

Analysis of Perceptions of Entrepreneurship Lectures: A Case Study of Entrepreneurship Study Program Students

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Abstract. This study aims to describe the perception of entrepreneurship courses among students of Entrepreneurship Study Program, Faculty of Economics, Universitas Negeri Medan. This study is important because the Entrepreneurship Study Program is a study program that has a vision of creating new entrepreneurs from among undergraduates. The purpose of this study program is to form scholars who are not oriented towards finding work, but focus on entrepreneurship and creating jobs. Given that this study program is just operating in the 2020-2021 academic year and does not yet have alumni, it is necessary to conduct research on the effectiveness of lectures in the study program as measured by students' perceptions of the entrepreneurship lectures they undergo. The research used Entrepreneurship Study Program students as research subjects using documentation and questionnaires as data collection instruments. Data were analyzed descriptively using interactive analysis from Miles, Huberman, and Sadana which is divided into four parts, namely data collection, data condensation, data presentation, and conclusion. The results showed that the way the material was delivered was the explanatory factor that most influenced the perception of entrepreneurship lectures. This means that the positive perception of entrepreneurship lectures in the view of students is greater formed by the way the material is delivered by lecturers in lectures. While the smallest factor that shapes the perception of entrepreneurship lectures is materials in accordance with expectations. In general, the results of this study found that students of the Entrepreneurship Study Program, Faculty of Economics, Universitas Negeri Medan have a good perception of the entrepreneurship lectures they undergo.

Keywords: Entrepreneurship lectures, students perception, entrepreneurship study program

1 Introduction

Considering the importance of the entrepreneurial sector in the country's economy, the Government of the Republic of Indonesia issued *Peraturan Presiden Republik Indonesia (Perpres) Nomor 2 Tahun 2022 Tentang Pengembangan Kewirausahaan Nasional Tahun 2021-2024*. The Perpres, which was signed by the President on January 3, 2022, is a breakthrough to accelerate the growth and ratio of entrepreneurship in the country. As stated by the Minister of Cooperatives, Small and Medium Enterprises, Teten Masduki, the issuance of this Presidential Regulation is a manifestation of the Government's commitment to increase the growth of the entrepreneurship ratio from 3.47% in 2022 to 3.95% in 2024 so that the

national economic structure is stronger [22]. The Presidential Regulation also mandates the establishment of a National Entrepreneurship Development Committee that is given the target of raising the Global Entrepreneurship Index (GEI), where Indonesia ranks 75th out of 137 countries with a score of 26 [17]. The committee is chaired by the Minister of Small and Medium Enterprises Cooperatives, with the vice chairmen being the Minister of State-Owned Enterprises, the Minister of Tourism and Creative Economy, and the Minister of Home Affairs, and supported by committee members totaling 20 Ministries/Institutions including the Ministry of Education and Culture.

Faculty of Economics, Universitas Negeri Medan (FE Unimed), one of its missions to develop a culture of entrepreneurship in people's lives [3], also has a responsibility to support the growth target of entrepreneurs in Indonesia. Beside including Entrepreneurship courses in all Study Programs (Prodi), FE Unimed also opened an Entrepreneurship Study Program, which is a new Study Program within FE Unimed. The Entrepreneurship study program, which began operating in the 2020-2021 academic year, has a vision of "Excelling as an implementer of academic education in providing business graduates who have competencies as entrepreneurship, social entrepreneurship and corporate entrepreneurship who are creative, innovative, adaptive, productive and professional"[11].

The vision of the Entrepreneurship Study Program clearly illustrates the objectives of the Entrepreneurship Study Program that is to prepare business graduates who have scientific competence as creative, innovative, adaptive and productive entrepreneurs. To achieve this goal, the Entrepreneurship Study Program sets various courses related to business and entrepreneurship in its curriculum. All of these courses are expected to ultimately create graduates who have a business or entrepreneurial orientation that is able to provide jobs and not job-seeking graduates. Therefore, the lectures that run in the Entrepreneurship Study Program must be able to form a student's mindset for entrepreneurship. This mindset can be formed if students have a good perception of entrepreneurship lectures, and then the lectures provide a stimulus for the establishment of student interest in entrepreneurship.

