

The Effect of Learning Outcomes in Entrepreneurship Education Programs on Students' Interest in Entrepreneurship

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Abstract. This research has an objective to determine whether there is an effect of students' learning outcomes and students' entrepreneurship interests in the Entrepreneurship Education Program in ISB, so the results of this research can be determinant whether learning outcomes in the Entrepreneurship Education Program can be one of the factors that influence on the growing student's interest in entrepreneurship. The ponder built up that quantitative inquire about bargains with evaluating and analyzing factors to induce comes about. It includes the utilization and investigation of numerical data using particular measurable procedures to reply to questions. The research was conducted in the Institute of Shanti Bhuana college Major Entrepreneurship program, with the total number of participants involved in this study being 27 students ISB, and all of them were from the first-semester Entrepreneurship class program in the academic year of 2017. To collect the data researcher used a test to collect the learning outcome in Entrepreneurship Education Program, while for entrepreneurship interest data, the researcher used a questionnaire. The result of this research shows that there is a significant effect between Students learning outcomes on Students' entrepreneurship interest in the Entrepreneurship Education Program in ISB. The data shows that the effect was 36,3%.

Keywords: Learning outcome; Entrepreneurship Education Program; Entrepreneurship Interest

1 Introduction

Entrepreneurship is one of the determinants of the economic progress of a nation. Growth and economic progress will trigger the advancement of a nation. This is as revealed by Kurnianto & Putra (2012: 68), stating that entrepreneurial activities become one of the factors for the progress of the nation, where the entrepreneurial activity will increase the economical rate and economic progress itself is one factor in advancing a nation and state. This appears the linkage between economic development through entrepreneurship with the progress of a nation. Entrepreneurial activities, especially in the country of Indonesia, will greatly help to reduce the unemployment of the state.

This condition is certainly very beneficial to the country of Indonesia to reduce unemployment in Indonesia. Kurniatio & Putra added that the number of unemployed in Indonesia is almost half the number of students who graduated from the university. The number of entrepreneurs in Indonesia itself is relatively low compared to other Asian, European, and United States countries. Sudarsih (2013) added that Indonesia produces more than 700,000 unemployed graduates annually. This shows that entrepreneurship activities need to be socialized more to reduce the unemployment rate in Indonesia.

Answering this issue, Entrepreneurship Education has become an alternative choice provided at the education level, especially in higher education. Wiranto (2012) explained that entrepreneurship education is being reviewed on various occasions through discussions, seminars, workshops, and lessons learned by producing successful alumni in entrepreneurship. This activity will certainly provide positive encouragement for the students to continue to learn and will be able to achieve success. Erickson & Laing (2016: 1) added that entrepreneurship programs should prepare students to have experience for entrepreneurship. This will certainly be a provision for students when they enter the world of work.

Entrepreneurship Education is basically an education that aims to train and print good graduates, so it is expected to create jobs by looking at opportunities. Tung (2011: 23) states that entrepreneurship education is an education provided to train learners to be able to compete in the world of work in creating new things that can be responsible, useful for themselves and also for the environment where they live. Wibowo (2011: 35) adds that entrepreneurship education is an education that aims to develop the ability of learners in entrepreneurship activities or create something new by exploiting its potential so as to produce new things that are beneficial to themselves and also surrounding environment. This understanding shows that entrepreneurship education is one of the factors that can educate and produce graduates who are able to create something new that can have a positive impact on themselves and the surrounding environment. Entrepreneurship education is increasingly realized by the number of learning that focuses on entrepreneurship.

(Putri & Sulistya, 2019:190) they identified Bengkayang as a regency with the highest score of underdeveloped with a total score of 82. It means that Bengkayang is one of the regions most underdeveloped in all sectors and all regions. This opinion was supported by (Yacoub & Apriani, 2019) in their research 'Determinants of Poverty in West Kalimantan Province'. They said that Bengkayang is one of the regions with a poverty level of 7.46 and an unemployment rate of 2.40. It means the level of poverty and unemployment rate of the Bengkayang region is still greater than in other regions.

