
STUDENTS' PERCEPTION OF THE ABILITY TO ESTABLISH A BUSINESS AND ENTREPRENEURSHIP COURSES AS A SUPPORT FOR COMPETENCE

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ABSTRACT

This study aims to determine students' perceptions of the ability to establish a business and entrepreneurship courses to support student competence in establishing a business. This research uses qualitative methods to gain an in-depth understanding of data collection techniques through observation, documentation, and interviews with UPN Veteran Java student Timur taking an entrepreneurship course. The results of the analysis from the interviews that have been conducted state that 98% of the students interviewed have the desire to become an entrepreneur. Furthermore, the interview results stated that some factors hindered students from establishing a business, namely, in the first place, mentioning the factors that hinder financial factors. In second place mentions the inability factor in time management, and the rest in the third place is the fear factor in starting a business. the most decisive in establishing a business is the financial or capital factor. Furthermore, the study's results stated that students perceive that the entrepreneurship course will later provide positive insights into their desire to become an entrepreneur. So that it can be concluded, it is necessary to have a theory related to entrepreneurship, direct practice related to business ideas, and intense assistance to each group that makes a business idea so that the idea can be adequately realized.

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INTRODUCTION

Becoming an entrepreneur cannot be separated from the long process of forging oneself amid uncertainty. Failure after failure has undoubtedly become a common thing when someone decides to enter the business world. Therefore an entrepreneur must have a strong mentality of thinking creatively and innovatively, thinking about something new and applying something new, and daring to take the opportunities that exist, not only for the current period but for years to come. (Rhenald Kasali, 2010)

A person who wants to become an entrepreneur must also have practical knowledge related to entrepreneurship to support their business activities. The combination of mentality and knowledge will produce an entrepreneur who is tough and able to develop.

Students are the next generation who are expected to contribute positively to our country, the Republic of Indonesia. One of the expected contributions is the emergence of new entrepreneurial entrepreneurs, which will later have the impact of advancing the country's economy. One of the government's efforts to grow new entrepreneurs is by requiring students in universities to take entrepreneurship courses. Entrepreneurship education in higher education has been facilitated by Higher Education since 1997 with the existence of an entrepreneurship development program in universities that offers various activities, namely Entrepreneurship Lectures (KWU), Entrepreneurship Internships (MKU), Business Work Lectures (KKU), Business Consulting and Job Placement (KBPK), and New Entrepreneur Incubators (INWUB). In its development, Dikti offers a program that is packaged as a student creativity program (PKM) that facilitates students to be creative in various fields, including research, community service, application of technology, scientific articles, written ideas, copyright, and entrepreneurship. Furthermore, since 2009 Higher Education has provided skim for students interested in being job creators through the entrepreneurial student program (PMW). These policies are implemented to improve the quality of higher education graduates by implementing abilities, expertise, and attitudes of responsibility, building teamwork, and developing independence and businesses through creative activities in the field of science they are engaged in. This is in line with Government Regulation Number 17 of 2010, which states that the purpose of higher education is, among others, to form people who are critical, creative, innovative, independent, confident, and entrepreneurial in spirit.

Entrepreneurship education is an essential foundation for the continuation of subsequent education, which comes from the quality of human resources of the younger generation. Entrepreneurship education in today's society is oriented only toward strengthening cognitive material. So that the result of educational culture is the formation of the character of students who are passive and lack high fighting power (employee mentality). The expected education is to consciously prepare participants with activities and teaching that are in accordance with the challenges of the times in the future (Amri, 2013: 241).

The research conducted aims to determine students' perceptions of the ability to set up a business and also their expectations of entrepreneurship courses as a means for them to develop a mentality and the science related to entrepreneurship.

LITERATURE REVIEW

Perception

According to Joseph A. Devito (2011), perception is the process that makes us aware of the many stimuli or stimuli that affect the five senses. Meanwhile, according to Schiffman, perception is the process by which a person chooses, organizes, and interprets stimuli into meaningful images.

Entrepreneurship

Entrepreneurship is a dynamic process of creating something new and having value, generating wealth by devoting time and effort, social psychic, and obtaining results from financial and personal satisfaction and freedom. (Hisrich, Petersdan Shepherd, 2012). Entrepreneurship has now penetrated all fields, including the field of education. Entrepreneurship has been integrated with the school curriculum up to the college level. According to Agus Wibowo (2011), Entrepreneurship education is an effort to integrate the spirit and mentality of entrepreneurship in both educational institutions and other institutions such as training institutions, and other training institutions.