Given the focus of the Entrepreneurship Study Program in developing new entrepreneurs from among undergraduates, and this Study Program is also still relatively new where currently the highest semester of students is the sixth semester. For this reason, it is necessary to conduct research to determine the success of learning in the Entrepreneurship Study Program, with various courses related to entrepreneurship. This success is measured through students' perceptions of the entrepreneurship lectures they undergo.

Lecture methods are very important in the higher education process. Lecture methods refer to the way a lecturer teaches and the way students learn. Good lecture methods are key to achieving successful learning objectives and providing sustainable benefits for students. It is important for lecturers to continuously develop and update their methods according to the development of science and technology, as well as the needs of students.

This research has its unique characteristics because it is conducted using the subjects of Entrepreneurship Study Program students who aim to create entrepreneurial scholars. The researches about entrepreneurship intention conducted so far have used student subjects from various study programs that are not Entrepreneurship Study Programs [1], [2], [3], [6], [8], [9], [12], [13], [19]. This difference certainly has an impact on differences in entrepreneurship perceptions among students. This research needs to be done so that the entrepreneurship course implemented by the Entrepreneurship Study Program at FE Unimed can be assessed for its success rate and then it is hoped that the objectives of this lecture can be achieved as expected. Specifically, this study aims to explain students' perceptions of entrepreneurship lectures that they undergo in the Entrepreneurship Study Program.

This research is expected to contribute to the existing literature on how study programs can support the development of entrepreneurial individuals in the society to support the development of country's economy by conceptualizing and exploring the effectiveness of entrepreneurship lectures in study programs as measured by students' perceptions of their entrepreneurship lectures. This paper also adds to the literature on entrepreneurship lectures by offering a deeper look into the efforts of study programs to stimulate entrepreneurial learning among students to be more successful.

2 Research Method

This study aims to describe students' perceptions of the entrepreneurship lectures they undergo at the Entrepreneurship Study Program, Faculty of Economics, Universitas Negeri Medan (FE Unimed). This study uses a qualitative technique to accomplish these goals. Generally speaking, an inductive approach to knowledge construction with the goal of producing something meaningful characterises qualitative research. This kind of research tries to develop a thorough grasp of the social life's aspects or to thoroughly explore, investigate, and study social phenomena [18]. Data collection was carried out through documentation techniques and distributing questionnaires to students of Entrepreneurship Study Program.

The questionnaire used was taken from a questionnaire built by Alfitman and Gatot [1] which consists of 7 statements related to the perception of entrepreneurship lectures, namely: (1) the way the material is delivered / presented by the lecturer, (2) the material presented by the lecturer is in accordance with student expectations, (3) the material presented by the lecturer increases and opens students' business insights, (4) the impression of the lecturer as a professional entrepreneur, (5) the lecturer's explanation of how to manage a business, (6) the lecturer's understanding of business, and (7) the lecturer's impression of mastering the lecture material.

Analysis of data in this study used the interactive model technique from [18] which consists of four simultaneously flowing activities, namely: data collection, data condensation, data display, and conclusion drawing. An instrument called a questionnaire was used to collect data. Data condensation is the process of taking data that comes from data collecting and refining, simplifying, abstracting, and/or changing it. An ordered and condensed set of data that enables inferences and action taking is called a data display. Creating data visualisations will aid in comprehending the situation and enabling action to be taken, such as conducting additional analysis or acting on the knowledge gained. Drawing conclusions is the final stage in data analysis, where researchers draw conclusions in accordance with the research objectives based on the data obtained.

3 Results and Discussion

3.1 Results

Courses in the Entrepreneurship Study Program are designed to form graduates who have a business orientation after graduating from the university. This is evidenced by the existing curriculum documents in the study program, where the courses provided to achieve graduate learning outcomes focus more on mastering creative and innovative concepts in seeing business opportunities, mastering the concept of business feasibility study analysis, mastering

the concept of innovative product creation, mastering the concept of developing local potential, mastering the concept of risk management, and mastering the concept of organizational management. All of these knowledge and skills are expected to provide provisions for students to be ready to become entrepreneurs after completing their studies in the Entrepreneurship Study Program.

Respondents in this study were all students of Entrepreneurship Study Program, Faculty of Economics, Universitas Negeri Medan. Data collection was carried out by distributing questionnaires to respondents through google form and documentation techniques to explain entrepreneurship lectures conducted in the Entrepreneurship Study Program. Based on data collection, the demographics of respondents can be explained as follows.

