

ENTREPRENEURSHIP LEARNING INCREASES INTEREST IN ENTREPRENEURSHIP FOR ELEMENTARY SCHOOL TEACHER EDUCATION STUDENTS

APRENDIZADO EM EMPREENDEDORISMO AUMENTA O INTERESSE PELO EMPREENDEDORISMO DE ALUNOS DE EDUCAÇÃO DE PROFESSORES DO ENSINO BÁSICO

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Abstract: The increase in the labor force that is not matched by employment impacts increasing unemployment. One way to reduce unemployment is to equip students to improve the quality of education and provide entrepreneurial skills. This research aims to analyze the effect of entrepreneurship courses on students' interest in entrepreneurship. This research includes quantitative research. In this research, we will look for the influence of the variables of entrepreneurship learning on the variable of interest in entrepreneurship. The population in this study were all 199 students consisting of 8 classes who had taken entrepreneurship courses. Sampling was done using a simple random sampling technique to obtain a sample of 85 students. This research data collection method is in the form of a questionnaire. Entrepreneurship learning data and entrepreneurial interest will be collected using a questionnaire. The data analysis technique used is simple linear regression analysis. The results of the study are that there is an influence of entrepreneurship learning on students' entrepreneurial interest in being accepted. Thus, there is an influence of entrepreneurship learning on students' interest in entrepreneurship. This research implies that learning entrepreneurship can shape students' mindsets, attitudes, and behavior to become entrepreneurs (entrepreneurs) so that it directs them to choose entrepreneurship as a career choice.

Keywords: Entrepreneurship Learning. Interest in Entrepreneurship. Students.

Resumo: O aumento da força de trabalho que não é acompanhado pelo emprego impacta o aumento do desemprego. Uma forma de reduzir o desemprego é equipar os alunos para melhorar a qualidade da educação e fornecer habilidades empreendedoras. Esta pesquisa tem como objetivo analisar o efeito de cursos de empreendedorismo no interesse dos alunos pelo empreendedorismo. Esta pesquisa inclui pesquisa quantitativa. Nesta pesquisa, buscaremos a influência das variáveis de aprendizagem em empreendedorismo sobre a variável de interesse em empreendedorismo. A população deste estudo foram todos os 199 alunos de

8 turmas que fizeram cursos de empreendedorismo. A amostragem foi feita usando uma técnica de amostragem aleatória simples para obter uma amostra de 85 alunos. Este método de coleta de dados de pesquisa é na forma de um questionário. Dados de aprendizagem de empreendedorismo e interesse empreendedor serão coletados por meio de um questionário. A técnica de análise de dados utilizada é a análise de regressão linear simples. Os resultados do estudo indicam que existe uma influência da aprendizagem do empreendedorismo no interesse empreendedor dos alunos em serem accites. Assim, existe uma influência da aprendizagem do empreendedorismo no interesse dos alunos pelo empreendedorismo. Esta pesquisa implica que o aprendizado do empreendedorismo pode moldar a mentalidade, as atitudes e o comportamento dos alunos para se tornarem empreendedores (empreendedores), de modo que os direcione para escolher o empreendedorismo como uma escolha de carreira.

Palavras-chave: Aprendizagem Empreendedora. Interesse em Empreendedorismo. Alunos.

1. Introduction

Economic growth is the most important indicator in building a developed nation. The economy experiences growth if the production of goods and services increases from the previous year (Atalay, 2015; Barata, 2019; Tölö & Virén, 2021). Previous research findings also reveal that economic growth activity is the most important factor in assessing the performance of a company or a country (Goczek et al., 2021; Harding et al., 2018; Lin & Zhou, 2021; McCredie et al., 2019; Nguyen & Doytch, 2021). An increase indicates good economic growth. Economic growth shows the extent to which economic activity can increase additional income or social prosperity during that period (Choudhary, 2015; Moenardy, 2021; Supandi et al., 2016; Townsend et al., 2016; Yildirim et al., 2016). High and sustainable economic growth is a must for the continuity of economic development and increased welfare. The government always tries to increase economic growth to create better societal conditions (Blesia et al., 2021; Ellitan, 2020; Moenardy, 2021; Olivia et al., 2020; Rusmin et al., 2021). Good economic growth illustrates that the country's economic activities are experiencing good development (Anggunsuri, 2020; Barata, 2019; Bawono, 2021; Heap & Kingsley, 2020; Sucipta et al., 2019). Economic growth can increase employment opportunities so that it will reduce the number of unemployed and poverty and improve the welfare of people in an area.

