

STRATEGIES TO INCREASE STUDENTS' ENTREPRENEURIAL INTEREST THROUGH CLASSROOM LEARNING, SMEs OBSERVATION, ENTERPRISE PRACTICES, AND MENTORING

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Abstract: *This study aims to increase students' entrepreneurial interest through classroom learning, observation of small and medium enterprises (SMEs), entrepreneurial practices, and mentoring. Methodology approach using purposive random sampling, a total of 160 students who have received entrepreneurship learning at the Sarjanawiyata Tamansiswa University Yogyakarta. In this study, the analysis was carried out using descriptive analysis methods and inferential analysis methods Partial Least Square (PLS), namely variance-based SEM, with SmartPLS 3.0 software. Entrepreneurial learning positive and significant effect on the interests of students to entrepreneurship, Observasi to entrepreneurs (SMEs) positive effect on the interest of students to entrepreneurship, entrepreneurship practice positively affects student interest in entrepreneurship and mentoring does not have a positive effect on student interest in entrepreneurship.*

Keywords: *Entrepreneurial Interests, Entrepreneurship Learning, SMEs observation, Entrepreneurial Practice and mentoring*

1. Introduction

Preparing students to become entrepreneurs is the duty and responsibility of lecturers in higher education, through entrepreneurship courses, lecturers will give learning the interesting and importance of entrepreneurship for students. According to the large Indonesian dictionary, entrepreneurship is a person who is clever or talented in recognizing new products, determining new production methods, arranging operations to procure new products, regulating operating capital, and marketing them. A lot of creativity in teaching is carried out so that entrepreneurship is not only finished when the course is finished being taught but must be grown and run by students since getting entrepreneurship learning.

The challenge of creating entrepreneurs since students is also an effort to answer conditions where the number of educated unemployment rates is still high and the fact that job absorption is also the government's target to grow Micro and Medium Small Business Enterprises (SMEs). The Central Statistics Agency (BPS) recorded that the number of unemployed people as of February 2020 reached 6.88 million people. where 5.73% are university graduates. Many college graduates are more interested in working in offices than becoming entrepreneurs, this is inversely proportional to the data from the Ministry of Cooperatives and SMEs which states that SMEs absorb 97% of the total workforce and 99% of the total employment.

Encourage students to dare to try new creations of what they think is a product. Innovative, inviting students to dare to innovate a product into a new product that is better, more current, and accepted by the community to become a new trend. This is also a challenge to carry out Ki Hadjar Dewantara's noble teachings, namely *niteni*, *niroke* and *nambahi*.

Entrepreneurship learning is expected to foster students' interest in being brave in entrepreneurship to practice the knowledge they receive. The findings of (Siswadi, 2014) show that there is an effect of teaching and learning on entrepreneurial interest, as did (Puji Astuti, 2018) who stated that the education variable has a significant positive effect on students' entrepreneurial interest

Observations were made to further increase student interest in entrepreneurship. Observations make direct observations of entrepreneurs or Micro, Small, and Medium Enterprises (SMEs) according to the interests of each student. Research conducted by (Rindrayani, 2016) states that observation aims to find out more clearly how to carry out business management following the business to be managed. The implementation of assignments and observations given by lecturers to students can provide a real learning process knowing that a business can be run well so that the entrepreneurial learning process affects students' interest in entrepreneurship (Wijaya, 2012) The results of these observations require students to make a business plan that they will carry out or practice entrepreneurship directly. This hands-on practice will provide new experiences for students that are expected to be a challenge and generate more interest in entrepreneurship.

The entrepreneurial practice has a significant positive effect on interest in entrepreneurship (Puji Astuti, 2018). This direct practice will provide a real experience of how to apply and implement theories, concepts, principles, procedures and real skills programmed and guided or independently to find out the extent of skills entrepreneurship that has been mastered.

Entrepreneurial mentoring carried out by accompanying lecturers can increase motivation and work attitudes in running the business of each business group (Suryanto, 2015). The mentoring process is almost guaranteed to be successful if the lecturer is empathetic, supportive, confident, not pushy, does not demand perfection, but tries to tell what to do.

2. Literature review

Entrepreneurial Interests

Interest in the Big Indonesian Dictionary is to have the meaning of a high heart tendency towards something, passion, desire. So there must be something that is generated, both from within and from outside to like something.

The definition of entrepreneurship according to Joseph Schumpeter in (Alma, 2013)), is a person who breaks the existing economic system by introducing new goods and services, creating new organizations, or processing new raw materials.