Based on gender, the respondents of this study consisted of 40 (35.71%) men and 72 (64.29%) women, so that the total respondents who gave answers to the questionnaires given were 112 people. Of these respondents, 20 (17.86%) were second semester students, 66 (58.93%) were fourth semester students, and as many as 26 (23.21%) were sixth semester students. The distribution of respondent data shows that the respondents who answered the questionnaire given had represented each gender and semester. As previously explained, the Entrepreneurship Study Program is a newly established study program and the highest number of students are sixth semester students. In detail, the demographics of respondents can be seen in table 1.

Table 1. Respondent's Demographics

Respondent	n	%
Gender		
Man	40	35,71
Woman	72	64,29
	122	100
Semester		
2	20	17,86
4	66	58,93
6	26	23,21
	112	100

The results of the answers from the questionnaires given to respondents can be seen in table 2.

Table 2. Descriptive Statistics of Entrepreneurship Lectures

Indicator	Average Respondent	Standard Deviation	Respondent category
Presentation of material	3,82	0,95	Agree
Lecture material as expected	3,55	0,96	Agree
The material presented by the lecturer increases and opens students' business insights	3,94	0,92	Agree
The impression of the lecturer as a professional entrepreneur	3,62	0,94	Agree
The lecturer's explanation of how to manage a business	3,77	0,87	Agree
The lecturer's understanding of business	3,86	0,85	Agree
The lecturer's impression of mastering the lecture material	3,88	0,91	Agree

Based on the table above, it can be seen that the respondents' answers related to entrepreneurship lectures are in the agree category. This means that on average respondents have a good perception of the entrepreneurship lectures they undergo. From the seven indicators in the entrepreneurship lecture variable, the average respondent tends to have a more positive perception of the lecture material indicator increasing and opening up entrepreneurial insights. While the lowest average value is on the indicator of lecture material as expected. The difference in value is only slight and both are still in the same category, that is, agree. This means that overall the lecture process related to entrepreneurship courses has a good perception among students. However, it must be recognized that student perceptions of entrepreneurship lectures still have not reached a satisfactory level, because none of the lecture indicators have an average value of 4 or more.

Regarding the ability of each indicator to explain its influence on entrepreneurship lectures can be seen in Figure 1.

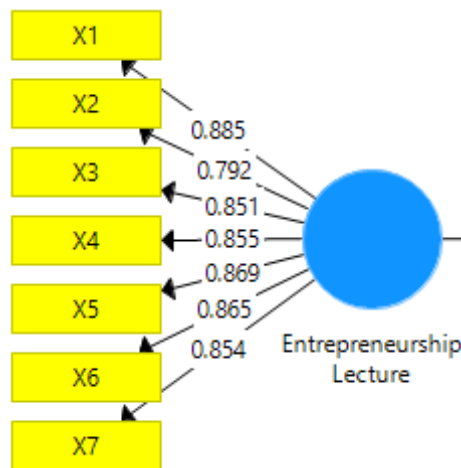


Fig. 1. Path Coefficient of Entrepreneurship Course Indicator

Based on the results of data processing, it is found that each indicator has a high influence in explaining the perception of entrepreneurship lectures among students who attend lectures. The indicator of how to present the material has a path coefficient value of 0.885 and the indicator of lecture material as expected has a path coefficient value of 0.792. Furthermore, the indicator of lecture material increases and opens entrepreneurial insights has a path coefficient of 0.851, while the indicator of the lecturer's impression as a professional entrepreneur has a path coefficient of 0.855. The next indicators that form student perceptions of entrepreneurship lectures are a good explanation from the lecturer on how to manage a business has a path coefficient value of 0.869, and the lecturer has a good understanding of business has a path coefficient value of 0.865 and the lecturer indicator understands the material well has a path coefficient value of 0.854.

In detail the indicator of the way the material is delivered by lecturer is the explanatory factor that most influences the perception of entrepreneurship lectures with a path coefficient value of 0.885. This means that the positive perception of entrepreneurship lectures in the view of students is greater formed by the way the material is delivered by lecturer in lectures. For the lowest indicator that explains the entrepreneurship lecture variable is the material in

accordance with expectations with a path coefficient value of 0.792. This shows that in the lectures related to entrepreneurship, the lecture material is not so dominant in shaping students' perceptions related to entrepreneurship lectures.