However, the current problem is that there are still many unemployment rates (Ifeoma Obidile, 2018; Peters, 2017; Puriwat & Tripopsakul, 2020). The findings of previous research also stated that since the existence of the Covid-19 pandemic, it has caused a large number of unemployed. Covid-19 impacts the world economy, which will automatically impact the unemployment rate (Atmojo & Fridayani, 2021; Bianchi et al., 2023; Hagen et al., 2022; Singh et al.,

2021; Soliku et al., 2021). Other findings also state that the higher the unemployment rate in an area, the more impact it will have on poverty (Al-Jundi et al., 2020; Bayar et al., 2021; O'Campo et al., 2015). The increase in the number of the labor force that is not matched by employment has an impact on increasing unemployment. The difficulty of getting a job has an impact on fulfilling difficult needs and has an impact on low public health. Other findings also reveal that the unemployment rate is closely related to population growth (Ahn, 2023; Bianchi et al., 2023; Jia, 2023; Sadikova et al., 2017; Wang & Li, 2021). The high population growth rate has an impact on the high labor force. If a high number of jobs does not follow a high number of the labor force, it will cause an increase in the number of unemployed (Blau et al., 2013; Hagen et al., 2022; O'Campo et al., 2015; Peters, 2017). The high rate of educated unemployment reflects a bad image of the world of education because the education system is considered to be lacking in appropriate knowledge.

One way to reduce unemployment is to equip students to improve the quality of education and provide entrepreneurial skills. It is supported by the findings of previous studies, which state that the entrepreneurial skills students possess will impact expanding employment opportunities (Alakaleek et al., 2023; Daniel et al., 2017; Din et al., 2016; Q. Do Nguyen & Nguyen, 2023). These skills are very important given to students so that students can create broad employment opportunities and help the country's economy (Anosike, 2018; Blesia et al., 2021; Hamzah, H. Hamzah, H., Yahya, Z., Sarip, A. G., & Adnan et al., 2016; Hassan, 2020; Kirkley, 2017; Liguori et al., 2019). In the 2000s, the Indonesian government began implementing entrepreneurial learning activities through higher education institutions by incorporating entrepreneurship course curricula to create and change mental and motivational mindsets from the environment. The role of government that has entrepreneurial capabilities will create bureaucracy and institutions, optimism, and compete to create new ways that are more efficient, effective, innovative, flexible, and adaptive (Arquisola & Muanar, 2019; A. Hassan et al., 2020; Rauch & Hulsink, 2015; Stadler & Smith, 2017). Until now, entrepreneurship has been developed through entrepreneurship education taught in universities. Entrepreneurial learning has been considered one of the important factors for developing entrepreneurial passion, spirit, and behavior among the younger generation (Badzińska, 2019; Budiarto et al., 2021; Q. Do Nguyen & Nguyen, 2023; Roemintoyo et al., 2022). In addition, entrepreneurship also has meaning and an important role in the joints of life and development of a nation.

