

The Impact of Entrepreneurship Education to Entrepreneurial Intention and Motivation

Febrina Iqhyanal Imansari

Postgraduate Universitas Negeri Surabaya, Indonesia

Keywords: Entrepreneurship Education, Entrepreneurial Intention, Entrepreneurial Motivation.

Abstract: The increasing economic growth of a country cannot be separated from the existence of entrepreneurs that can increase employment and productivity so that it affects the increased economic growth so that entrepreneurship education is required early to increase interest and motivation for entrepreneurship, especially among students. The purpose of this paper is to analyze the influence of entrepreneurship education on the interest and motivation of entrepreneurship of economic education students. The method of this research is associative research using quantitative approach. The sample in this research is University of Surabaya Economic Education Student. Technique of collecting data in this research that is using test to know entrepreneurship education, and questionnaire to know intention and motivation entrepreneurship student of economic education. The result of this study showing that Entrepreneurship Education has a positive and significant influence on entrepreneurship interest and Entrepreneurship education also has a positive and significant influence on entrepreneurship motivation.

1 INTRODUCTION

Unemployment becomes one of the problems that occur in some countries is no exception in Indonesia. Unemployment occurs because the number of available jobs is not proportional to the number of job seekers. In Indonesia, the open unemployment rate in August of 2016 is 5.61% as shown in the following graph:

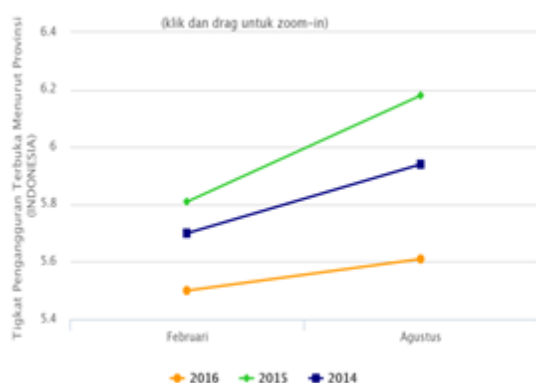


Figure 1: Open Unemployment Rate in Indonesia
Source: Badan Pusat Statistik (Bps.go.id)

From the graph above can be seen that the unemployment rate from 2015 to 2016 decreased, whereas in 2016 the unemployment rate per month increased. Nevertheless, unemployment remains a problem that needs to be resolved and must be addressed immediately because this unemployment can affect the economic growth of a country and the welfare of society itself. Unemployment causes a decrease in the productivity of a country so that the output produced by a country will also decrease, it affects the economic growth rate of a country.

Economic growth in Indonesia can be seen in the following graph:

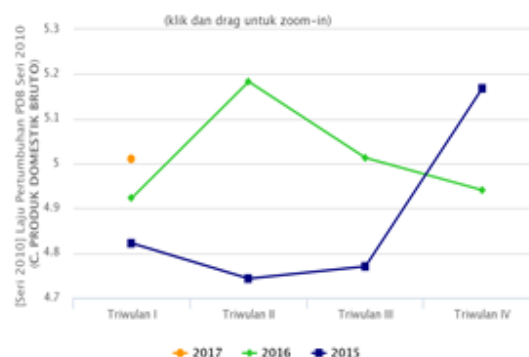


Figure 2: Indonesia GDP Growth Rate of Basic Year 2010

From the above chart can be seen in 2017 the first quarter of Indonesia's economic growth of 5.01 percent. The rate of economic growth has increased from the previous year. This corresponds to the previous unemployment chart. When the number of unemployed decreases then economic growth increases. The relationship between unemployment and economic growth can also be explained by Okun's law or "Okun's Law" which explains the negative relationship between unemployment and economic growth, where as unemployment rises, economic growth declines and vice versa if unemployment declines, economic growth increases.

Therefore, to increase economic growth one of them by reducing the unemployment rate in Indonesia. One way to reduce the unemployment rate is by creating jobs or in other words by growing entrepreneurship in order to reduce unemployment in Indonesia. Nowadays it should be more inculcate thinking to the people of Indonesia for as opening job field not as job seeker. This should be instilled especially for high school and college graduates so that they are not joboriented but how to create jobs for the community as well as for the welfare of their lives.