3.2 Discussion

Entrepreneurship education is increasingly being programmed and is gaining prominence in both developed and developing countries around the world [6]. This is because entrepreneurship is a catalyst for the growth of a country's economy. One measure of a nation's economic development and sustainability is entrepreneurship. Additionally, entrepreneurship helps society in many ways including fostering innovation, boosting employability, and generating jobs [7].

This study aims to describe entrepreneurship lectures in the Entrepreneurship Study Program according to the perceptions of students who take lectures. The results found that students have a positive perception of entrepreneurship lectures, which shows that lectures related to entrepreneurship courses run well and meet student expectations.

In terms of factors that determine the perception of entrepreneurship lectures, the way lecturers deliver the material is the factor that most influences the perception of entrepreneurship lectures. This finding is a special concern for study program management because based on descriptive data of respondents' responses, in order the highest average value of respondents' responses is in the indicator of lecture material increasing and expanding entrepreneurial insights, while the indicator of how the lecturer delivers the material is in fourth place from the entire average value of each indicator. This means that the most influential factor in the perception of lectures has not yet reached the ideal category in the lecture process because the respondents' responses do not show this. Of course, this is a particular homework for the management of the Study Program and lecturers in the Entrepreneurship Study Program in order to improve the ability of lecturers to deliver lecture material.

Learning methods in lectures are very important because they play a role in facilitating the student in learning process and achieving learning objectives [5]. Some of the reasons why lecture methods are important include by choosing methods that are appropriate to the material and learning objectives, lecturers can help students understand and master the material better. Then by using a variety of methods that allow students with various learning styles, lecturers can find the most suitable approach for them. With good methods, lecturers can more easily measure students' progress and understanding of the material [10]. This helps in assessment and feedback. In order to achieve optimal learning outcomes, lecturers should choose methods that are appropriate to the context of the lecture, the material, and the characteristics of their students. A combination of different learning methods is also often effective in achieving diverse learning objectives.

Lectures are the most common form of instruction in universities and other higher education institutions worldwide, and they are likely to remain so in the future. It is by far the most cost-effective way of teaching a large number of students who are deeply rooted in academic tradition. Lectures are not as effective as they could be as a method of teaching in higher education. As a result, it is our responsibility to investigate ways and means to improve the efficiency and effectiveness of lectures. Explaining is one of the most important aspects of lecturing. Indeed, the main activity of lecturing is the art of explaining, which is the ability to

provide understanding to others [5]. Providing students with an understanding of lecture material and providing the widest possible access to the material provided is an ongoing challenge for lecturers [21]. In the lecture process, lecturers are required to be able to ensure that students have understood the material discussed and then implement this material in real life.

Various methods are used by lecturers to ensure the achievement of lecture objectives. Among the methods that can be used is by providing lecture recordings to students [15]. Giving students access to lecture recordings means giving students the opportunity to view transcripts generated from lectures. This is an effective tool to support students who do not take notes or for students who are not effective note-takers. Being an effective note-taker is one of the skills that students can achieve when studying in school and the lack of this ability may be due to underdeveloped skills as students transition from high school to university [14]. By giving students access to course material in a variety of formats, such as lecture recordings and transcripts, more avenues for them to design their own learning programmes may be opened up. Since the process can proactively manage student needs by promoting inclusive teaching practises, it offers an equitable means for students with diverse needs to choose their own paths to success [10].

The research [10] related to this method of delivering recorded lectures identifies practical guidelines for lecturers who are considering using the method. One recommendation is for lecturers to assist students in using transcripts and recorded lectures. Since undergraduate and graduate level courses are not the same, the pedagogical design and delivery of the course should also be taken into account. Undergraduate courses are delivered using traditional one-person lectures, whereas the lecture style in graduate courses is more discussion-based, often involving student input.

Although various learning methods have been invented and applied in lectures, it must be recognized that the lecturer's explanation of the material provided plays an important role in giving students a good understanding of the material provided. That is why many various disciplines have analyzed what is meant by explaining. Explaining, at its most basic, entails communicating a definition, a set of facts, or a set of instructions on 'how to do' something. This type of explanation is referred to as non-relational by [5]. Explaining at a higher level entails the use of generalisations, cause and effect relationships, and reasoning that leads to conclusions. Such relational explanations are required to fit into logical models known as standard theoretical models or legal models.