Entrepreneurial interest is a person's interest in business activities that require courage in taking risks for profit. Someone interested in entrepreneurship will think about steps to become an entrepreneur. According to (Alma, 2013), entrepreneurship education and training are growing rapidly in Europe and the United States, both at the level of courses or the University. Entrepreneurship courses are given in the form of public lectures, or the form of a concentration study program. According to Bygrave who is also quoted by (Alma, 2013), entrepreneurship is a person who sees an opportunity then creates an organization to take

advantage of these opportunities. Entrepreneurial interest is the ability to dare to meet needs, advance a business or create a new business with one's strength. Based on the above definition, what is meant by entrepreneurial interest is the desire to have the courage to start a new business from what is known, liked, and pursued with all the risks it is ready to bear to gain profits to finance the necessities of life, promote business or create new businesses for a better life.

Entrepreneurship learning

The learning process is an entire activity designed to teach students. In the education unit, the learning process is held in an interactive, inspiring, fun, challenging, motivating students to participate actively according to their talents, interests, and physical and psychological development of students (Mulyasana, 2012).

Entrepreneurship learning according to (Suherman, 2010) is to form the entrepreneurial spirit of students, so that those concerned become creative, innovative, and productive individuals. Entrepreneurship learning can foster creative, innovative, and productive individuals. Entrepreneurship learning is any activity designed to assist students in Entrepreneurship Learning obtained through classroom theory such as habits, new knowledge, and attitudes about creativity and innovation in understanding opportunities, organizing resources, managing so that opportunities become a business that can make a profit.

Observation

Observation according to (Arikunto, 2013), the meaning of observation is direct observation of an object in the environment, whether it is ongoing or still running, which includes various activities of attention to an object study using sense. Hadi (2015) said that the observation method is a method of collecting data by systematically observing and recording the phenomena being investigated.

Entrepreneurial Practices

According to the Indonesian Dictionary (2007: 885), practice is doing something in a real way as stated by the theory. The practice referred to in this case is the practice relating to entrepreneurship. The practice is an activity that requires students to apply and implement real or artificial theories, concepts, principles, procedures, and skills, programmatically and guided or independently. In entrepreneurial practice activities, students are required to be directly involved in doing business. Practice here aims to find out how far students understand the risks and challenges of entrepreneurship, and also to find out the extent to which entrepreneurial skills have been mastered.

Mentoring/Accompaniment

The meaning of mentoring at KBBI is the process, method, act of accompanying or accompanying. Mentoring is a process of meeting help between a companion and the person being assisted. This encounter aims to help people who are accompanied to live their existence and experience their experiences fully and completely, so that they can use the available resources to change, grow, and function fully physically, mentally, spiritually, and socially.

According to Sumodiningrat (2010), mentoring is an activity that is believed to be able to encourage the optimal empowerment of the poor. The need for assistance is motivated by a gap in understanding between the parties providing assistance and the target recipients of assistance.

According to Thamrin (2010), there are many ways to assist and one of them is through field visits, the purpose of this field visit is to build a close relationship with the community, closeness can lead to trust between the mentor and the person being assisted. According to the Ministry of Agriculture (2014), the objectives of assistance include:

- a. Strengthening and expanding the institutions that are being run in the community.
- b. Cultivate and create strategies to run smoothly and achieve goals that are carried out.
- c. Increase the participation of officials and community leaders in implementing assistance programs.

Research Model

The framework in this research is as follows:

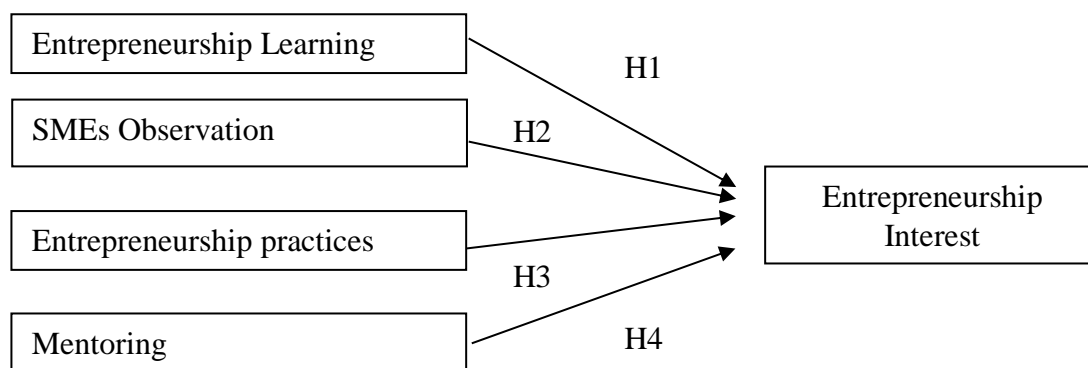


Figure 1. Research Framework

H1. Entrepreneurship Learning has a positive effect on student interest in entrepreneurship.