Entrepreneurship Education

The government strongly supports and favors the development of an entrepreneurial culture. The government also provides several types of entrepreneurial programs that are distributed directly from ministries, SOEs, and through other institutions. With the entrepreneurship movement launched by the government, including by educational institutions both at the elementary, secondary, and tertiary levels, it is hoped that the Indonesian people will have a passion and work ethic that reflects an entrepreneurial culture.

In law No. 20 article 3 of 2003 concerning the National Education System, it is stated that national education functions to develop abilities and form picnic patterns and dignified national civilization as an effort to educate the nation's life, aiming to develop the potential of students to become human beings of faith, and be devoted to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

Referring to the theory of David Mc Lelland, an expert on the sociology of development, states that a state can be said to be prosperous if two percent of the population is an entrepreneur. Entrepreneurship is essential to be instilled in every student through curriculum formulation. The direction of government policy related to the value of entrepreneurship education can be seen in the following table:

Educational Value	Description
Self-sufficient	Undemanding attitudes and behaviors depend on others in the completion of tasks.
Creative	Thinking differently in doing things to produce ways or results from existing products
Dare to take risks	A person's ability to like challenging work, be brave, and able to take work risks.
Leadership	The attitude and behavior of a person who is always open to suggestions and criticisms, easy to get along with, cooperates, and directs others.
Hard Work	Behavior that shows genuine effort in completing tasks and overcoming various obstacles.
Honest	Behavior is based on trying to make himself a trustworthy person.
Discipline	Actions that indicate compliance with applicable rules and regulations.
Innovative	Ability to apply creativity to solve problems and seize opportunities
Orientation to action	Take the initiative to act.

Source: Kemendiknas Balitbang Puskurbuk, 2010

RESEARCH METHODS

The method used in this study is qualitative. According to Effendy (2018), qualitative research aims to obtain a deep understanding of the situation at hand. Sugiyono (2012) stated that data collection techniques are the most essential step in research because the primary purpose of the study is to obtain data. Without knowing the data collection techniques, the researcher will not get data that meets the established data standards." The data collection techniques include the First Observation, namely, "As a data collection technique, it has specific characteristics when compared to other techniques, namely interviews and questionnaires." (Sugiyono, 2012). The second is Documentation. According to Arikunto (2010), "Documentation is to find and collect data on things or variables in the form of notes, transactions, books, magazines, agendas, meeting minutes, and so on." The third is the Interview, which is used "As a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be studied, and also if the researcher wants to know things from respondents that are more in-depth and the number of respondents is small or small." (Sugiyono, 2012).

Data Analysis Methods

The data analysis technique is "Describing what analytical techniques are used by the researcher to analyze the data that has been collected." (Sanusi Anwar, 2011): i.e., Data collection, Data reduction, Data presentation, and Conclusion drawing. The data collection, according to Effendy, A. A. (2019), is "Collecting data at the research site by conducting observations, interviews, and documentation by determining data collection strategies that are considered appropriate and to determine the focus and deepening of data in the next data collection process.



Figure 1. Interviews and observations of students of entrepreneurship courses

RESULTS AND DISCUSSION

Desire to become an entrepreneur.

Based on the results of interviews that have been conducted with 68 students who took entrepreneurship courses at UPN Veteran East Java, it was revealed that 97% or as many as 66 students have the desire to become entrepreneurs. Hence, taking entrepreneurship courses is not because of compulsion but because they want to gain *insight* or input on how-to become an entrepreneur. A total of 2 students did not have the desire to become entrepreneurs but chose to become professionals directly.



Figure 2. Graph The Desire of Students to Become Entrepreneurs

Students' perceptions of the ability to set up a business

Furthermore, interviews were conducted to find out the perception of students on the ability to set up a business. Students stated that someone who wants to establish a business must have the personality of an entrepreneur, including courage, creativity, high self-confidence, the ability to lead a team, tenacity at work, discipline, and communication in various situations, not easily discouraged, creative and able to look for opportunities, optimistic, able to see opportunities, dare to take risks and take responsibility for what has been done.