A few of the reasons which will make the Bengkayang locale being immature are due to human assets (spoken to by wellbeing and instruction conditions) and destitute financial conditions (spoken to by the destitute rate of destitute individuals), where these two perspectives have the same value and the most noteworthy among the full three parameters utilized. Bengkayang is straightforwardly adjoining to Malaysia within the north. Openness in this locale is still negligible, making it troublesome to reach all zones of the locale. It can to cause a need of offices and influence the quality of human assets and the community's economy.

One of the Universities that provides an Entrepreneurship Education Program is Institut Shanti Bhuana collage in Bengkayang, west Kalimantan province, indonesia (ISB Institut Shanti Bhuana Bengkayang). ISB or Institut Shanti Bhuana Bengkayang is a university that located in Bengkayang, West Kalimantan. Geographically Bengkayang is a city directly adjacent to Malaysia. As a border area, it is necessary to prepare a creative and innovative thinker in society for entrepreneurship not only to become a consumptive society, it given the conditions in the region Bengkayang inversely proportional to the border region of Malaysia in terms of

economy. Bengkulu region is a 3T region (3T in Indonesian language means foremost, Outermost, and disadvantaged areas; therefore, the entrepreneurship education is expected to be able to develop this region with the entrepreneurship education program.

The entrepreneurship education program in ISB or Institut Shanti Bhuana Bengkulu is relatively new, considering the old name was STIM. Institut Shanti Bhuana Bengkulu is a newly established university in mid-2016. Nevertheless, it does not dampen the spirit of the students in Institut Shanti Bhuana to get a higher education and spirit to learning so that it can be a highly innovated and highly competitive graduate in entrepreneurship. Self-employment activities are never separated from the spirit of entrepreneurship. This spirit is triggered by an interest in entrepreneurship. Purnomo (2014: 56) states that someone who is interested in entrepreneurship should be able to accept all the processes that occur in the entrepreneurial activity itself.

Alimudin (2013: 12) added that universities as entrepreneurship education providers should be able to cultivate entrepreneurship interest in students so that students will choose entrepreneurship as a career choice that they will take after graduation. (Graevenitza & Harho, 2010) Their paper examines the impacts of business enterprise instruction on a bunch of undergraduates who are not chosen for their intrigued in the enterprise. They hypothesize that undergraduate conduct is fundamentally driven by Bayesian overhauling-undergraduates enter enterprise courses with earlier convictions almost their own type but upgrade their convictions in business enterprise preparing. In their in general appraisal, the comes about can be examined as affirmation for instructive arrangements that see business preparing as illuminating undergraduates' approximately career choices and making learning openings for calibrating and refining their appraisals of which career is most appropriate.

They have no implies to evaluate how expensive the botches of choosing the wrong career would be to the undergraduates and society. Thus, they cannot measure the genuine financial and societal effect of business preparation. In any case, it appears worth considering that a basic increment in entrepreneurial movement may not one or the other by a great objective nor the nor the most likely outcome for including entrepreneurship in the curriculum.

The desire to entrepreneurship is usually triggered by an interest in entrepreneurship. To see whether the Entrepreneurship education program in Institut Shanti Bhuana (ISB) will be able to print competitive graduates and be able to apply the knowledge that has been studied, i.e., the entrepreneurial sciences, the researcher is interested in analyzing entrepreneurial interest based on the learning outcomes of the learning process of Entrepreneurship Education. This is needed to be done to determine whether there is a significant effect between the learning outcomes on business interests so that basic knowledge that has been learned will not be in vain.

Based on the exposure, the purpose of this study is to determine whether there is an effect between the learning outcomes and entrepreneurship interest in the Entrepreneurship Education Program in Institut Shanti bhuna Bengkulu.

