



The Effect of Entrepreneurship Courses and Creativity Program on Students' Interest in Entrepreneurship

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Abstract: The Effect of Entrepreneurship courses and Creativity Program on Students' Interest in Entrepreneurship. Objectives: This study aims to determine the effect of Entrepreneurship courses and Student Creativity Program on the interest in entrepreneurship. **Methods:** Quantitative methods with regression analysis techniques (t-test) were used in this research involving 100 University of Lampung students who had attended Entrepreneurship courses and had participated in the Entrepreneurship Student Creativity Program (Sampling). **Findings:** Based on the results of the t-test test it is known that, entrepreneurship courses ($t: 3.768 / p < 0.05$) and student creativity program ($t: 2.398 / p < 0.05$) can influence the interest in student entrepreneurship at Lampung University. The program have a positif effect on students interest in enterpreneurship.

Keywords: Entrepreneurship, Student Creativity Program, Entrepreneurship Interest

Abstract: The Effect of Entrepreneurship courses and Creativity Program on Students' Interest in Entrepreneurship. Tujuan: Penelitian ini bertujuan untuk mengetahui pengaruh mata kuliah Kewirausahaan dan Program Kreativitas Mahasiswa terhadap minat berwirausaha. **Metode:** Metode kuantitatif dengan teknik analisis regresi (t-test) digunakan dalam peneiltian ini dengan melibatkan 100 orang mahasiswa Universitas Lampung yang telah mengikuti matakuliah Kewirausahaan dan pernah mengikuti Program Krativitas Mahasiswa Kewirausahaan (Sampling Isidental). **Temuan:** Berdasarkan hasil uji T, diketahui bahwa, mata kuliah Kewirausahaan ($t : 3.768/p < 0.05$) dan Program Kreativitas Mahasiswa ($t : 2.398 / p < 0.05$) dapat mempengaruhi minat berwirausaha mahasiswa di Universitas Lampung. **Kesimpulan:** Program memiliki efektif positif terhadap ketertarikan siswa terhadap kewirausahaan.

Kata kunci: Kewirausahaan, Program Kreativitas Mahasiswa, Minat Berwirausaha

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■ INTRODUCTION

The labor competition in the past few years is getting tighter. The tight competition results in a lot of unemployment (Morris, M., Schindehutte, M., & Allen, J, 2005). Unemployment is a problem that is always faced by a country, including developing countries like Indonesia. The number of unemployed in a country can reflect the prosperity of the people in the country. That is because the level of prosperity of the community can be known from the amount of income (Osakede, U. A., Lawanson, A. O., & Sobowale, D. A, 2017). The more the number of unemployed, the smaller the average opinion of the community.

According to BPS (Central Bureau of Statistics) data the number of unemployed people in Indonesia has fluctuated, but the number tends to increase. This is in accordance with the Sicca report (Yang, J. P., Chen, T. T., & Tang, L. B, 2013) which states that the unemployment rate in university graduates increases. The article revealed that undergraduate unemployment rates in February rose by 1.13% while diploma graduates rose by 1.04%. Moreover, BPS also revealed a number of 95,053 unemployed college graduates. This number is quite high because it accounts for unemployment of 15.71% of the total unemployment in Indonesia. The unemployment phenomenon forces all parties (students, colleges and government) to continue to improve the quality of education so that graduates are not unemployed or have difficulty getting jobs (Cunningham, JA, Menter, M., & Wirsching, K, 2019; Suroto, Susilaningsih, & Harini, 2017).

Various ways have been carried out by the government through higher education. Among them is improving the quality of learning, and requiring entrepreneurial courses. The course teaches students to become entrepreneurs (Benninghoff, H., & Weber, S, 2014; Krueger, N. F, 2017). An entrepreneur is someone who builds or develops a product or business with a new concept

(Kollmann, T., Stöckmann, C., Meves, Y., & Kensbock, J. M, 2017; O’Gorman, C, 2019). In another sense teaching entrepreneurship is changing the student Mindset from Job Seeker to Job Maker (Lestari & Wijaya, 2012). Entrepreneurship is seen as a solution that is poverty and unemployment (Li, K. Y., Shi, X. P., & Ji, Z. L. 2013; Krueger, N. F, 2017). With the provision of entrepreneurship, students are expected to not immediately get a job, so students can become entrepreneurs. If there are many university graduates who become entrepreneurs, new jobs will be created so that besides being able to reduce the unemployment rate of higher education graduates, it can also reduce the level of national unemployment.

