------------------------|-------------------------------------|----------------|
| | | Frequency | Presentase (%) |
| 1 | Entrepreneurship Theory | 14 | 46,70% |
| 2 | Entrepreneurship Theory & Practice | 16 | 53,30% |
| | Total | 30 | 100% |

The characteristics of respondents based on entrepreneurship length

Table 4 The characteristics of respondents based on entrepreneurship length

| No | Year | Description of Respondent Frequency | |
|----|------------|-------------------------------------|----------------|
| | | Frequency | Presentase (%) |
| 1 | <1 Year | 4 | 13,30% |
| 2 | 2 – 5 Year | 26 | 86.7% |
| 3 | >5 Year | 0 | 0% |
| | Total | 30 | 100% |

Data analysis techniques using SmartPLS 3.0 conducted *measurement model* or *outer model* tests and *structural model* or *inner model* tests that will be described below:

Outer Model

Outer model is done with two stages of promotion, namely convergent validity and reliability. Covergent validity can be seen through *the loading factor* value and the AVE value. Realibility can be seen through *Cronbach's alpha* and *composite reliability*.

The Loading Factor value can be seen from the table below:

Table 5 Loading Factor

| Variable | Item | Factor Loading | Evidence |
|-----------------------------------|------|----------------|----------|
| Entrepreneurship Course | X1 | 0,846 | Valid |
| | X2 | 0,608 | Valid |
| | X3 | 0,880 | Valid |
| | X4 | 0,948 | Valid |
| | X5 | 0,935 | Valid |
| | X6 | 0,919 | Valid |
| Student Entrepreneurship Interest | Y1 | 0,851 | Valid |
| | Y2 | 0,860 | Valid |
| | Y3 | 0,860 | Valid |
| | Y4 | 0,914 | Valid |

| | | | |
|--|-----|-------|-------|
| | Y5 | 0,908 | Valid |
| | Y6 | 0,631 | Valid |
| | Y7 | 0,612 | Valid |
| | Y8 | 0,610 | Valid |
| | Y9 | 0,771 | Valid |
| | Y10 | 0,850 | Valid |
| | Y11 | 0,874 | Valid |
| | Y12 | 0,889 | Valid |
| | Y13 | 0,917 | Valid |
| | Y14 | 0,839 | Valid |

The results of the data on this study show if all items have a value above 0.5. Which means that the item is quite valid. While in other items show a *loading factor* value above 0.7 which indicates that the item is very valid. Referring to Ghozali & Latan (2015) which states that *the value of factor loading* is said to be high if the value is above 0.7 and the value of 0.5 or 0.6 is considered sufficient.

The AVE value can be seen from the table below:

Table 6 Average Variance Extracted (AVE)

| Variable | Average Variance Extracted (AVE) |
|---------------------------------------|---|
| Entrepreneurship Courses (X) | 0.746 |
| Student Entrepreneurial Interests (Y) | 0.673 |

In the table, the AVE value is listed in each variable, which is above 0.5. This means that it can be said that the AVE value on each of these variables has met the specified conditions that are above 0.5. Then it can be said that each indicator has been able to reflect its own variables validly.

Cronbach's alpha and *composite reliability* values can be seen from the table below:

Table 7 Cronbach's alpha and composite reliability

| Variable | Cronbach's Alpha | Composite Reliability | Ket |
|-------------------------------|-------------------------|------------------------------|------------|
| Entrepreneurship Courses (X) | 0.928 | 0.944 | Reliabel |
| Entrepreneurial Interests (Y) | 0.961 | 0.969 | Reliabel |

Cronbach's alpha and *composite reliability* values are more than 0.6. This indicates that both variables can be said to be reliable.

Inner Model R Square

The R square calculation aims to see how much the variable is affected by other variables.

