

Efforts to Increase Student Interest, Motivation and Business Skills Through Entrepreneurship Courses at Mandalika University of Education

Nuraeni^{1*}, I Gusti Putu Sudiarta², I Made Sutajaya³

¹Mandalika University of Education

^{2,3} Postgraduate Ganesha University of Education

Email: Corresponding: nuraeni@undikma.ac.id

Abstract: Entrepreneurship is a personality who dares to take risks to get financing through existing opportunities by acting as an inventor and playing a role in creating economic growth. Based on the description of student perceptions regarding the effectiveness of entrepreneurship course learning methods to increase interest, and motivation, and foster student business skills. The purpose of this study is to provide an overview of student perceptions regarding the effectiveness of entrepreneurship course learning methods to increase interest, and motivation, and foster student business skills in the Mandalika Education University Management Study Program. This study uses a qualitative research descriptive approach that uses the online survey method and the literature method as its data collection method. The results found that the perception of education students (learning methods) of entrepreneurship courses is considered effective for increasing interest, and motivation, increasing student business skills through practical activities (Maranatha Entrepreneurship Day), entrepreneurship seminars, and surveys to customers, and developing entrepreneurial learning methods (soft skills) and (live skills) can strengthen entrepreneurial interest and make entrepreneurship a promising career choice.

Article History

Received: 13-07-2023


Revised: 15-06-2023

Published: 25-07-2023

Key Words :

Interest, motivation, Business Skills

How to Cite: Nuraeni, N., Sudiarta, I., & Sutawijaya, I. (2023). Efforts to Increase Student Interest, Motivation and Business Skills Through Entrepreneurship Courses at Mandalika University Of Education. *Jurnal Teknologi Pendidikan* : Jurnal Penelitian dan Pengembangan Pembelajaran, 8(3), 700-706. doi:<https://doi.org/10.33394/jtp.v8i3.8522>

 <https://doi.org/10.33394/jtp.v8i2.8522>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Entrepreneurship/entrepreneur is a person who organizes, manages, and dares to bear risks to create new businesses and business opportunities. In essence, the definition of an entrepreneur is a mental attitude, outlook, insight and mindset and pattern of one's actions towards the tasks that are his responsibility and are always customer oriented. Entrepreneurship is an effort to create added value by combining all resources creatively and innovatively to win the competition. Furthermore, is defined entrepreneurship as a process of applying creativity and innovation in solving problems and finding opportunities to improve and develop business life. Entrepreneurship is a value manifested in behaviour that is used as resources, driving force, goals, strategies, business processes and results (Sarwijang, et al, 2022, San & Suhara, 2021).

Entrepreneurship is things or efforts related to the creation of activities or ventures or business activities based on their own will and or establishing a business or business with their abilities. From the understanding of entrepreneurship above, it can be concluded that an

entrepreneur is someone who dares to take risks to get financial goals by taking advantage of existing opportunities. The function and role of entrepreneurship can be seen from two approaches, namely micro and macro. Micro-entrepreneurship has two roles as inventors and as planners. In macro terms, entrepreneurship plays a role in creating prosperity, strengthening wealth, and employment opportunities that function as an engine of economic growth of a country (Margahana, 2020, Pelipa &; Marganingsih, 2020).

The mentality of an entrepreneur does need to be formed, cultivating the mentality of entrepreneurship in several ways including 1) Through Personal Commitment, the spirit of entrepreneurship is characterized by a personal commitment to be independent, achieve something desired, avoid dependence on others, to be more productive and to maximize self-potential. You can reprogram yourself for success through a written declaration that your thoughts, feelings, speech and actions will always be corrected for the better. 2) Through a Conducive Environment and Association, The encouragement to cultivate an entrepreneurial spirit can come from the social environment of friends, and family, friends, because they can discuss the idea of entrepreneurship/entrepreneurship, the problems faced and how to overcome them. So that it has the spirit, ability and mind to conquer the slow and lazy way of thinking. 3) Through Education and Training The courage to form an entrepreneurial spirit is also encouraged by teachers or lecturers in schools or training institutions. They provide practical and interesting entrepreneurship subjects to arouse students' interest in entrepreneurship. 4) Due to Forced Circumstances Many people succeed because they are forced by circumstances. Perhaps at first, his purpose was just to meet his needs. But because of his hard work, he did not give up easily and gave up, so he eventually became a successful entrepreneur. 5) Through a Continuous Process The continuous process is meant going through the process of learning, practising, and then acting, so that business actors, in this case, will be able to achieve sustainable success (Wibowo, et al, 2022, Hasyunah &; Hakirnah, 2020).