Three categories of explanation exist: reason-giving, interpretive, and descriptive. [8] Claimed that these three categories of justifications are sufficiently powerful to be applied universally in instruction. Listeners can learn how procedures, structures, and processes work by reading descriptive explanations. While reason-giving offers more explanation, interpretive explanations serve to highlight the essential meaning of a word or statement. However, some of the answers provided may be speculative or tentative.

The way material is delivered in lectures has a very important role in the lecture process in higher education. A good lecture delivery method helps students understand the material better. Lecturers who can explain clearly and systematically help students master the concepts taught. Then the delivery of interesting, interactive, and student-oriented material can increase their involvement in learning. Students tend to participate more actively and feel motivated to learn. Good delivery helps in connecting academic concepts with real-world applications. This helps students to understand the relevance of the material to their daily lives and careers. Lecturers who combine various delivery methods in lectures, such as discussions, case studies, or practical demonstrations, can generate interest in learning and stimulate critical thinking

among students. Interactive and participatory delivery methods can help in improving information retention. Students more easily remember and understand the material when they are actively involved in the learning process. Students tend to be more satisfied with the lecture experience if the delivery method is effective and in line with their learning style. Given the importance of delivery, lecturers need to continuously develop their teaching skills and understand students' needs. By doing so, students will get the most out of their course experience.

4 Conclusion

This study found that students have positive perceptions of entrepreneurship courses in the entrepreneurship study program. The results of this study can have several positive implications, both for individuals who take the course and for the entrepreneurship study program. The implications of a good perception of entrepreneurship courses include: 1) Students who have a positive perception of entrepreneurship courses tend to be more motivated to learn and develop entrepreneurial skills. They can learn the concepts and techniques needed to start and manage a new business; 2) Entrepreneurship courses often encourage students to think creatively and innovate. Good perceptions of these courses can stimulate creativity and "out of the box" thinking; 3) Students who have positive perceptions of entrepreneurship are more likely to feel confident to run their own business. They will be better prepared in terms of knowledge and skills to face the challenges of entrepreneurship; 4) Entrepreneurs are not only people who create new businesses, but they can also be social entrepreneurs or intrapreneurs in large companies. A good perception of entrepreneurship can increase career opportunities in various sectors; 5) If more individuals feel motivated to become entrepreneurs, this can support economic growth in a region or country. New businesses built by graduates studying entrepreneurship can provide jobs and spark economic innovation; 6) Graduates who have a positive perception of entrepreneurship can become agents of change in their society. They may be more inclined to share their knowledge and experience with others, helping in the development of entrepreneurial communities; 7) A good perception of entrepreneurship lectures can help reduce the fear of failure. This is important in self-employment, as many business ventures face hurdles and challenges; and 8) With an increased understanding of entrepreneurship, graduates may be more likely to create sustainable and innovation-focused businesses. This is important in the face of global challenges such as climate change and other environmental issues.

The debate on how to teach entrepreneurial skills to students has been a long-standing one. The debate focuses on whether students' entrepreneurial skills are acquired through practice so that lectures are more likely to be directed to direct entrepreneurial practice or whether students' entrepreneurial skills are built through understanding entrepreneurial concepts and theories so that entrepreneurship lectures are more dominated by knowledge of entrepreneurial concepts and theories [4]. This difference has an impact on the chosen entrepreneurship learning method. While practice-based education gives students the opportunity to really experience entrepreneurship, theory-based teaching techniques concentrate on helping students comprehend the concept of entrepreneurship and the framework for its execution [20]. Because students need understand the theoretical foundation that directs practice and get practical experience with start-up activities, [23] recommended merging the two techniques. The construction of curricula is shifted by this recommendation

to incorporate theory and practice. This should be a concern for entrepreneurship study programs in developing curriculum so that the vision of entrepreneurship study programs can be achieved. In order to achieve these positive implications, it is crucial for academic institutions like universities, to provide high quality entrepreneurship courses and integrate practical and theoretical approaches to help students understand and apply entrepreneurial concepts in the real world.

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