Growing the entrepreneurial spirit is needed from an early age, that is, since it is still in the educational institution. This is where the role of educational institutions to instill entrepreneurial spirit to learners, to foster motivation and interest of learners to entrepreneurship after graduation later. The role of educational institutions is to provide entrepreneurship education. Entrepreneurship education is expected to generate entrepreneurial spirit in accordance with the potential of each learner. Not a lot of unemployment is from college graduates, this is the reason for entrepreneurship education as one of the subjects in universities such as Universitas Negeri Surabaya. The existence of entrepreneurship education is to instill entrepreneurship spirit in the students so have interest and motivation to entrepreneurship both still in college and after graduation later. Have a thought that this time what is needed is to open a job field instead of looking for a job.

In accordance with the results of research conducted by Michael Lorz (2011) which states that "entrepreneurial intention will be positively influenced by the entrepreneurship education program". In addition, the research conducted by Remeikiene et al (2013) concluded that "The student of economics is of the opinion that education has a positive impact on their intentions to seek for entrepreneurship." Research conducted by Yunita (2013) also shows that there is a positive influence

between entrepreneurship education on entrepreneurship motivation.

Department of Economic Education has a mission "Developing entrepreneurial spirit" so that entrepreneurship education becomes a compulsory course for students majoring in economic education. It is expected that with this entrepreneurship education can foster interest and motivation of students of economic education courses for entrepreneurship. However, according to researcher observation, after getting entrepreneurship course, Economics education student who continue entrepreneurship is only 5% of the total student of economic education program class of 2014. Previously, entrepreneurship students only because of the demands of the subject of entrepreneurship practice in order to get value from the eyes Entrepreneurship lectures. Based on this background, researchers are interested to examine the effect of entrepreneurship education to the interest and motivation of entrepreneurship student of economic education program class of 2014 at Universitas Negeri Surabaya.

2 LITERATURE REVIEW

2.1 Entrepreneurship Education

Understanding education according to Law no. 20 of 2003 on National Education System as a conscious and planned effort to create learning atmosphere and learning process so that learners actively develop their potential to have spiritual power of religion, self-control, personality, intelligence, noble character, as well as the skill needed by him, Society, nation and state. While the definition of entrepreneurship according to Purnomo (2005: 20) is a capability in thinking creative and innovative behavior that is used as the basis, resources, driving force, the purpose of strategy, tips and processes in the face of life challenges. The science of entrepreneurship according to Daryanto (2012: 4) is a discipline that studies about the values, abilities and behavior of a person in facing the challenges of life to obtain opportunities with various risks that may be faced.

According to Soeharto Prawirokusumo in Daryanto (2012: 4), entrepreneurship education needs to be taught as a separate independent discipline because: a. Entrepreneurship contains a complete body of knowledge and the real that there is a theory, concepts, scientific methods are langkah; B. Entrepreneurship has two concepts, namely startup and venture growth venture; C. Entrepreneurship is a

discipline that has its own object, the ability to create something new and different; D. Entrepreneurship is a tool for creating equitable distribution and revenue bending.

Here are some ways to instill entrepreneurship education for students according to Asmani (2011: 124), namely:

a. Increase the practitioner from theory

The educational institution should multiply the practice rather than the theory. An interactive applicative learning model should be applied to encourage students to entrepreneurship learning spirit. Better if learners practice their business ideas while still in college and school so as to practice the theory directly obtained.

b. Develop teaching methodologies

In an educational institution requires an applicative, motivate, creative and inspirational teaching strategies that motivate learners in learning and practicing entrepreneurship.

c. Learning Strategy / Innovation

Learning innovation strategy known as Spices acronym which is short for student entered, problem based, integrated aching, community oriented, early clinical exposure and self-directed learning. This strategy is most appropriate applied to entrepreneurship lectures.

d. The role of department managers

Any innovation or change of teaching and learning method should be designed, implemented, monitored and evaluated by the manager consistently and consistently, as well as making vision of the goals to be achieved. Learning innovation or entrepreneurship education requires appropriate strategies or can accommodate the entrepreneurial character of the entrepreneur.

2.2 Entrepreneurial Intention

Interest according to Purnomo (2005: 66) is an awareness of the soul that is active to receive something from the outside. While Interests according to White and Bernard in Purnomo (2005: 66) is a condition that occurs when a person sees temporary characteristics or meanings of situations connected with desires or needs themselves. Meanwhile, interest in entrepreneurship according to Purnomo (2005: 67) is defined as a strong desire of a person, whether conscious or unconscious are satisfied through certain behaviors. Empathic al that

need to be considered in the interest variable are: 1. Interest is considered as "catcher" or intermediary motivational factors that have an impact on the behavior, 2. Interest shows how strong a person's effort to dare to try to do something, 3. Interest shows how much effort a person is planning to do, 4. Interest is closest to dealing with subsequent behavior.