2 Research Methods

The research method used in this study is a quantitative method with regression analysis that aims to determine whether there is a significant effect between one variable with another variable. The variables referred to in this study were the learning and entrepreneurship interest of students in Institute Shanti Bhuana Bengkulu (ISB). The data collection techniques used in this research were questionnaires and tests. A questionnaire is a research tool featuring a series of questions used to collect respondents' valuable information.

Meanwhile a test is an instructive evaluation planning to degree a test-takers information, aptitude, fitness, physical wellness, or classification. In this research, Questionnaires are used to collect data on students' entrepreneurial interests, while the tests are used to collect the data on student learning outcomes in the Entrepreneurship Education Program.

3 Results and Discussion

3.1 Results

To determine the effect of learning outcomes and entrepreneurship interests in the Entrepreneurship Education Program Students in ISB Bengkayang, the researcher shows the result of the effectivity test. The results of the effect test on learning outcomes and entrepreneurship interest are presented in Table 1 Output Coefficients a.

Table 1.

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	5,290	19,905		,266	,793
	HSB	,927	,260	,581	3,568	,001

a. Dependent Variable: Interest

Based on Table 1 Output Coefficients a, column B in Constant (a) is 5,290 while the value of learning outcomes in Entrepreneurship Education Program (b) is 0.927, so the regression equation is as follows. = $5,290 + 0,927X$. The coefficient b is called the regression coefficient of direction and states the average change of variable Y for each variable change of X for one unit. So, from the equation, the constant of 5.290 means if the learning results on Entrepreneurship Education Program (X) value 0, then the output of interest in entrepreneurship (Y) value of 5.290. While the value of regression coefficient X of 0.927 means if the learning outcomes in Entrepreneurship Education Program (X) have increased one, then the interest of entrepreneurship (Y) increased by 0.927.

A significance test with a t-test can also test the regression test result to know whether there is a significant effect (significant) between learning results at Entrepreneurship Education Program to entrepreneurship interest. Based on output on the above, the value of t arithmetic is 3.568 with a significance value of $0.001 < 0.05$, then H0 rejected, and H1 accepted, which means there is a significant effect between learning outcomes in Entrepreneurship Education Program on students' interest in entrepreneurship ISB Institute Shanti Bhuna Bengkayang.

Furthermore, to know the significance of the coefficient of regression direction, then the significance test. The result of calculation from significance test of learning results in Entrepreneurship Education Program on entrepreneurship interest was present in Table 2 Output of ANOVAa.

Table 2.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	579,538	1	579,538	14,253	,001 ^b
	Residual	1016,536	25	40,661		
	Total	1596,074	26			

a. Dependent Variable: Interest

b. Predictors: (Constant), HSB

Table 2 shows the significance of the regression direction. Based on the output, the value of F arithmetic = 14.253 with a significance level of 0.001 which means the significance is less than 0.05 or 0.001 <0.05. It shows that H0 rejected and H1 accepted means that the coefficient of regression direction means there is an effect between students learning outcomes and students' entrepreneur interest. The value of the influence of learning outcomes in entrepreneurship education programs on entrepreneurship interests was present in Table 3 Model Summary.

Table 3.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,603 ^a	,363	,338	6,377

a. Predictors: (Constant), HSB

Based on the results test, the effect of the learning outcomes of the Entrepreneurship Education Program on entrepreneurship interests. From Table 3, the Output Model Summary shows that the value of correlation (R) is 0.603. It explains that the percentage of the effect of independent variables on the dependent variable is called the coefficient of determination, which is the result of squaring R.

Based on the output shown in Table 3 Model Summary, the researcher obtained a coefficient of determination of (R²) 0.363, which means that the effect of independent variables (learning outcomes in Entrepreneurship Education Program) on the dependent variable (entrepreneurship interest) is equal to 36.3%. In contrast, other variables affect students' interests.