The importance of entrepreneurship in nation-building is not just a tool for improving and improving the quality of life for oneself and society. However, it is also proven that entrepreneurship can play a significant role in realizing the quality of society and the nation, one of which is instilling an entrepreneurial spirit and spirit (Anosike, 2018; Blesia et al., 2021; Liguori et al., 2019; Wu et al., 2019). In the world of education, the role of tertiary institutions in motivating students to become young entrepreneurs is very important by teaching entrepreneurship concepts and skills (Bischoff et al., 2018; Purusottama & Trilaksono, 2019; Rauch & Hulsink, 2015). In addition to studying capital requirements and changing the mindset of thinking that the only way to achieve success is to excel in academics with good grades and finally think about finding a good job with a big salary (Ahmed & Senan, 2018; Robles & Zárraga-Rodríguez, 2015). Therefore, as intellectuals who are expected to become leaders of the nation in the future and able to bring about change, students should become pioneers in developing an entrepreneurial spirit. Increasing interest in becoming entrepreneurs among students will reduce the number of unemployed, create independence, and even increase the number of jobs (Çera et al., 2018; Rauf et al., 2021).

The phenomenon of the low interest of Indonesian youth in entrepreneurship today has become a serious concern for various parties, the government, the world of education, the industrial world, and society. Various attempts have been made to foster an entrepreneurial spirit, especially changing the mindset of young people who so far are only interested in being job seekers when they finish school or college (Byun et al., 2020; Hamburg, 2021; Huang et al., 2021). It challenges schools and tertiary institutions as graduate-producing institutions (Blesia et al., 2021; Shi et al., 2020; Sidratulmunthah et al., 2018). All universities in Indonesia have included entrepreneurship courses in their curriculum as one of the main subjects that all students must take.

Entrepreneurial learning not only provides a theoretical basis for the concept of entrepreneurship but forms an entrepreneur's attitude, behavior, and mindset (Bischoff et al., 2018; A. Hassan et al., 2020; Hassan, 2020). It is an investment in human capital to prepare students to start new businesses through the integration of experience, skills, and knowledge essential to developing and expanding a business (Ahmed & Senan, 2018; Çera et al., 2018; Din et al., 2016; Ho et al., 2014). Entrepreneurship education can also increase students' interest in choosing entrepreneurship as a career choice and career choices to become private employees, civil servants,

or BUMN employees, which can significantly direct attitudes, behavior, and interests toward entrepreneurship.

Previous research findings state that a student's attitude, behavior, and interest in entrepreneurship are influenced by consideration of various aspects regarding career choices as an entrepreneur (Bischoff et al., 2018; Blesia et al., 2021; Sidratulmunthah et al., 2018). Considerations for these career choices can vary depending on the preference for risks they will bear later (Ho et al., 2014; Shi et al., 2020). Students who are afraid to take risks (risk averters) tend to choose to become private employees, civil servants, or BUMN employees as a career choice. In contrast, students willing to take risks (risk takers) to leave their comfort zone tend to choose to become an entrepreneur as a career choice. Other findings also state that entrepreneurship learning can shape students' mindsets, attitudes, and behaviors to become true entrepreneurs, thus directing them to choose entrepreneurship as a career choice (Ahmed & Senan, 2018; Belás et al., 2017; Bischoff et al., 2018; A. Hassan et al., 2020; Hassan, 2020; Ho et al., 2014).

Based on this, it is necessary to study further whether the existence of entrepreneurship courses can generate interest in entrepreneurship for students. There needs to be a study on entrepreneurship learning to increase interest among elementary school teacher education students. Therefore, there is a need for research to identify the factors that encourage student interest in entrepreneurship, given the importance of entrepreneurship for economic and social welfare. This study aims to analyze the effect of entrepreneurship courses on students' interest in entrepreneurship.

2. Methodology

This research includes quantitative research, which uses numbers or statistics from one variable to be studied separately and then connected (Cemara & Sudana, 2019). This research was conducted at the Ganesha University of Education on the PGSD Study Program semester VIII students. This study uses regression analysis techniques. In this research, we will look for the influence of the variables of entrepreneurship learning on the variable of interest in entrepreneurship. The population in this study were all semester VIII students of PGSD Singaraja

FIP UNDIKSHA, namely 199 students consisting of 8 classes who had taken entrepreneurship courses. Sampling was carried out using a simple random sampling technique, namely the sampling technique in a random way without paying attention to the existing strata in the population because it was homogeneous, so a sample of 85 students was obtained.