The entrepreneurship course from the beginning is needed to improve the progress of a country. The presence of entrepreneurial groups can create jobs, increase welfare and per capita income, and reduce unemployment. Entrepreneurship is an important mechanism to encourage the selection process, which creates a diversity of knowledge that plays an important role in economic growth. Entrepreneurship is a process experienced by a person or group of people to assume economic risk to create a new organization and exploit new technologies or innovation processes that generate value for others. Entrepreneurship also plays a role in bridging the gap between knowledge and markets, creating new businesses, and bringing new products to market (Sumual &; Maramis, 2022, Zulianti &; Nawawi, 2022).

Interest in entrepreneurship is a psychological aspect that makes someone interested which is manifested in the form of an attitude of encouragement to achieve goals and try, namely through learning, paying attention, and taking risks, followed by active efforts to learn and want to become entrepreneurial energy and management of resources owned to carry out entrepreneurial activities. Factors that influence entrepreneurial interest include internal originating from within an entrepreneur, such as personal traits, attitudes, willingness, and individual skills; external originating from outside the entrepreneur which can be elements from the surrounding environment, family environment, socioeconomic, and others; and contextual includes entrepreneurship education, academy support, social support and environment support (Wardani &; Nastiti, 2023, Septania &; Sulastri, 2022, Nengseh &; Kurniawan, 2021).

While motivation is a mental state that encourages activity and gives energy that leads to the achievement of needs, gives satisfaction or reduces imbalances. Motivation is the provision of a driving force that creates excitement about one's work so that they are willing to work together, effectively and integrated with all their efforts to achieve satisfaction. The program for entrepreneurship will be the basis for human resource development. This program is considered important and strategic because human resources are the basic elements that become the subject of development (Afridayani & Mu'arif, 2021, Haloho, et al, 2021, Andayanti & Harie, 2020).

The competencies that are divided into skills are divided into two skills, namely hard skills and the next is soft skills. Both hard skills and soft skills are prerequisites for a scholar's success in living life after completing education. Hard skills mainly emphasize cognitive aspects and special skills according to certain scientific disciplines, while soft skills are personal and interpersonal behaviours needed to develop and optimize human performance, especially in starting a business. Factors that contribute to success in work are financial 10%, field expertise 20%, networking 30%, and soft skills 40% (Fidiastuti & Sari, 2022, Suharto, 2022, Luciandika, et al, 2021, Suhardi & Zinnurain, 2021).

Research Methods

This research method uses a descriptive approach that aims to provide an overview of student perceptions of the effectiveness of entrepreneurship course learning methods to increase interest, and motivation, and grow students' business skills. Assessment of the effectiveness of the entrepreneurship course learning method based on indicators of student perception as students, using criteria the better (important) student perception of the entrepreneurship course can be said to be the more effective the entrepreneurship course. Measurement of student perception based on the Likert scale with a range of 1 (one) to 5 (five), where the learning method with a score of 1 is not very important, score 2 is not important, score 3 is ordinary, score 4 is important, and score 5 is very important.

The perception assessment was carried out on 155 students who took the entrepreneurship course at the Management Study Program of Mandalika University of Education in the Even Semester of 2022/2023. This study used primary data and secondary data, where primary data was collected through online surveys in each class group totalling 7 (seven classes). Meanwhile, secondary data were obtained from literature studies of previous studies related to entrepreneurship courses and from the Central Statistics Agency (BPS). Research data is processed using descriptive statistics average count (mean) with the help of SPSS version 21.0 for Windows which will be presented in tabular form. The picture of student perception obtained from the results of this research will be used as reference material to develop learning methods for entrepreneurship courses that emphasize more practice/experience, which can involve students participating more actively to increase interest, and motivation, and grow students' business skills.