In addition to requiring Entrepreneurship courses, the government’s effort to reduce the number of unemployed higher education graduates is with the Student Creativity Program. The Student Creativity Program (PKM) is a forum formed to facilitate the potential of students to study, develop, and apply the science and technology that has been learned to the wider community. Furthermore Kadarsih, R., Susilaningsih, & Sumaryati, S. (2013) revealed that PKM is the successor of the Student Alternative Work Program. PKM has several sub-programs, one of which is PKM-K (PKM-Entrepreneurship). PKM-K is a program that focuses on improving student entrepreneurship. The Ministry of Ristekdikti’s Directorate of Student Affairs (2018: 15) revealed that PKM-K is a development program for students’ understanding and skills in becoming entrepreneurs. In this program students become the subject / business actor who actively formulates the marketing of goods or services produced while PKM-K facilitates students with funding. With these funds students are expected to be able to produce new commodities that can compete to enter the market.

With the application of entrepreneurship courses and Student Creativity Program, especially PKM-K, it is expected to reduce the

unemployment rate of college graduates (Lestari & Wijaya, 2012: 118; Rezaei, S., Hill, V., & Liu, Y, 2018). However, these programs do not mean without constraints because many people do not want entrepreneurship as a career path (Hahn, D., Minola, T., Bosio, G., & Cassia, L, 2019). Miralles, F., Giones, F., & Gozun, B. (2017), stated that the higher the average education, the lower the interest in entrepreneurship. This is in accordance with the report of Kakouris, A. (2018) that interest in Indonesian youth entrepreneurship is still relatively low, students who express interest in cultivating the field of entrepreneurship are still quite low. As we have seen, being an entrepreneur is influenced by two external and internal factors.

Interest is one of the internal factors that can affect someone in entrepreneurship. According to Aprilianty (2012) Interest can be defined as something that arouses attention to something. Therefore, if the government and universities continue to implement programs on entrepreneurship, students do not have an interest in becoming entrepreneurs, so it becomes useless. Therefore, this research aims to see the effect of the application of entrepreneurship courses and Student Creativity Program (PKM-K) in fostering interest in entrepreneurship in Lampung University students.

■ METHOD

Quantitative methods are used in this research, involving two types of variables, namely dependent and independent. The independent variable in this study is Entrepreneurship (X1) and Student Creativity Program (X2), while the dependent variable (variable that is influenced) is the interest in entrepreneurship (Y). This research was conducted at the University of Lampung, with the technique of applying the instrument in the form of a questionnaire to measure the interest in student entrepreneurship. The population in this study were all Lampung University students who had taken the Entrepreneurship course. While the sample was taken using the incidental sampling method, so that 100 students of Lampung University were obtained. Data obtained, then analyzed using linear regression test.

■ RESULT AND DISCUSSION

The results and discussion of the research are presented in table form and added descriptively. To find out the effect of entrepreneurship courses, and PKM on the interest in entrepreneurship, a linear regression formula was used. Based on the calculation of SPSS data analysis the following results are obtained:

Table 1. Entrepreneurship Course Coefficients and Student Creativity Program for Entrepreneurship Interests

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	13.101	5.616		2.333	.022
	entrepreneurship course	.434	.115	.349	3.768	.000
	PKM	.164	.068	.222	2.398	.018

a. Dependent Variable: interest in entrepreneurship

Based on the Regression Test above, it is known that this study shows the influence of entrepreneurship courses on the interest in entrepreneurship. This can be seen from the results of the regression test where the t test is 3.768 with a probability value <0.05 . This is in accordance with the Aprilianty (2012) study that knowledge that can be obtained from entrepreneurial courses can influence the interest of student entrepreneurship. Entrepreneurship courses that have been given / held, have an effect on increasing interest in entrepreneurship by 0.434 / 43.4% while 56.7% are influenced by other variables not explained in this study.

