ENTREPRENEURSHIP COURSE’S EFFECTS ON ISLAMIC STATE UNIVERSITY OF NORTH SUMATERA’S MANAGEMENT STUDENTS’ ENTREPRENEURSHIP SPIRIT

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Abstract

The biggest challenge that must be faced for a country is to reduce unemployment in the country. Various efforts are made by the government to reduce unemployment, efforts in the form of community empowerment, providing more knowledge of entrepreneurship, and instilling an entrepreneurial spirit in each individual. The purpose of this study is to find out how influential entrepreneurial subjects have on students' entrepreneurial interest in management majors. The research method conducted in the form of a purposive sampling method with a data collection tool is a questionnaire distributed to 80 respondents. The results can be found in this study that the entrepreneurship courses taught in the 7th semester in the management study program are very influential on the interest of students to become an entrepreneur judging from intrinsic factors and extrinsic factors.

Keywords: entrepreneurship; entrepreneurs; students’ interest

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INTRODUCTION

For a country, the biggest challenge to be faced is reducing unemployment in that country (Sundari, 2019). Based on data from the Central Statistics Agency (BPS) in Indonesia alone unemployment reached 9.1 million people as of August 2021. In the situation of Covid-19 as it is today unemployment becomes increasing because of the number of industries or companies that experience economic decline that requires the industry or company to reduce its employees or workers (Komara, Setiawan, & Kurniawan, 2020). It also coincides with the number of diploma and undergraduate graduates every year who after that still have difficulty finding employment.

Various efforts are made by the government to reduce unemployment in Indonesia. These efforts are in the form of community empowerment carried out by Kementrian Pendidikan and Kekulturan through the renewal of the education curriculum by adding entrepreneurship subjects or courses with the aim of instilling an entrepreneurial spirit in each individual (Utama, 2020). Especially for students in college is expected by studying entrepreneurship can grow its entrepreneurial spirit and create jobs and can reduce unemployment (Juliana, 2019).

Entrepreneurial education will encourage students and students to start recognizing and opening a business or entrepreneurship (Prihantoro & Hadi, 2016). The mindset that is always oriented to be an employee is improved to be oriented to find employees (Ekosiswoyo, 2016). Entrepreneurial education is included in the learning curriculum that requires students to take entrepreneurship courses taken in the seventh semester. The course is applied in the form of entrepreneurship theory and practice. Therefore, the author is interested in researching more about the influence of entrepreneurship subjects on student entrepreneurship interests.
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Entrepreneurship

Entrepreneurship is a series of activities carried out by an entrepreneur in an effort to generate and add value to certain products or services in order to gain commercial benefits (Rapii, 2019; Soegoto, 2013). While entrepreneurship is an effort to create business activities or business activities on the basis of their own will or establish a business with one's own will and ability (Indriyatni, 2013). The benefits of entrepreneurship are:

1) Provide opportunity and freedom to handle one's own destiny
2) Give you the opportunity to make a change
3) Give yourself the opportunity to reach your potential
4) Have the opportunity to achieve the most optimal profit possible
5) Have the opportunity to play an active role in society and gain recognition for their efforts
6) Have the opportunity to do something you like and grow a sense of pleasure in doing it.

Entrepreneurial Interest

Interest is a feeling of interest related to something without command (Astriya & Kuntoro, 2015). Entrepreneurship interest is an ability that a person has to venture in meeting the needs of life, advancing business, or creating a business with the power that is in him (Putri, 2017). It can be concluded that the interest in entrepreneurship arises because of the encouragement or desire to be independent to meet the needs of life without worrying about the risks that will occur because it always learns from a failure.

METHOD

This research method is carried out by survey method using questionnaires as the main instrument in collecting data primarily. The questionnaire consists of open-ended questions, in which respondents are asked to answer questions asked without any choice, and closed questions, i.e. respondents can only choose from the available answer options.

Data collection is carried out for a month in November 2021. The analysis unit is conducted at the individual level. This research was conducted by distributing questionnaires to respondents through social networks, namely to students who have participated in entrepreneurial learning in the department of UINSU management. From these requirements, 80 respondents were obtained in the seventh-semester management department.

RESULT AND DISCUSSION

From the dissemination of questionnaires to seventh-semester management students, the results of the answers to the questions asked to 80 respondents, while the results obtained from questionnaire answers:

1) Support from family and community towards the interest in becoming an entrepreneur.

There are 27 respondents who strongly agree that support from family and community is very influential to become an entrepreneur. Furthermore, there were 34 respondents who agreed, and 19 other respondents answered disapproval.
2) The condition of business opportunities in supporting the interest to become an entrepreneur. As a result, 13 respondents expressed great agreement, then 52 respondents expressed agreement, and 15 other respondents disagreed with the condition of business opportunities to support an entrepreneur's interest.

