

The Contribution of Learning Entrepreneurship on the Establishment of Attitude Entrepreneurship

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Abstract: Learning entrepreneurial of education economy was intended to produce a candidate young entrepreneurial which after they pass having provisions and mental as entrepreneurs and not mental employees. Research aims to identify the establishment of the attitudes and entrepreneurship awareness of students after getting learning entrepreneurship. The influence of learning entrepreneurship measured by the follow in the classroom, mastery entrepreneurship, the climate/learning, interest on entrepreneurship students, and attitude student achievement. This research used a quantitative approach to the number of samples from 80 students, the data analysis technique used is descriptive analysis is by analysing the study data percentage. The result showed that a significant contribution of teaching us entrepreneurship on establishing an entrepreneurship. This means the higher the level mastery learning and improving the quality of learning entrepreneurship, bigger implication a change in attitude entrepreneurship.

1 INTRODUCTION

Entrepreneurship has an important role in strengthening the economy of a country, entrepreneurship into the national economic strength that drives technology, science, and innovation. All that is the result of a dynamic process that creative and innovative entrepreneurs. An entrepreneur that create jobs and pro-mote economic growth. Fauzi (2016) the number of entrepreneurs in Indonesia increased four million people over a period of ten years. From the results of the economic census shows an increase since the 2006 economic census, in 2006 the number of entrepreneurs in Indonesia is around 22.7 million people and 2016 increased by 26.7 million or an increase of 17.6 percent. This increase cannot be separated from GOI efforts to continuously improve the amenity, access, and licensing for the business climate in Indonesia is getting better. Besides other factors that support the increasing number of entrepreneurs in Indonesia is their entrepreneurial education has been done at the basic education level. Entrepreneurship education is a medium that to establish entrepreneurial attitude is good, which is creative, innovative, and resilient.

Hadi (2014) revealed that the entrepreneurial and are two things that cannot be separated, entrepreneurship education is able to form an independent character, tenacious, and tough on the students. Attitudes formed then because of an increase in self-efficacy, effort and academic achievement of students. Lilian (2012) explains that there is a correlation between the increase in self-efficacy, effort, and achievement in the formation of attitudes. Students with good academic achievement tend to have a good attitude. Therefore entrepreneurship education needs to be done to shape the attitudes of entrepreneurs for aspiring young entrepreneurs to have mental as employers, not employees. This study was conducted to determine the contribution of entrepreneurial learning to the formation of an attitude someone in entrepreneurship, student interest in entrepreneurship after getting learning material on entrepreneurship and entrepreneurial mastery of the material.

Entrepreneurship definition has a very broad and different from some opinions. In general, entrepreneurship is often defined as the ability of the soul, the ability, and passion for creating something new and to make worth more. Scott et. al (2015) defines entrepreneur an attempt to create a new

innovation by exerting all efforts owned. The entrepreneurial spirit must be able to move dynamically and following technological progress and adjusting the demands of globalization, as described by Muntean (2016) entrepreneurs are the ones who are free spirited, has a quality, innovative, and can adjust itself according to global demands.

Entrepreneurship education needs to be done to introduce entrepreneurship from an early age in the younger generation. Entrepreneurial regeneration in the world is very important because the future challenges facing not only the demands of globalization but also the advancement of technology. Introduce the world of entrepreneurship from an early age will also build mental younger generations as a maker of employment and not just as a job seeker. Meiriza (2015) says that infuse perceptions and attitudes of entrepreneurship need to be done since school age.

The quality and entrepreneurship skills also determine the quality of the work done, the ability to see opportunities and make the right decisions can be honed through entrepreneurship education, Fenton and Barry (2011) revealed an excess of graduates in entrepreneurship education, among others; (1) Employers without entrepreneurship education does have more experience when compared to graduates of entrepreneurship education, but graduates in entrepreneurship education have more competence so that more learn and adapt, (2) A graduate in entrepreneurship education have more future prospects, because it is really prepared to be ready to enter the world of entrepreneurship, and not because of necessity, (3) attitude and mental graduated with entrepreneurship education have been set up before entering the world of entrepreneurship, so has the readiness of more than the entrepreneur without an entrepreneurial education. Indeed entrepreneurship education is done to train prospective entrepreneur mental readiness, maturity, and mental entrepreneurial attitude, prospective entrepreneurs will be better pre-pared to enter the world of business.

2 METHODS

2.1 Research Type

This is descriptive research with the quantitative approach, this study drew entrepreneurial learning con-tributes to the formation of an entrepreneurial attitude through mastery of the material, academic achievement, and student interest in entrepreneur-

ship after getting learning material on entrepreneurship.

2.2 Population and Sample

The population of this study was the student of the domestic economic education universities Surabaya 320 students. Sujarweni (2014: 66) provides guidance in determining the sample is between 30-100 elements. Then the sample is the student of economic education with the number of 80 students.

2.3 Data Collection Techniques

Data retrieved by using a survey conducted in the classroom that includes, mastery of the material, learning environment, student interest in entrepreneurship, and entrepreneurial attitudes. Mastery of the material is measured using evaluation questions while learning atmosphere, student interest, and entrepreneurial attitudes were measured by a questionnaire with the following assessment categories.

Table 1: Criteria achievement.

Letter	Score	Interval
A	4	$85 \leq A \leq 100$
A-	3,75	$80 \leq A- < 85$
B+	3,5	$75 \leq B+ < 80$
B	3	$70 \leq B < 75$
B-	2,75	$65 \leq B- < 70$
C+	2,5	$60 \leq C+ < 65$
C	2	$55 \leq C < 60$
D	1	$40 \leq D \leq 55$
E	0	$0 \leq E < 40$

Table 2: Criteria atmosphere learning.