Interest in entrepreneurship can be seen from two main indicators are: 1. how strong a person's effort to dare to try to do entrepreneurial activity; How much effort a person is planning to engage in entrepreneurial activity (such as managing time and finances for entrepreneurial purposes).

2.3 Entrepreneurial Motivation

According to Terry in Purnomo (2005: 59) Motivation is an intrinsic desire that encourages a person to act. Meanwhile, according to Donnel, motivation is defined as the impetus and effort to meet or satisfy a need or a goal. There are three aspects related to motivation are: 1) What factors that drive behavior. 2) Where the behavior is directed. 3) How the behavior is maintained.

There are several motivations in entrepreneurship are: a) Financial reasons, namely to earn a living to get rich, to seek additional income as a guarantee of financial stability; B) The social reason of obtaining prestige / status to be known and respected to be an example for others, in order to meet the crowds; C) The reason for the service is to provide employment to the community, to organize the community, to help the community economy for the future of the family; D) The reason for self-fulfilment is to be self-sufficient, to achieve something desirable, to avoid dependence on others, to be more productive, and to use personal abilities.

3 METHODS

The type of research used in this study is associative research because this study aims to determine the effect of entrepreneurship education on the interest and motivation entrepreneurial student of economic education program of Universitas Negeri Surabaya. While the approach used in this study is a quantitative approach. According to Sugiyono (2007: 15), quantitative research emphasizes the testing of theories through the measurement of variables with numbers, words, and sentences. The design of this research are:

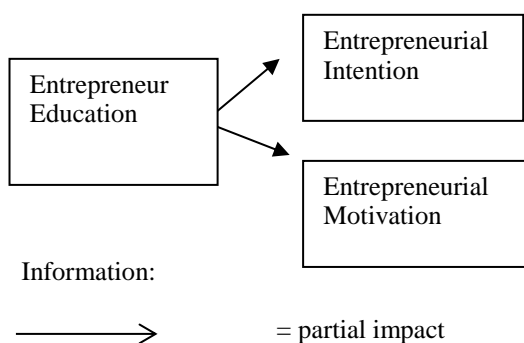


Figure 3. Entrepreneur Education Chart

The research was conducted at the Faculty of Economics, State University of Surabaya, located at the Campus of Surabaya State University of Surabaya, East Java. Population in this research is all student of education program of economy class of 2014 which is counted 81 student. The sampling technique in this research use saturated sampling technique with sample number 81 students. The research instrument used by the researcher is a closed questionnaire. Questionnaire that the number of items and alternative answers have been determined, respondents just choose according to the actual situation. Questionnaire is used to measure the variables of entrepreneurship education, entrepreneurship interest and entrepreneurship motivation. Researchers develop the instrument using Likert scale with four alternative answers are Strongly Agree (SS), Agree (S), No Agree (TS), Strongly Disagree (STS). In order for the data obtained in accordance with the actual fact (valid) and is permanent or reliable (reliable). Then the required validity test and reliability test on the instrument. The result of validity test shows that the result of pearson correlation or rhitung is bigger (>) than rtabel. Rtabel for n = 81 with 5% significance is equal to 0,213, so that every item of statement in research instrument in the form of questionnaire about entrepreneurship education, entrepreneurship interest, and entrepreneurship motivation are valid. The results of the reliability test show that the cronbach's Alpha (0.846 > 0.60) result in the entrepreneurship educational instrument is considered reliable, while the entrepreneurship interest instrument produces cronbach's Alpha of 0.822 > 0.60 so it is stated reliably and the entrepreneurship motivation instrument cronbach's alpha 0.883 > 0.60 The technique of data collection in this research is using questionnaire, interview, documentation, observation, data analysis technique in this research is by using classical assumption test (normality test,

linearity test, heteroscedasticity test), simple regression analysis, hypothesis test (t test) And coefficient of determination.

4 RESULT AND DISCUSSION

In this study to measure the entrepreneurship education variable using 12 statements, to measure the entrepreneurship interest variable using 13 statements and to measure entrepreneurship motivation using 9 statements.

4.1 Normality Test

Table 1: Tests of Normality x

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
x	.089	81	.173	.983	81	.376

a. Lilliefors Significance Correction

Table 2: Tests of Normality y

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
y1	.098	81	.052	.970	81	.055
y2	.090	81	.161	.982	81	.324

a. Lilliefors Significance Correction

The table above shows that the value of significance of entrepreneurship education variables of $p = 0.173$, so $p > \alpha (0,05)$. Thus the sample comes from a normally distributed population. For entrepreneurship interest variable shows a significance value of $0.052 > 0.05$ so that the sample comes from normally distributed populations. The variable of learning motivation shows a significance value of $0.161 > 0.05$ so that the sample comes from a normally distributed population.