Osakede, U. A., Lawanson, A. O., & Sobowale, D. A. (2017), states that entrepreneurship education is known to influence 43.4% of students' interest in entrepreneurship. Requiring entrepreneurship courses at the University of Lampung is an appropriate policy to be able to foster entrepreneurial interest. If students' interest in entrepreneurship is high, it is expected that the number of unemployed college graduates can decline.

Given the importance of entrepreneurship as a result of research conducted by Teixeira, A. A (2008) and Lewin, P (2015) states that entrepreneurship education is seen as a solution in reducing poverty and unemployment by increasing entrepreneurial activities. Entrepreneurship is a way of thinking, studying, and acting based on business opportunities, and balanced leadership (Günzel-Jensen, F., Moberg, K., Mauer, R., & Neergaard, H, 2017). Therefore, to form an entrepreneurial pattern, education is given to students through entrepreneurship lectures. Courses can be interpreted as learning units taught at the college level. Therefore entrepreneurship courses can be interpreted as learning units in universities that can change the way students think. In another sense teaching entrepreneurship is changing the student

Mindset from Job Seeker to Job Maker (Lestari & Wijaya, 2012; Koe, W. L, 2016).

The Entrepreneurship Student Creativity Program also influences the interest of Lampung University student entrepreneurship. This can be seen from the table of the results of the linear regression test above, that there is a value of $t = 2.398$ with a probability value <0.05 . PKM as a form of availability and environmental support for entrepreneurship can influence the interest of student entrepreneurship (Audretsch, D. B., & Thurik, A. R, 2004; Kadarsih, Susilaningih & Sumaryati, 2013). The Student Creativity Program is given / will then increase the interest in entrepreneurship by 0.164 / 16.4% while 83.6% is influenced by other variables not explained in this study. .

The Student Creativity Program (PKM) is a forum formed to facilitate the potential of students to study, develop, and apply the science and technology that has been studied to the wider community. PKM is the successor of the Student Alternative Work Program. PKM has several sub programs, including PKM-Research (PKM-P), PKM-Application of Technology (PKM-T), Entrepreneurship PKM (PKM-K), Community Service PKM (PKM-M) and PKM-Article Writing Scientific (PKM-I). Finalists from each PKM will be contested in the National Scientific Week. PKM which focuses on increasing entrepreneurship of PKM-Entrepreneurship students (PKM-K).

The Student Creativity Program (PKM) is known to influence student interest in entrepreneurship by 16.4%. PKM-K is one of the PKM programs that focuses on facilitating students to become entrepreneurs. The Ministry of Ristekdikti's Directorate of Student Affairs (2018: 15) revealed that PKM-K is a development program for students' understanding and skills in becoming entrepreneurs. In this program students become the subject / business

actor who actively formulates the marketing of goods or services produced while PKM-K facilitates students with funding. With these funds students are expected to be able to produce new commodities that can compete to enter the market so that they can easily become entrepreneurs.

The interest in entrepreneurship is an important factor for someone to start entrepreneurship. Interest is included in one's internal factors (Ireland, R. D., Hitt, M. A., & Sirmon, D. G, 2003; Naman, J. L., & Slevin, D. P., 1993). The high level of entrepreneurial interest can affect students to become entrepreneurs. Entrepreneurial interest can be influenced by a number of factors, one of which is the understanding of entrepreneurship. Entrepreneurship Courses and PKM-K given to students at the University of Lampung aim to provide an understanding of partnership with entrepreneurs. The hope, the level of understanding possessed by these students, will be a factor that can influence the high and low interest of students in Lampung universities to become entrepreneurs.

■ CONCLUSION

Based on the results of linear regression tests on the influence of entrepreneurship courses and student creativity programs on student interest in entrepreneurship at the University of Lampung, it can be concluded that there is a positive and significant influence of Entrepreneurship courses and Entrepreneurship Student Creativity Program on the interest of Lampung University student entrepreneurship. If an entrepreneurship course is given / held then there will be a positive influence on the interest in entrepreneurship and if not given / not held an entrepreneurial course then there will be no positive influence on the interest in entrepreneurship. This is because, after being given an understanding and entrepreneurship skills

to students through education, it will indirectly increase their interest in entrepreneurship.

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