H2. SMEs Observation positive effect on the interests of students to entrepreneurship

H3. Entrepreneurship practices positively affect student interest in entrepreneurship

H4. Mentoring has a positive effect on student interest in entrepreneurship

3. Research methodology

This research uses quantitative methods. According to (Arikunto, 2013) research subjects are objects, things, or people and places where the data in question is attached. The subjects in this study were UST FE students who had received entrepreneurship learning. (Sugiyono, 2014) explains that the definition of the object of research is "a scientific goal to obtain data with specific purposes and uses about something objective, valid and reliable about something (certain variables)". The research objects in this paper include (1) Entrepreneurship Learning (2) SMEs Observation (3) Entrepreneurial Practice (4) Mentoring.

Research Population

Population in investigating this case the 130 respondents Management student of Economics faculty, Sarjanawiyata Tamansiswa University who already have entrepreneurial

learning. To determine the sample size can be used formulas contained in the table Krejcie Morgan. According to the table Krejcie Morgan, investigators identified 100 samples which were more than the sample size determined by Krejcie Morga's table. The sampling technique uses the Simple Random Sample technique where each population has a chance of being selected as a sample member (Sugiyono, 2014). Collecting data using questionnaires through written questions to get the necessary information. To perform inferential analysis of this study, an analysis tool used is Partial Least Square (PLS), the SEM-based variance with SmartPLS software 3.0.

4. Research Result and Discussion

a. Research Result

Respondent characteristics are used to determine the general description of the respondent's profile based on several aspects. Respondents in this study were students of the Faculty of Economics Sarjanawiyata Tamansiswa who already have entrepreneurial learning. 68% of the research respondents were female and 32% male. Data on domicile that own homes and boarding 65% by 35%, research showed that the respondents have considerable economic capacity and have the economic potential to become entrepreneurs. Magnitude monthly allowance under Rp 1.000.000,00 namely 70%, whereas students who have a monthly allowance of Rp 1,000,000.00 to Rp 1.500.000,00 by 24 %, and there are 6 % of students who coined allowance a month above IDR 1.500,000.00. From the characteristics of respondents based on this monthly allowance, we can find out the economic capacity of the respondent and the economic potential of the respondent to become entrepreneurs. The majority of respondents own a motorcycle with a percentage of 86%, the remaining 14% do not own a private vehicle. Respondents' data on smartphone use shows that 100% own a smartphone. From this data, we can see the potential means for respondents to become entrepreneurs.

Validity and Reliability

The results of data processing using Smart PLS, Outerloading show that Entrepreneurship Learning (0,782 to 0,853), SMEs Observation (0,744 to 0,769), Entrepreneurial Practices (0,747 to 0,768), Mentoring (0,714 to 0,771), Entrepreneurial Interest (0,728 to 0,770). All figures indicate a scale above 0,7. The second convergent validity test using the AVE score shows a magnitude above 0,5, this indicates that all indicators pass the criteria.

Table 1. Convergent validity test table

Variable	Loading factor
Entrepreneurship Learning	0.669
SMEs Observations	0.573
Entrepreneurial Practice	0.577
Mentoring	0.544
Entrepreneurial interest	0.569

Table 2. Reliability Test Table

Variable	<i>Composite Reliability</i>
Entrepreneurship Learning	0.802
SMEs Observations	0.728
Entrepreneurial Practice	0.804
Mentoring	0.782
Entrepreneurial interest	0.798

The information from the table above indicates that the magnitude is above 0,6 or the instrument is reliable. From all this data it can be concluded that all latent variable scores pass the minimum criteria, which means that each indicator has a high level of reliability and validity.

Coefficient of Determination

In the regression, the coefficient of determination (*Adjusted R Square*) of 0,483 is obtained on the dependent variable of Entrepreneurial Interest. These results can be concluded that the amount of variation in the independent variable in influencing the regression equation model is 48,3%. While the remaining 51,7% is influenced by other factors that are not included in the research model.