R Square values can be seen from the table below:

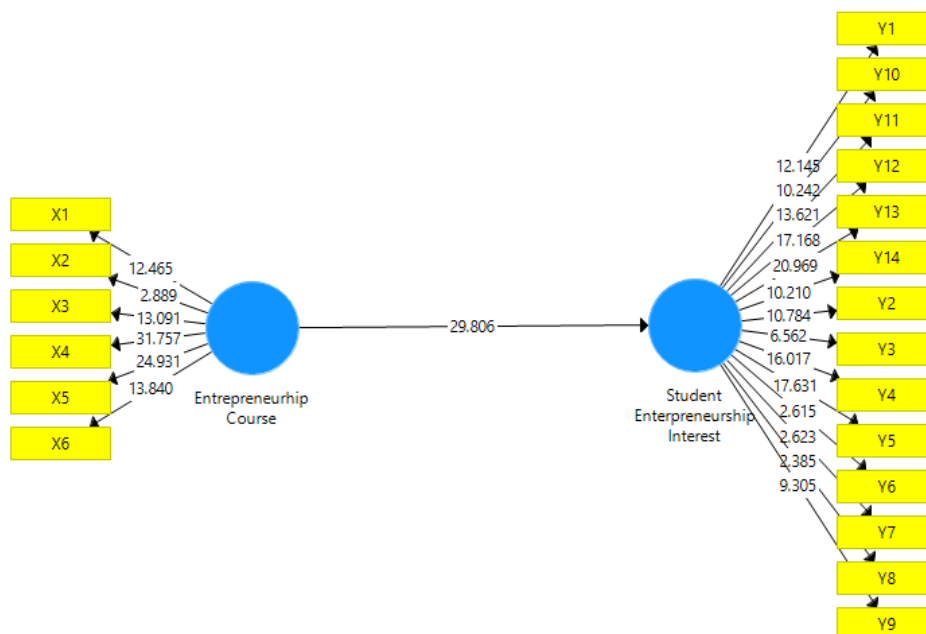
Table 8 R Square

| Variable | R Square | R Square Adjust |
|-------------------------------|----------|-----------------|
| Entrepreneurial Interests (Y) | 0.859 | 0.854 |

The R square calculation aims to see how much the variable is affected by other variables. The R Square value in the variable in this study is 0.859, which means that the career maturity variable shows a value of 0.859 or 85%. The value can be categorized as substantial which means that the ability of independent variables to influence dependent variables is very strong. This shows that the high interest in entrepreneurship can be explained by the variable of work entrepreneurship courses of 85%.

Path Analysis

Path Analysis is purposed to know the relationship between variables with other variables, where the test can be seen through the *Orginial Sample* (O) value and the T *Statistic* value to assess the level of significance of relationships between variables, which is done by *bootstrapping* method. It can be said to be positive if the sigifikansi value is above 1.96 with a level signification of 5%.



Path Analysis values can be seen from the table below:

Table 9 Path Analysis

| Variable | Original Sample (O) | Sample Mean (M) | Standard Deviation | T Statistic | P Values |
|---|----------------------------|------------------------|---------------------------|--------------------|-----------------|
| Entrepreneurship courses -> Entrepreneurial interests | 0,927 | 0,930 | 0,031 | 29.806 | 0,000 |

Effect of the work environment on job satisfaction (H2)

H₀ = Entrepreneurship courses affect entrepreneurial interests

H_a = Entrepreneurship courses have no effect on entrepreneurial interests

The results of this study that examined the influence of entrepreneurship courses on entrepreneurial interests showed that entrepreneurship courses had a positive and significant effect on entrepreneurial interests so that H₀ was accepted and H_a was rejected. In the table above shows that there is an influence of organizational experience on the career maturity of students have an *original sample* value of 0,927, *T-Statistic* of 29.806 (>1.96) and *p values* of 0.000 (<0.05) which indicates that entrepreneurship courses have an effect on entrepreneurial interests.