Interval score	Category
0 – 25	Less
26 – 50	Adequate
51 – 75	High
76 - 100	Very High

Grouping students by category value a show of learning achievement and mastery of the material very well. The lower of value criteria students the value of procurement of materials be told less entrepreneurial.

2.4 Data Analysis Technique

This research uses descriptive analysis to describe the object under study. The instrument used was a questionnaire compiled by the research variables atmosphere of learning and interest in entrepreneurship. Meanwhile, to measure the level of mastery of the material used instrument problem.

3 RESULTS AND DISCUSSION

3.1 Control Matter

Measurement mastery of entrepreneurship conducted after the learning process is done, by comparing the achievements of material dominated.

After giving the material and test mastery of the material, obtained from 80 student achievement as follows.

Table 3: Value achievement study.

Category	A	A-	B+	B-	B
Value	34	13	8	14	11
Percentage	42,5%	16,25%	10%	17,5%	13,75%

In Table 3 are known student learning achievement predicated A amounted to 34 or as much as 42.5% of, the acquisition of existing low learning achievement on the criterion value B with the number of 11 students or 13.75% of the total. The highest value obtained learning achievement is 93 and the lowest 43.

3.2 Learning Atmosphere

Study visits of activity or participation of students during the activities of entrepreneurial learning.

From the data collection activity of students in learning activities obtained the following data:

Table 4: Value participation learning.

Category	Poor	Fair	High	Very High
value Participation	9	22	34	15
Percentage	11.25%	27.5%	42.5%	18.75%

From the data reveal that the level of participation of students with the most dominating during the activities of entrepreneurial learning, the number of 34 students or 42.5% of the total sample. While students with low participation rate amounted to 9 students or 11.25% of the total. Measuring the level of active participation of students during the learning activities obtained the highest score is 89 points and the lowest scores 11 points, it indicates that the interests of students at the high entrepreneurship.

3.3 The Interest in Entrepreneurship

From the results of measurements carried out on 80 students obtained the data as follows:

Table 5: Data interest in entrepreneurship.

Category	Poor	Fair	High	Very High
Value interests	8	28	27	17
Presentation	10%	35%	33.75%	21.25%

After entrepreneurial learning by the student's interest in entrepreneurship is high enough, when seen in table 5 number of students who have high interest and interest categories are being fairly balanced. The highest interest earned points is 91 and the lowest was 13 points. With the number of students who have a high interest in a number of 27 students or 33.75% of the total, while students who have been numbered 28 with the presentation of 35% of the total sample.

3.4 Entrepreneurial Attitude

The results of data processing on entrepreneurial attitudes can be shown in the table below:

Table 6: Value entrepreneurial attitude.

Category	Poor	Fair	High	Very High
value Participation	11	10	42	17
Percentage	13,75%	12,5%	52,5%	21,25%

Table 6 shows the entrepreneurial attitude after participating in entrepreneurial learning. Students with high entrepreneurial attitude number 52,0% or

as many as 42 people have a good entrepreneurial attitude after participating in entrepreneurial learning. While the achievement of students with less attitude only 13.75% or a total of 11 people of the total.

Based on the description above research result shows that the mastery of the material or the learning achievement is closely related to the formation of attitudes in entrepreneurship. The higher the person's level of mastery of entrepreneurial stronger it will strong stance also entrepreneurial attitudes are formed. Makerere et al (2010) explains that the cognitive abilities of entrepreneurship will have an impact on behavior and eventually form a strong entrepreneurial attitude. Besides mastery of the material will also improve the ability in entrepreneurship, be-come more innovative, and have the performance to become a successful entrepreneur in the future, as described by Cruz et al (2009), entrepreneurial learning will improve management capabilities, somebody, it relates to innovation and the ability to analyze a person, entrepreneur is someone who is able to analyze their surroundings and create opportunities.

From the aspect of participation and interest of the students also have contributed to the formation of an entrepreneurial attitude. An increase in student participation when following entrepreneurial learning shows the amount of student interest in entrepreneurship. Chen and Lai (2010) mentions factors that can affect the formation of an entrepreneurial attitude that is; (1) environmental conditions in the study, (2) Self-traits Conditions relating to the learning environment learning environment, where learning environment to support learning activities the participation of learners will increase. Adetayo (2006) the decisive factor is the formation of an entrepreneurial attitude, personality, learning, experience, social factors, and culture. Learning does contribute to the formation of an entrepreneurial attitude, the better the quality of learning the entrepreneurial attitude getting stronger. Hatten and Ruhland (2010) reinforce the statement that their study revealed that after participating in learning activities in SBI. (Small Business Institute) student participation and student interest in entrepreneurship are also higher, the height of these two factors contributes to shaping the entrepreneurial attitude.

4 CONCLUSIONS

Entrepreneurial learning aims to establish the mental attitude and prospective entrepreneurs from an early age through cognitive mastery, independence attitude, tenacious, and creative. The results of this

study indicate a positive contribution to the formation of learning the entrepreneurial attitude of entrepreneurship on economic education students. The three variables that measured learning achievements, activity or participation of students during the learning entrepreneurship. The results indicate the formation of entrepreneurial attitudes related to entrepreneurship mastery of the material. The higher level of mastery of entrepreneurial k the stronger the person's mental and entrepreneurial attitude. Recommendation of this research the attitude of a good entrepreneur will have an impact on the individual's work ethic and professionalism in the future. To establish an entrepreneurial attitude among the factors that contributed include student achievement, then the provision of materials, facilities, and the atmosphere of learning activities should be supportive. Students will gain more experience if often held seminars to hold discussions with competent sources in the field of entrepreneurship. It is also important to introduce an entrepreneurial environment for learning activities, namely to conduct a site visit of entrepreneurs or small industrial center.

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