4.2 Test Linearity

Table 3: ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
1 * x	Between Groups	(Combined)	396.617	19	20.875	1.138	.339
		Linearity	77.182	1	77.182	4.207	.045
		Deviation from Linearity	319.435	18	17.746	.967	.507
Within Groups			1119.037	61	18.345		
Total			1515.654	80			

From the anova table above shows that the sig value of 0,507, this means the value of sig > 0,05, so it can be concluded that between entrepreneurship education variable with entrepreneurship interest has a linear relationship.

4.3 Heteroscedasticity Test



Figure 4: The appearance of spreading points and does not occur a certain pattern

From the picture above can be seen that the appearance of spreading points and does not occur a certain pattern. Thus it can be concluded that there is no heteroscedasticity.

4.4 T Test

Table 4: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	32.697	3.906		8.371	.000		
x	.218	.106	.226	2.059	.043	1.000	1.000

a. Dependent Variable: y1

The table above shows that entrepreneurship malnutrition variables have a significance value of 0.043 that is less than (<0.05) so it can be concluded there is a significant influence between entrepreneurship education on entrepreneurship interests.

Table 5: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	22.384	2.299		9.737	.000		
x	.198	.062	.337	3.186	.002	1.000	1.000

a. Dependent Variable: y2

The table above shows that the entrepreneurship education variable has a significance value of 0.002 that is less than (<0.05) so it can be concluded there is a significant influence between entrepreneurship education on entrepreneurship motivation.

4.5 Coefficient of Determination

Table 6: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.226 ^a	.051	.039	4.267	1.915

a. Predictors: (Constant), x

b. Dependent Variable: y1

The table above shows the coefficient of determination seen in the column Adjusted R Square of 0.039 or 3.9% so it can be concluded that the

contribution of entrepreneurship education to entrepreneurship interest of 3.9%, while the rest influenced by other variables outside the variable that is not examined.

Table 7: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.337 ^a	.114	.103	2.511	2.036

a. Predictors: (Constant), x

b. Dependent Variable: y2

The table above shows the coefficient of determination seen in the Adjusted R Square column of 0.103 or equal to 10.3% so it can be concluded that the contribution of entrepreneurship education to the entrepreneurship motivation of 10.3%, while the rest is influenced by other variables outside the variable that is not examined.

5 CONCLUSION

Entrepreneurship Education has a positive and significant influence on entrepreneurship interest, meaning that the better entrepreneurship education that is obtained by the students, the higher the entrepreneurship interest for the students of the economic education program of the State University of Surabaya. Entrepreneurship education also has a positive and significant influence on entrepreneurship motivation, which means that the better entrepreneurship education obtained by students, the higher the motivation for entrepreneurship of the students of economics education program of the state university Surabaya. In this study useful for entrepreneurship education to entrepreneurship interest of 3.9%, while the rest due to other variables that are not examined. While the contribution of entrepreneurship education to entrepreneurship motivation of 10.3%, while the rest due to other variables that are not examined. Because in the results of this study showed a small effect and largely influenced by other variables, it is advisable for researchers to further add other variables beyond this research variables. From the results of research obtained although there is a positive and significant influence but only little effect. Thus, preferably with the existence of entrepreneurship education that is obtained by students can be a provision for entrepreneurship not only as a compulsory course and to get grades, but it should be a motivation and can foster an interest to become a young entrepreneur

who can help the economy of the surrounding community.

REFERENCES

- Asmani, Jamal Ma'mur. 2011. *Sekolah Entrepreneur*. Yogyakarta: Harmoni
- Astiti, Yunita Widyaning. 2014. *Pengaruh Pendidikan Kewirausahaan terhadap Motivasi Berwirausaha dan Keterampilan Berwirausaha Mahasiswa Pendidikan Ekonomi Universitas Negeri Yogyakarta*, (Online)
- Daryanto. 2012. *Pendidikan Kewirausahaan*. Yogyakarta: Gaya Media
- Lorz, Michael. 2011. *The Impact of Entrepreneurship Education on Entrepreneurial Intention*, Dissertation (Online).
- Purnomo, Bambang Haadi. 2005. *Membangun semangat kewirausahaan*. Yogyakarta: LaksBang PRESSindo
- Remeikiene, Rita etc. 2013. *Explaining Entrepreneurial Intention of University Students: The Role of Entrepreneurial Education*, (Online)