3.2 Discussion

Based on the analysis results through the regression test, it can be seen that there is a significant effect between the learning outcomes in the Entrepreneurship Education Program with entrepreneurial interests with the magnitude of influence 36.3%. If observed, the magnitude of the effect is not too great. Nevertheless, the learning outcomes of the Entrepreneurship Program in ISB Intitut Shanti Bhuana have influenced to entrepreneurship interest of the ISB Institut Shanti Bhuana student class of 2017.

This research is in line with research conducted by Kusmintarti et al. (2016: 44); this research has shown that students who have followed entrepreneurship education would be more interested in founding new businesses in the future. Through the existence of entrepreneurship education, it hoped to cultivate student interest in entrepreneurship. To find out the extent to which entrepreneurship education followed, and the knowledge more understood by the students hence the need for learning outcomes as evidence that students can accept entrepreneurship education opportunities offers.

The results of this study are also in line with the results of research by Kurniawan (2014: 12); this research shows that there is a significant influence between learning achievement with entrepreneurial interest. This result is also in line with the opinion of Rasheed (2003: 31), which states that one of the factors that influence the growth of interest for entrepreneurship is with the knowledge of entrepreneurship that should students learn, and through entrepreneurship education, learners can develop the character and ability in entrepreneurship.

Therefore, to measure whether students can understand the knowledge, they need to be given a test to obtain learning outcomes representing mastery of entrepreneurial sciences. This same opinion by Linan, Mariona & Zarnowska (2008: 89); their research says that entrepreneurship education is a process of teaching and learning about entrepreneurship, including how to develop knowledge skills, attitudes, and quality of self-awareness. The learning handle

incorporates consideration, memory, preparing, organizing, graphomotor (composing), and higher-order considering.

These forms connected not as it were with each other but too with feelings, classroom climate, behavior, social aptitudes, instructors, and family that all activities have recorded in a learning outcome data. Through a series of processes, the students will have more interest in entrepreneurship.

4 Conclusion

Based on the results and the discussion, there is a significant influence between Students' learning outcomes and Students' entrepreneurship interests in the Entrepreneurship Program in ISB Intitut Shanti Bhuana Bengkayang. From the regression test result with a significance level of 0,001, the effect between learning result and entrepreneurship interest in Entrepreneurship Education Program 36,3%. The learning outcomes of the ISB entrepreneurship program partially affect the interest in entrepreneurship at the Bengkayang region Institute Shanti Bhuana Bengkayang Class of 2017.

This result is in line with (Graevenitza & Harho, 2010); this consider finds prove that understudies overhaul their convictions almost their entrepreneurial fitness. In specific, at first undecided understudies are most likely to alter their convictions most promptly. More formally, they appear that the change of entrepreneurial fitness convictions altogether expanded in case they centered on understudies who learn amid the course. Two advanced theories inferred from their show cannot be rejected either.

In them inquire about, they appear that ex-ante strong convictions and consistency of signals lead to more grounded ex-post eagerly to found or not to found which changes in eagerly due to the course tend to be littler on the off chance that ex-ante signals are solid and in the event that the signals gotten by understudies are reliable. It implies that it depends on the student's discernment or conviction. Consider that an understudy who has learned that they would likely not be a great business visionary or would not appreciate being a business person. Instead of performing a conceivably exceptionally exorbitant real-world test of beginning a firm and coming up short at the assignment, this understudy may presently choose to enter a administrative career or business person carrier.

It ought to be considered a positive result of business enterprise instruction, whereas most current writing (and numerous policy-makers) would announce it a case of disappointment. The analyst accepts that this kind of welfare entrepreneurial sciences must be reexamined. The learning outcomes variables of the entrepreneurship program in ISB affect the interest in student entrepreneurship so that entrepreneurship courses can continue to be provided and developed by the ISB to encourage the growth of student interest in the business world and start to become successful entrepreneurs in the future. Therefore, there is an excellent expectation for researchers who want to explore entrepreneurial interests in the future to see several other factors that are not discussed in this study.

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