3) Entrepreneurship courses support the interest of being an entrepreneur. The results: 44 respondents answered strongly agreed, 27 respondents answered in agreement, and 9 answered disapprovingly.

4) The entrepreneur's income is unlimited so that it can support the interest of becoming an entrepreneur. As a result, 48 respondents strongly agreed, 26 respondents agreed, and 6 other respondents disagreed with entrepreneurship can have unlimited income.

5) The pleasure of studying entrepreneurship courses supports my interest in becoming an entrepreneur. The results: 29 respondents strongly agreed, 40 respondents agreed, and 11 respondents disagreed.

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<th>Table 1. The Ability to Be an Entrepreneur</th>
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<th>Table 2. Self-Employment Becomes the Career Choice that Men Promised</th>
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<th>Table 3. Career Options After Graduating From College</th>
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From the answers to questionnaires 1-5, it can be known that respondents recognize family support to be a strong incentive to form one's interests into self-employment. These interests can be formed if there is a positive influence that is given directly or indirectly to the interest. In addition, the surrounding environment is also influential for someone to cause entrepreneurship interest, missal in the environment where someone lives many young entrepreneurs who open a
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Entrepreneurship business with minimal but profitable capital, certainly cause someone's interest to try because the small capital can be profitable.

From the questionnaire question to 2 respondents also agreed that the condition of business opportunities can support a person's interest in becoming an entrepreneur. Without realizing it, often someone wants to try because they see an opportunity, such as the demand for a product or service directly to him, and or also because of the community's need for the product. Actually, in the environment where we live alone, there are many opportunities that can provide benefits, but these opportunities can be obtained in people who have the ability and strong desire to succeed.

In addition to the answer to questionnaire questions, 3 respondents admitted that entrepreneurship courses are influential and can support someone to become an entrepreneur. What has been taught in the entrepreneurship subjects can be basic knowledge for students who want to become an entrepreneur, as well as basic practices that are done to become an entrepreneur. This shows that respondents admitted that in addition to getting knowledge from entrepreneurial subjects, the learning process can also instill the values of understanding and behavior that fosters thinking about entrepreneur and supports one's interest in becoming an entrepreneur. In the process of learning entrepreneurship lectures, students are also taught in practice how to become an entrepreneur. They go through the process of making products / producing services, offering them to consumers, and trying to sell the products/services they offer, this indirectly gives rise to their personal experience and can feel the joys and sorrows of entrepreneurship. The firsthand experience they experience becomes interesting support to become an entrepreneur.

From the answer to questionnaire question no. 4, respondents argued that unlimited income attracted someone's interest in becoming an entrepreneur. Income is the income earned by a person either in the form of money or goods. Presidential Decree No. 4 of 1995 explained that entrepreneurship is the behavior or ability of a person in handling businesses whose activities lead to efforts to find or earn greater income. The amount of income received by entrepreneurs depends on the results of work or efforts made. The desire to earn an unlimited income is what can cause his interest in entrepreneurship.

Then from the respondent's answer to the questionnaire question at no. 5, it can be seen that most respondents strongly agree and agree that a sense of pleasure in entrepreneurship courses can support their interest in becoming entrepreneurs. Because it cannot be denied that a person who has a sense of pleasure in a job then he will be willing to do it without any compulsion from others. Feelings are a state of one's heart or psychiatric event, whether feeling happy or unhappy.

Table 1 states that 83% of respondents have the ability to become an entrepreneur. And another 17% of respondents think they do not have the ability to become an entrepreneur. Furthermore, in table 2, 93% of respondents think that being an entrepreneur is a career choice that promises greater profits, while 7% of other respondents believe that being an entrepreneur is not a career that promises greater profits. Because there are still many people who think that entrepreneurs are identical with large capital, difficult to develop and some people think should be employees or employees in private companies only because they have a fixed income. Lastly, for table 3, it appears that 55% of respondents choose to work in companies and become public...
servants on the grounds of a fixed salary every month, then there are 35% of respondents prefer to open their own business with the reason to be able to practice the knowledge gained when studying entrepreneurship, and there are 10% of other respondents who choose to continue their family business on the grounds of helping parents. It is seen from the table that the number of respondents who choose to open their own business because they want to benefit and want to jump directly to practice the knowledge obtained while in college.

CONCLUSION

Based on the results of research conducted, the author can conclude that entrepreneurship courses are very influential for students, especially in management programs to practice directly what is obtained during lectures and pay attention to the opportunities that are around to be further practiced directly by students. In addition, the encouragement of the family and the surrounding environment can foster a person's interest in entrepreneurship. And viewed from the table with the number of respondents who choose after graduating from college will open their own business because entrepreneurship can generate promising income.

REFERENCE


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