Data collection is one of the things that must be done in order to achieve the purpose of writing. In this study, the data collection method in the form of a questionnaire will be used. The questionnaire is a list of questions prepared by the researcher, each related to the research problem. Entrepreneurship learning data and entrepreneurial interest will be collected using a questionnaire. The questionnaire was eventually given to the respondents to be answered. To obtain the data in this study, two instruments were used: the entrepreneurship learning instrument and the interest in entrepreneurship. Each instrument will be tested for its validity and reliability. The instrument's validity is measured by calculating the correlation between data in each statement with a total score using the product moment correlation formula. Instrument items are considered valid if $r_{count} > r_{table}$ (critical). The significance level used is 5%. Test the reliability of the instrument using the Spearman-Brown formula. In the reliability test, as the r value, the result is the value of "Cronbach's Alpha." The instrument grids that have been developed are presented in Table 1 and Table 2.

Table 1. Entrepreneurship Learning Questionnaire

No	Statement	Description				
		SS	S	KK	J	TP
<i>Learning objectives</i>						
1	Entrepreneurship learning objectives are conveyed by the lecturer at the beginning of each lesson					
2	The lecturer explains the material to achieve the learning objectives of entrepreneurship					
<i>Learning Resources</i>						
3	I use entrepreneurship books as a learning resource					
4	I am looking for data/information on businesses that have developed as a source of learning					
<i>Learners</i>						
5	I paid close attention to the material presented by the lecturer					
6	I understand the entrepreneurship material taught by the lecturer					
<i>Learning strategies</i>						
7	Lecturers provide material accompanied by examples					

No	Statement	Description				
		SS	S	KK	J	TP
	that are easy to understand					
8	Lecturers always motivate me in studying entrepreneurship					
	<i>Instructional Media</i>					
9	I get additional material from showing videos about entrepreneurship					
10	I understand the material more clearly because it is delivered using powerpoint					
	<i>Learning Evaluation</i>					
11	I get entrepreneurial knowledge through making business proposals					
12	I gained insight into entrepreneurship through holding expos on campus					

Table 2. Entrepreneurial Interest Questionnaire

No	Statement	Description				
		SS	S	KK	J	TP
	<i>Personal</i>					
1	Armed with entrepreneurial knowledge and skills from campus, I have a desire to become an entrepreneur					
2	I am interested in becoming an entrepreneur because I often see videos of successful entrepreneurs					
3	I want to do business to create a better future					
4	I am interested in entrepreneurship to become a successful person					
	<i>Sociological</i>					
5	Entrepreneurial desire to help family finances					
6	Entrepreneurial desire to help people around me					
7	Entrepreneurial desire to create jobs					
	<i>Environmental</i>					
8	I want to do business because there are many business opportunities in my environment					
9	I am interested in entrepreneurship because there are many entrepreneurial people around my environment					
10	I want to do business because of encouragement from people around me (family and friends)					

The data analysis technique used is simple linear regression analysis. For this reason, it is necessary to carry out prerequisite tests, including normality tests of data distribution and linearity

tests. Data analysis was carried out using the SPSS program. The hypothesis in this study is that there is an influence of entrepreneurship learning on students' interest in entrepreneurship.

3. Result

Result

The data distribution normality test showed that the sample data came from a normally distributed population. The data distribution normality test was carried out with the help of the SPSS program. The results of the analysis of the normality test for data distribution are presented in Table 3.

Table 3. Data Distribution Normality Test Results With SPSS Assistance

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		85
Normal Parameters ^a	Mean	0.0000000
	Std. Deviation	3.44532094
Most Differences	Extreme Absolute	0.089
	Positive	0.089
	Negative	-0.075
Kolmogorov-Smirnov Z		0.824
Asymp. Sig. (2-tailed)		0.506

a. Test distribution is Normal.

From the data distribution normality test with SPSS, the normality test using Kolmogorov-Smirnov results show that the unstandardized residual is greater than Alpha ($0.506 > 0.05$), so it can be interpreted that the data is normally distributed. Linearity testing in this study used the SPSS program. The following are the results of the linearity test using the SPSS program in Table 4.