Results and Discussion

Results

The results of student perceptions that follow the learning method Entrepreneurship courses at the Management Study Program of Mandalika University of Education for the 2022/2023 academic year include factors of gender, parental work, and competency aspects consisting of 11 activities providing the following results: from the results of data processing

155 students participating in the entrepreneurship course, in this case, those who follow the course (learning method) Courses Entrepreneurship, there are 50.3% are female students and 49.7% are male students. The large percentage of female student participants who take the entrepreneurship course shows the growing interest of women in entrepreneurship. Many factors encourage women to be entrepreneurial, including the desire to fulfil personal interests (channelling *passion*), the desire to achieve, and the freedom of time and management. Women can take care of the family while doing business, can become independent women who have their income, and can help the family financially. In addition, from the description of the type of work of respondents' parents, there are 46% as *entrepreneurs*, 25% have other jobs, 19% as intrapreneurs (employees of private companies), and the remaining 10% have jobs as civil servants. In the family environment, parental work can be a *role model* that often influences the type and interest of work for their children. Parents' work inspires their children since childhood, especially if the mother is an entrepreneur.

The results of a descriptive analysis of student perceptions regarding the effectiveness of learning methods provide the following results:

Table 1. Entrepreneurship courses in the Department of Management

	N	Minimum	Maximum	Mean	Std. Deviation
PB1	155	1.00	5.00	4.0194	.99002
PB2	155	1.00	5.00	4.0452	.92822
PB3	155	1.00	5.00	3.8452	.98127
PB4	155	1.00	5.00	4.0323	1.04085
PB5	155	1.00	5.00	3.8710	.86572
PB6	155	1.00	5.00	4.0065	.88638
PB7	155	1.00	5.00	3.6129	1.02176
PB8	155	1.00	5.00	3.8903	.95732
PB9	155	1.00	5.00	3.7097	.86766
PB10	155	1.00	5.00	4.0000	.98033
PB11	155	1.00	5.00	4.0323	.98968
JB1	155	1.00	5.00	4.0516	.93832
JB2	155	1.00	5.00	4.0839	.96668
JB3	155	1.00	5.00	3.9484	.87381
JB4	155	1.00	5.00	4.0710	1.01999
JB5	155	1.00	5.00	3.9677	.90754
JB6	155	1.00	5.00	4.0581	.90625
JB7	155	1.00	5.00	3.8000	.92862
JB8	155	1.00	5.00	3.9548	.94897

JB9	155	1.00	5.00	3.7548	.89255
JB10	155	1.00	5.00	4.1097	.94366
JB11	155	1.00	5.00	4.0903	.84028
Valid N (listwise)	155				

Source: Student Population Entrepreneurship courses 155 people

Table 1 shows the results of the perception scores of 155 students regarding aspects of knowledge competence, skills, attitudes and characters contained in the learning method of the entrepreneurship course, which includes 11 activities (from PB 1 to PB 11), considered effective for improving entrepreneurial competence with a score between 3.61 – 4.04 or an average score of 3.83. This perception value is strengthened by the results of the standard deviation perception of 155 students who are between 0.86 – 1.04 or with a value of around 0.95 (relatively small). This result explains that 155 students have the same perception, that the learning method of entrepreneurship courses given in class is considered effective for improving Business Skills (preparation of entrepreneurship courses). Provision of knowledge, entrepreneurial skills such as creative thinking skills, decision-making skills, leadership skills, managerial skills, and social skills, as well as character development briefing contained in 11 (eleven) learning method activities for entrepreneurship courses according to student perceptions have an important role to improve entrepreneurial competence. The results of the perception score of 155 students regarding entrepreneurial encouragement (motivation) contained in the learning method of the entrepreneurship course (covering 11 activities from JB 1 to JB 11) were considered effective for increasing entrepreneurial motivation giving a score between 3.75 – 4.11 or an average of 3.93. This perception value is strengthened by the results of the standard deviation perception of 155 students at a value of around 0.84 – 1.02 or 0.93 (relatively small). These results show that 155 students have the same perception that the learning method of entrepreneurship courses is considered effective for increasing entrepreneurial motivation. Thus, the results of research on this entrepreneurship course illustrate, from the perception of students who take the entrepreneurship course, the learning method of the entrepreneurship course given in class which includes 11 activities is felt to have an important role to increase motivation, increase competence, and generate entrepreneurial desire (interest).