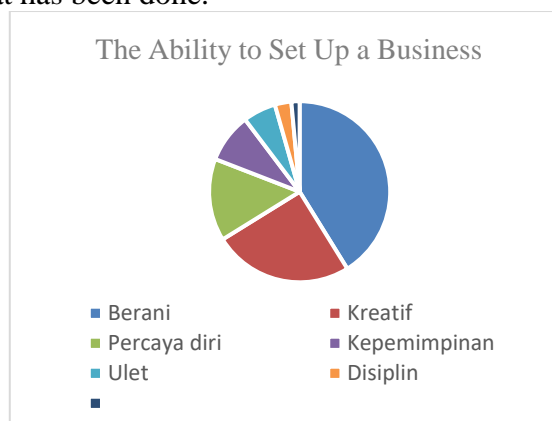


Figure 3. Students' Perceptions of The Ability to Set Up a Business

Obstacles for students in setting up a business while in college.

Furthermore, in the interview, it was also asked about the obstacles faced by students in setting up a business. Each student is allowed to answer more than one answer, then the author ranks which answers have the first to last position. A total of 38 students stated that their most significant obstacle in setting up a business was the constraint of business capital. The students also stated that the obstacle that hinders setting up a business is the inability to manage time which is ranked second as many as 15 students. Students find it difficult to divide their time between studying and running a business.

Furthermore, mentality problems are also an obstacle for students in setting up a business. Students feel less confident and tend to be still afraid when they are about to start a business. Scientific limitations related to entrepreneurship are also an obstacle in

setting up a business (as many as five students), where students tend to be confused about how to execute business ideas that they possess. The last obstacle is the little business ideas of the four students. The next obstacle is that students feel confused about starting a business because they have an idea but do not know the steps to realize the business idea.

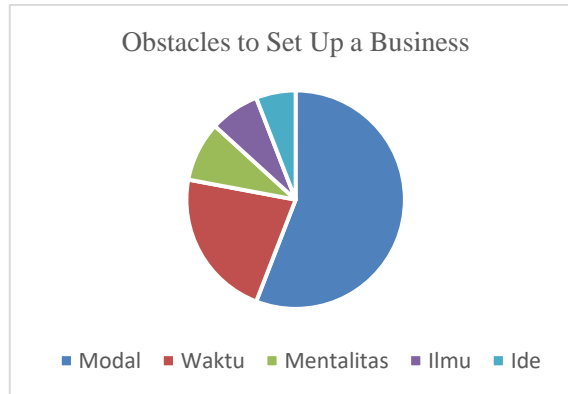


Figure 4. Obstacles for Students to Set Up a Business

Student Perceptions of Entrepreneurship courses.

The interview results related to students' perceptions of entrepreneurship courses are that the course material presented is helpful for students to support their competence in entrepreneurship. Furthermore, students also stated that the entrepreneurship course provides *insight into* how to take steps to realize their business ideas. Students hope that in the entrepreneurship course, not only material related to entrepreneurship is presented, but there is a need for practice to start a business, from creating a business idea to executing the idea into a real business. Students also need intensive assistance regarding steps to realize their business ideas because each group has a different business idea so the handling must also be *case by case*.

CONCLUSION

Entrepreneurship education at the tertiary level is one of the essential strategies to be strengthened to support the reduction of unemployment and expand employment opportunities. One of the steps taken is to require students to take entrepreneurship courses. The hope is that by taking these courses, students can have a strong mentality and knowledge that supports them to realize their desire to become entrepreneurs.

Perception is formed from a stimulus/stimulus - a continuous stimulus so that one can interpret an object. Students' perception of what abilities an entrepreneur must have is that they must have the personality of an entrepreneur, including courage, creativity, high self-confidence, the ability to lead a team, tenacity at work, discipline, as well as communication in various situations. not easily discouraged, creative and able to look for opportunities, optimistic, able to see opportunities, daring to take risks, and taking responsibility for what has been done.

Students also have hope that by taking entrepreneurship courses, they can have the mentality and knowledge to support themselves to become entrepreneurs.

The advice that can be given as an effort to strengthen the entrepreneurship course is to ensure that the course contains the following elements:

1. Formation of the entrepreneur's mentality
2. Strengthening Business Ideas

3. Execution of Business Ideas in practice
4. Innovation to maintain business
5. Developing a Business

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