Conclusion

The results of this study showed that entrepreneurship courses had a significant positive effect on entrepreneurial interests. This is supported by research from (Sarifuddin, 2016) which shows entrepreneurship courses have a significant positive influence on students' interest in entrepreneurship with an influence of 9.1%. Research by (Putri, 2017) also mentioned that there is a positive influence of entrepreneurship courses on entrepreneurial interests with a greater value than research by (Sarifuddin, 2016) which is 39.5%. Research by (Hermina et al., 2011) also shows that entrepreneurship courses have an influence on entrepreneurial interests.

Limitations and future research potential

This study did not discuss other factors that affect entrepreneurial interests other than entrepreneurship courses. So it is hoped that researchers can further examine other factors that affect entrepreneurial interests that are not researched in this study.

Bibliography

- Ariyanti, A. (2018). Pengaruh Motivasi Dan Mental Berwirausaha Terhadap Minat Berwirausaha Mahasiswa. *Jurnal Pengembangan Wiraswasta*, 20(2), 95. <https://doi.org/10.33370/jpw.v20i2.199>
- Chinn, W. W. (1998). The Partial Least Squares Approach to Structural Equation Modelling. *Modern Methods for Business Research*.
- Dhira, B. N., Alexandro, R., & Putri, W. U. (2021). Pengaruh Mata Kuliah Kewirausahaan Terhadap Minat Berwirausaha Pada Mahasiswa Pendidikan Ekonomi. *Edunomics Journal*, 2(2), 81–86. <https://journal.staidarularafah.ac.id/index.php/jstaida/article/view/90>
- Ghozali, I., & Latan, H. (2015). Konsep, Teknik Dan Aplikasi Menggunakan Program Smart PLS 3.0. In *Universitas Diponegoro. Semarang*.
- Hermina, U. N., Novieyana, S., & Zain, D. (2011). Pengaruh Mata Kuliah Kewirausahaan Terhadap Minat Mahasiswa Menjadi Wirausaha Pada Program Studi Administrasi Bisnis Politeknik Negeri Pontianak. *Jurnal Eksos*, 7(2), 130–141.
- Putri, N. L. W. W. (2017). Pengaruh Pendidikan Kewirausahaan Terhadap Minat Mahasiswa Untuk Berwirausaha Pada Mahasiswa Pendidikan Ekonomi Universitas Pendidikan Ganesha. *Jurnal Pendidikan Ekonomi Undiksha*, 9(1), 137. <https://doi.org/10.23887/jjpe.v9i1.19998>
- Ramadhani, N. T., & Nurnida, I. (2017). Pengaruh Mata Kuliah Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa. *Jurnal Ecodemica, Vol. 1 No. 1 April 2017*, 4(2), 135. <https://doi.org/10.25273/equilibrium.v4i2.654>
- Sari, N. E., & Habsari, N. T. (2016). Pengaruh Mata Kuliah Kewirausahaan Terhadap Minat Ber-Entrepreneur. *EQUILIBRIUM : Jurnal Ilmiah Ekonomi Dan Pembelajarannya*, 4(2), 135. <https://doi.org/10.25273/equilibrium.v4i2.654>
- Sarifuddin, A. (2016). Pengaruh Mata Kuliah Kewirausahaan Terhadap Minat Berwirausaha (Studi Pada Alumni Program Studi Pendidikan Sosiologi Fakultas Ilmu Sosial Universitas Negeri Makassar). *Jurnal Sosialisasi Pendidikan Sosiologi-FIS UNM*, 3(2), 136–142. <http://ojs.unm.ac.id/sosialisasi/article/view/2376>
- Sekaran, U., & Bougie. (2017). Metode Penelitian untuk Bisnis Pendekatan Pengembangan-Keahlian. In *Metode Penelitian untuk Bisnis Pendekatan Pengembangan-Keahlian*.
- Sugiyono. (2018). Metode Penelitian Kuantitatif, Kualitatif dan R&D. In *Ke-26*.