These entrepreneurial learning activities can encourage students to be independent, willing to work hard, feel proud and satisfied with their hard work, can change mindsets, and influence student behaviour to have entrepreneurial interests. These activities provide a feeling of pleasure in getting benefits and being able to do something meaningful for themselves and others can encourage and foster entrepreneurial interest. Entrepreneurship course activities in the form of real practice activities (*Maranatha Entrepreneurship Day*) where students can socialize, be independent, and have the courage to take risks, are considered to increase skills, considered to improve student competence. Seminar activities with speakers from alumni who are successful as entrepreneurs can motivate the form of entrepreneurial experience and can be directly involved in the business community. Survey activities to customers, students feel they have gained interpersonal communication skills, hone empathy, and increase life skills as entrepreneurs. The results of this study are in line with previous research conducted by Edi (2023) which stated that entrepreneurship learning activities that apply experiential learning

can instil new personality characteristics that can play a role in increasing competence, increasing motivation, and generating entrepreneurial interest. Student perceptions regarding the effectiveness of entrepreneurship courses given in class can change their mindset and behaviour in achieving success and foster entrepreneurial interest. This result is in line with research conducted by Lubis (2020) which states that the effectiveness of the entrepreneurship course process given can change student perceptions by considering an entrepreneurial career as something interesting.

Conclusion

The application of learning entrepreneurship courses in the Management Study Program of Mandalika University of Education can be concluded: according to the perception of education students (learning methods), entrepreneurship courses are considered effective to increase interest and motivation, and improving students' business skills. Learning activities that need to be improved such as real practice activities (*Maranatha Entrepreneurship Day*), entrepreneurship seminars, and surveys to customers, are felt as lessons that can provide benefits and experiences that can change the mindset and behaviour of students to have an interpreneurcy/entrepreneurial interest. The need to develop entrepreneurship/entrepreneurial learning methods that emphasize more on adaptability (*soft skills*), as well as life skills (*live skills*) in the business environment that can strengthen entrepreneurial interest and make entrepreneurship a promising career choice.

- Afridayani, A., & Mu'arif, S. (2021). Efektivitas Pembelajaran Entrepreneurship dan Seminar Motivasi untuk Meningkatkan Minat Menjadi Entrepreneur. *Scientific Journal Of Reflection: Economic, Accounting, Management and Business*, 4(1), 160-169.
- Andayanti, W., & Harie, S. (2020). Pengaruh motivasi wirausaha terhadap minat berwirausaha mahasiswa. *Intelektium*, 1(2), 107-114.
- Edi, I. W. S. (2023). Penerapan Model Pembelajaran Berbasis Masalah Untuk Meningkatkan Prestasi Belajar Produk Kreatif dan Kewirausahaan Siswa Kelas XI PH 1 SMK Werdhi Sila Kumara Tahun Pelajaran 2021/2022: Application of Problem-Based Learning Models to Improve Learning Achievement for Creative Products and Entrepreneurship for Class XI PH 1 Students of Werdhi Sila Kumara Vocational School Academic Year 2021/2022. *Arthaniti Studies*, 4(1), 1-8.
- Fidiastuti, H. R., & Sari, N. K. (2022). Building Life Skill and Entrepreneurship Educational Skill Through Project Based Learning in Urban Farming Courses. *Jurnal Biologi Tropis*, 22(4), 1414-1419.
- Haloho, E., Idahwati, I., & Harefa, H. S. A. (2021). Pelatihan Literasi Ekonomi Dalam Meningkatkan Motivasi Entrepreneurship Bagi Mahasiswa Semester Viii (Delapan) Fakultas Ekonomi Dan Ilmu Sosial Universitas Sari Mutiara Indonesia. *Jurnal Abdimas Mutiara*, 2(2), 239-244.
- Hasyunah, H., & Hakimah, Y. (2020). Pengaruh Motivasi Dan Mental Kewirausahaan Terhadap Minat Mahasiswa Untuk Berwirausaha (Studi Kasus Mahasiswa Manajemen Universitas Tridinanti Palembang). *Jurnal Kompetitif*, 9(1), 60-74.
- Lubis, M. (2020). Efektivitas Matakuliah Kewirausahaan Dalam Meningkatkan Jiwa Entrepreneur Mahasiswa Stain Mandailing Natal. *EKSYA: Jurnal Ekonomi Syariah*, 1(1), 1-17.