Table 4. Linearity Test Results with the help of SPSS

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Interest in Entrepreneurs hip *	Between	(Combined)	100.569	8	12.571	1.064	0.397
	Groups	Linearity	1.724	1	1.724	0.146	0.704
		Deviation from Linearity	98.846	7	14.121	1.195	0.316
Entrepreneurs hip Learning	Within Groups		898.254	76	11.819		
Total			998.824	84			

From the results of the linearity test that has been carried out using the SPSS program, Sig's value is known. $> \alpha$ ($0.316 > 0.05$), it can be concluded that the regression line is linear. The hypothesis in this study is that there is an influence of entrepreneurship learning on students' interest in entrepreneurship. Hypothesis testing is done using SPSS. The hypothesis being tested is H_0 , which states that entrepreneurship learning has no effect on student entrepreneurship interest, and H_a , which states that there is an influence of entrepreneurship learning. The results of testing the hypothesis with the help of SPSS are presented in Table 5.

Table 5. Results of Hypothesis Testing with SPSS Assistance

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.724	1	1.724	0.143	0.706 ^a
	Residual	997.100	83	12.013		
	Total	998.824	84			

a. Predictors: (Constant), Entrepreneurship Learning

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.724	1	1.724	0.143	0.706 ^a
	Residual	997.100	83	12.013		
	Total	998.824	84			

b. Dependent Variable: Entrepreneurial Interest

Based on the results obtained from calculations using SPSS, the sig. $> \alpha$ ($0.706 > 0.05$), then H_0 , which states that entrepreneurship learning has no effect on student interest in entrepreneurship, is rejected. In contrast, H_a , who stated that entrepreneurship learning influenced students' interest in entrepreneurship, was accepted. Thus, it can be concluded that there is an influence of entrepreneurship learning on students' interest in entrepreneurship.

4. Discussion

Based on the results of data analysis on the influence of entrepreneurship learning on student entrepreneurship interest, it has been proven that entrepreneurship learning influences student entrepreneurship interest. Several factors cause it. First, entrepreneurship learning can shape the mindset of being a true entrepreneur. An entrepreneur is a person who creates a new business in the face of risk and uncertainty to gain profit and growth by identifying opportunities and combining the necessary resources to take advantage of them (Blesia et al., 2021; Maharani et al., 2020; Suyati & Rozikin, 2021; Yulastri et al., 2018). Entrepreneurial learning can direct them to choose entrepreneurship as a career choice (Byun et al., 2020; Din et al., 2016; Q. Do Nguyen & Nguyen, 2023). All universities in Indonesia have included entrepreneurship courses in their curriculum as one of the main subjects that all students must take. Entrepreneurship learning not only provides a theoretical basis for the concept of entrepreneurship but forms an entrepreneur's attitude, behavior, and mindset (Alakaleek et al., 2023; Budiarto et al., 2021; Hayati & Arifah, 2021).

Entrepreneurship is the ability to create business activities (Bican & Brem, 2020; Hamburg, 2021; Stadler & Smith, 2017). Creating requires creativity and innovation from what existed before (Huang et al., 2021; Mendoza et al., 2021; Rofiaty, 2019). Creative and innovative entrepreneurial abilities can be used as a basis, tips, and resources by students in seeking opportunities for success