Hypothesis testing

Based on hypothesis testing, it is found that hypothesis 1 is accepted, entrepreneurship learning has a positive and significant effect on students' interest in entrepreneurship, the results of the Path Coefficients test show STDEV 0,089, T Statistics 2,255, and P Values 0,000 at the significance level $\alpha = 5\%$;

Hypothesis 2 is accepted, Observations to entrepreneurs (SMEs) have a positive effect on student interest in entrepreneurship, the results of the Path Coefficients test show STDEV 0.078 T Statistics 4,925, and P Values 0,025 at the significance level $\alpha = 5\%$. Hypothesis 3 is accepted, the entrepreneurial practice has a positive effect on student interest in entrepreneurship, the results of the Path Coefficients test show STDEV 0.091, T Statistics 4,029, and P values 0,000 at the significance level $\alpha = 5\%$. Hypothesis 4 is not accepted, Mentoring has a positive effect on student interest in entrepreneurship, the results of the Path Coefficients test show STDEV 0.094, T Statistics 0,698, and P Values 0,486 at a significance level of $\alpha = 5\%$.

b. Discussion

The first hypothesis states that entrepreneurship learning has a positive and significant effect on student interest in entrepreneurship. Respondents assessed entrepreneurship learning as follows: Delivery of interesting material (4.79); enthusiastic about participating in entrepreneurship courses (4.77); all have a mean value > 3 on a scale of 1 to 5. T Statistics 2,255, and P values 0,000 p there is a significant level of $\alpha = 5\%$, which means it is accepted. The results of the study are consistent with research conducted by Lestari &

Wijaya (2012), which states that the results of the significance test show that there is a sig value of 0,000 ($0,000 < 0,05$).

The second hypothesis, stating that the Observasi to entrepreneurs (SMEs) positive effect on the interest of students to entrepreneurship, test results Path Coefficients show T Statistics STDEV 0,078, 4,925 and 0,025 p P Values no significance level $\alpha = 5\%$, which means acceptable. Observation of SMEs according to student interest (4,68), Observation of SMEs makes it more interested, motivated, and eager to be entrepreneurial (4,72), the indicator value of respondents shows that observations to entrepreneurs (SMEs) have a value of > 3 which shows that observations affect interest in entrepreneurship. This is in line with research conducted by Rindrayani (2016) that observation aims to find out more clearly how to do business management following the business to be managed.

The third hypothesis, the entrepreneurial practice has a positive effect on student interest in entrepreneurship, the results of the Path Coefficients test show STDEV 0.091, T Statistics 4.029, and P values 0.000 at a significance level of $\alpha = 5\%$ which means accepted. Respondents assessed entrepreneurial practice as follows: The entrepreneurial spirit in me grew with Entrepreneurship Practices (4.64), my entrepreneurial practices trained me to work better (4.68). The experience of entrepreneurial practice made me interested in entrepreneurship (4.65), the indicator value of the respondents shows that entrepreneurial practice has a value of > 3 which shows that entrepreneurial practice affects interest in entrepreneurship. The findings of this study are following research conducted by previous researchers, namely Astuti et al. (2018) which states that Entrepreneurship Practices have a significant positive effect on entrepreneurial interest (Astuti et al. 2018). This is based on the results of the t-test obtained a significant value of the entrepreneurial practice variable of 0,00. Where is the sig. $0,00 < 0,05$.

The fourth hypothesis, lecturer mentoring has a positive effect on student interest in entrepreneurship, the results of the Path Coefficients test show STDEV 0,094, T Statistics 0,698, and P values 0,486 p there is a significant level of $\alpha = 5\%$; which means not accepted. Mentoring does not have a positive effect on student interest in entrepreneurship. Respondents assessed faculty mentoring as follows: Lecturers motivate me to run my entrepreneurship (4,82); Lecturers have a big heart to accompany me in entrepreneurship (4,75); I was helped to deal with problems in my entrepreneurship with the assistance from the lecturer (4,58), the indicator value of the respondent showed that lecturer mentoring had a value of > 3 which indicates that the respondent felt lecturer assistance, but the indicators measured did not prove to be a cause for entrepreneurial interest. The results of this study are not consistent with previous studies conducted by Suryanto, et al (2020) which concluded activities of business mentoring done by mentoring can increase motivation and work attitudes in run the business of each business group.

5. Conclusion and Recommendation

Conclusion

Based on the research results, it can be concluded that this study shows that 3 of the 4 hypotheses are following the proposed hypothesis formulations and 1 out of 4 hypotheses are not suitable or proven, while the details are as follows:

- a. Entrepreneurship Learning has a positive and significant effect on student interest in entrepreneurship with a significance level of 0,000

- b. Observations on entrepreneurs (SMEs) have a positive effect on student interest in entrepreneurship with a significance level of 0,025
- c. The entrepreneurial practice has a positive effect on student interest in entrepreneurship with a significance level of 0,000
- d. Mentoring does not have a positive effect on student interest in entrepreneurship with a significance level of 0,486

Recommendation

Lecturers should find more ways to improve student mentoring when they practice entrepreneurship. The right mentoring strategy is needed when students run their entrepreneurs during the Covid-19 pandemic, not only through communication via WhatsApp or virtual meetings.

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