- Luciandika, A., Andajani, K., Ariani, D., & Mamah, M. (2021). Pengembangan Website “Sunting Pintar” sebagai Inovasi Pembelajaran Penyuntingan bagi Mahasiswa Berbasis Life Skill dan Entrepreneurship. *Edukasi: Jurnal Pendidikan*, 19(2), 260-274.
- Margahana, H. (2020). Urgensi Pendidikan Entrepreneurship Dalam Membentuk Karakter Entrepreneur Mahasiswa. *Jurnal Ilmiah Ekonomi Dan Bisnis*, 17(2), 176-183.
- Nengseh, R. R., & Kurniawan, R. Y. (2021). Efikasi Diri Sebagai Mediasi Pengaruh Mata kuliah interpreneurship Dan Motivasi Berwirausaha Terhadap Minat Berwirausaha Mahasiswa. *Edunomic: Jurnal Ilmiah Pendidikan Ekonomi Fakultas Pendidikan dan Sains*, 9(2), 156-167.
- Pelipa, E. D., & Marganingsih, A. (2020). Membangun Jiwa Wirausahawan (Entrepreneurship) Menjadi Mahasiswa Pengusaha (Entrepreneur Student) Sebagai Modal Untuk Menjadi Pelaku Usaha Baru. *Jurnal Pendidikan Ekonomi (JURKAMI)*, 5(2), 125-136.
- San Fauziya, D., & Suhara, A. M. (2021). Implementasi mata kuliah enterpreneurship literasi bahasa berbasis project based learning dalam menjawab tantangan dan peluang industrialisasi. *Transformasi Literasi Digital di Era 5.0*, 1.
- Sarwijang, J. C., Wargahadibrata, R. H., & Chaeruman, U. A. (2022). Pengembangan Online Course Berbasis Blended Learning Untuk Mata Kuliah" Entrepreneurship Dalam TP". *Jurnal Pembelajaran Inovatif*, 5(2), 13-17.
- Septania, S., & Sulastri, S. (2022). Efikasi Diri Dan Minat Entrepreneurship Mahasiswa Selama Masa Pandemi Covid-19. *Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang)*, 12(2), 161-172.
- Suhardi, M., & Zinnurain, Z. (2021). Peningkatan Kesiapan Diri Berdasarkan Ability, Skill & Demeanor dalam Menghadapi Revolusi Industri 4.0 Bagi Mahasiswa. *JOEAI (Journal of Education and Instruction)*, 4(2), 525-538.
- Suharto, S. (2021). Efektifitas Pembelajaran E-Marketing Terhadap Skill Entrepreneurship Mahasiswa Di Perguruan Tinggi. *Sosial Horizon: Jurnal Pendidikan Sosial*, 8(2), 207-214.
- Sumual, J., & Maramis, J. B. (2022). URGENSI ENTREPRENEURSHIP EDUCATION BAGI MAHASISWA PERGURUAN TINGGI. *Jurnal Pembangunan Ekonomi dan Keuangan Daerah*, 23(1), 1-13.
- Wardhani, P. S. N., & Nastiti, D. (2023). Implementasi Mata kuliah interpreneurship dalam Menumbuhkan Minat Berwirausaha Mahasiswa. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 4(2), 177-191.
- Wibowo, Y. G., Izzuddin, A., & Rahayu, J. (2022). Analisa Komparasi Mental Berwirausaha Mahasiswa Kegiatan Mbkm Prodi Manajemen Universitas Muhammadiyah Jember. *JURNAL MANAJEMEN DAN BISNIS INDONESIA*, 8(2), 285-292.
- Zulianti, D., & Nawawi, Z. M. (2022). Pengaruh motivasi dan mental kewirausahaan terhadap minat mahasiswa manajemen untuk berwirausaha. *Jurnal Ilmiah Sosial Teknik*, 4(1), 1-7.