Second, entrepreneurship learning can shape behavior in students to become an entrepreneur. Entrepreneurial learning is a process of creating different values by devoting the time and effort needed, also having financial risks, bearing the accompanying psychological and social impacts, and receiving rewards in the form of monetary and personal satisfaction (Belás et al., 2017; Finn, 2020; Roemintoyo et al., 2022). Some of the benefits of entrepreneurship are, first, having the freedom to actualize one's potential (Bischoff et al., 2018; Purusottama & Trilaksono, 2019; Rauch & Hulsink, 2015). Many successful entrepreneurs manage their businesses because they make their hobby a job. Thus, in carrying out his work happily without being burdened. Entrepreneurs can determine their destiny and control their profits without limits (Anosike, 2018; Badzińska, 2019; Ho et al., 2014). Second, have the opportunity to play a role in society. With entrepreneurship, students can contribute to society by creating products needed by society (Badzińska, 2019; Finn, 2020; Hassan, 2020; Ho et al., 2014; Liguori et al., 2019). Third, there are benefits for oneself and society in entrepreneurship to be a separate motivation to start entrepreneurship. Entrepreneurship learning materials can motivate entrepreneurship. Educator abilities can foster entrepreneurial interest and direct experience that can foster entrepreneurial interest (Hassan et al., 2020; Howorth et al., 2012; Kirkley, 2017; Liguori et al., 2019). Through entrepreneurship learning, students will have the strategies and attitudes needed to create a business opportunity. In addition, this learning also forms students with a courageous spirit to take risks in opening new businesses on various occasions.

Third, entrepreneurship learning can form interest and motivate students to do entrepreneurship. Interest is acceptance of a relationship between oneself and something outside oneself (Purusottama & Trilaksono, 2019; Rauch & Hulsink, 2015). Other research findings also reveal that a stronger and greater interest can direct a person to achieve his life goals so that it can bring people to things that are considered unnecessary to be useful in themselves because awareness arises to fulfill their life needs without burdening other people (Bischoff et al., 2018; A. Hassan et al., 2020; Hassan, 2020). Indicators of interest in entrepreneurship, namely 1) Personal, which concerns aspects of a person's personality (Bischoff et al., 2018; Sakthi & Moshi, 2021; Yulastri et al., 2018).

Students are also understood that an entrepreneur has a very high desire for achievement compared to people who are not entrepreneurs (Blesia et al., 2021; Suyati & Rozikin, 2021). 2) Sociological, concerning problems with family relationships and other social relations. Family relationships can be seen from parents, work, and social status. 3) Environmental concerns the relationship with the environment. Factors originating from the environment include role models, opportunities, activities, competitors, resources, and government policies (Suyati & Rozikin, 2021; Yulastri et al., 2018).

Entrepreneurship learning materials can motivate entrepreneurship, the ability of educators to foster entrepreneurial interest, and direct experience that can foster entrepreneurial interest. In line with this, previous findings stated that to foster interest in entrepreneurship in students, lecturers are expected to be able to provide entrepreneurship learning that can make students interested in carrying out entrepreneurial activities (Blesia et al., 2021; Byun et al., 2020; Din et al., 2016; Yulastri et al., 2018). Other research also reveals that through entrepreneurship learning, students are invited and directed to broaden their horizons about how meaningful entrepreneurship is (Byun et al., 2020; Din et al., 2016; Handaru & Pujiriyanto, 2020). Entrepreneurship can be used as a potential to provide a good life in the current world of work (Q. Do Nguyen & Nguyen, 2023; Rauf et al., 2021; Si et al., 2022). Students who have attended entrepreneurship lessons tend to have an interest and strong will to try to make ends meet and create new businesses without fear of the risks that will occur and always learn from failure in entrepreneurship. Based on this, it is concluded that entrepreneurship is very important in nation-building because it plays a significant role in realizing the quality of society (Anosike, 2018; Blesia et al., 2021; Liguori et al., 2019; Wu et al., 2019). In the world of education, the role of universities in motivating students to become young entrepreneurs is very important by teaching entrepreneurship concepts and skills. Increasing student interest in becoming entrepreneurs will reduce the number of unemployed, create independence, and even increase the number of jobs.

5. Conclusion

The results of the data analysis show that there is an influence of entrepreneurship learning on the interest in entrepreneurship. It was concluded that learning entrepreneurship increases interest in entrepreneurship in students. Entrepreneurial learning can shape the mindset of being a true entrepreneur. In addition, entrepreneurship learning can shape student behavior in becoming an entrepreneur. Through entrepreneurship learning, students are invited and directed to be able to open their insights about the importance of entrepreneurship.

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