



The influence of entrepreneurship courses in entrepreneurial interest in PGSD students in the globalization era

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ABSTRACT

The problem of unemployment is one of the critical problems in Indonesia that is still difficult to overcome, because of the continuous increase in population, not balanced with the increase in employment. Companies are increasingly selective in accepting new employees, but the interest of Indonesia's young generation in entrepreneurship is currently relatively low. In this condition, the world of education has the responsibility to increase the interest in entrepreneurship of the younger generation. This study aims to determine the influence of entrepreneurship courses on the entrepreneurial interest of PGSD students. The research method used is qualitative descriptive. With data collection techniques using questionnaires and interviews on subjects, namely PGSD students of PGRI Palembang University semester 4 as many as 10 people were taken randomly. The results of this study show that there is an influence of entrepreneurship on the entrepreneurial interest of PGSD students in this era of globalization. So, it can be concluded that entrepreneurship courses can increase entrepreneurial interest among PGSD students of PGRI University.

Keywords: Entrepreneurship, Entrepreneurial, Interest, Globalization



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INTRODUCTION

Human lives in an era of progress and development in all fields, especially the fields of science and technology (Putro, 2023b). Along with these developments, humans must adjust themselves in order to compete in society. Humans are basically creatures endowed with various potentials. But in life, of course, humans must go through challenges, namely in terms of finding work.

The challenge faced in the development of a country is to overcome the problem of unemployment. From data from the Planning Agency (BAPPENAS) shows the national number of scholars with a range of 614 479 people (Sakernas in Dong, 2016), even though these are the ones who are expected to be the next generation who build this country in a more advanced direction. These diploma and bachelor graduates are unlikely to become unemployed if they have an entrepreneurial spirit. Education is one form of effort to translate these potentials into concrete executions held in order to prepare students to devote themselves to society, religion, and nation in the future. This is in accordance with what is mandated by Law No. 20 of 2003 concerning the National Education System which states, that education is a learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. Education is a basic need in bridging the survival of the nation and state. According to Mc Clelland, a country for work to be prosperous at least has a number of entrepreneurs 2 percent of the total population for example such as the country will the United States have 11.5 percent entrepreneurs, Singapore continues to increase to 7.2 percent, Indonesia according to data from BPS is estimated at only 0.18 percent which is around 400,000 of the supposed 4.4 million people (Siswadi, 2013). For this reason, in overcoming this problem, the Indonesian government can produce entrepreneurs from the younger generation through the Education channel. Education is a useful tool to improve and develop human resources to achieve common goals (Hidayat & Syam, 2020; Putro, 2022, 2023a). Learning interest has an important role in the teaching and learning process in the world of education to produce an active, effective, and efficient learning process where an educator can deliver good learning material so that students can understand and follow classroom learning with a

happy feeling. Education also plays a role in continuing the cultural system and strengthening the foundation in the fabric of society. Education will teach effective functions to carry out its role in community life (Samho, 2014).

If the number of entrepreneurs in a country is large, many jobs will be created, so it will have implications for reducing the number of unemployed. The number of entrepreneurs in Indonesia currently only reaches two percent of the total population, while ideally it is four percent (Indarti et al., 2021). This leads us to the conclusion that consequently entrepreneurship education is very necessary to be held as an effort to increase the number of entrepreneurs and reduce the number of unemployed. In addition to providing skills, entrepreneurship education can also be used as a means to instill attitudes and generate interest in entrepreneurship. Entrepreneurship education can increase the interest of graduates three times greater to become independent workers (self-employed) than graduates who do not get entrepreneurship education (Ginting & Yuliawan, 2015). There are several roles and functions of the existence or influence of entrepreneurship science in supporting the direction of entrepreneurial development (Irham, 2014), including: Able to influence the spirit or motivation on a person to be able to do something that has been difficult for him to realize but becomes a reality; The science of entrepreneurship has a role and function to direct someone to work more regularly and systematically and also focused on realizing their dreams; Able to inspire many people that every time they find a problem, there will be found business opportunities to be developed. This means that everyone is taught to form the spirit of "problem solving"; The highest positive value of the role and function of entrepreneurship when practiced by many people, the unemployment rate will decrease. And this can ease the burden of the State in trying to create jobs.

According to Suryana in Murnieks et al., (2020), suggesting that a person has an interest in entrepreneurship because of a motive, namely the achievement motive. The achievement motive is a social value that emphasizes the desire to achieve the best results in order to achieve personal satisfaction. Meanwhile, according to Prilla Kartin (2014), entrepreneurial interest is the tendency of the heart in the subject to be interested in creating a business which then organizes, organizes, bears risks and develops the business he creates. Entrepreneurship education has a positive impact on the development of student entrepreneurial interest (Mambu et al., 2019). Based on the description in the theoretical study above, a hypothesis was further formulated that the implementation of entrepreneurship courses can increase entrepreneurial interest for PGSD students in the era of globalization.

RESEARCH METHOD

The method we used in this study is qualitative Descriptive method. In this study we used subjects as many as 10 PGSD students at PGRI University Palembang randomly or randomly. Informed students of the PGSD Department of PGRI Palembang University for the 2021/2022 Academic Year who were randomly taken from the PGSD class with the following criteria registered as a student in the PGSD Department and willing to be informed.

The data collection instrument in this study was through questionnaires and documentation. Indrianto and Supomo (2014), Data collection in research aims to obtain information to support the success of a study. The data collection technique used is to use questionnaires (questionnaires) as a direct data collection tool in the form of a list of questions to be disseminated to the object of research which then the results of the respondents are processed so as to produce certain information. In the process of distributing the questionnaire, researchers provided 10 tables of contents that would be ticked by respondents and we also made direct observations and asked about how the learning process of entrepreneurship courses in class and how they thought about the material taught, whether it could trigger their interest in entrepreneurship. The following is the questionnaire we gave to respondents.

Table 1. Respondent poll

No	Statement	Already	Do not
1	Is entrepreneurship learning attractive to PGSD students?		
2	Does entrepreneurship learning have a component that can gain		

No	Statement	Already	Do not
	entrepreneurial interest for PGSD students?		
3	Is entrepreneurship important to develop among students?		
4	Is it because of the lack of confidence that makes students less interested in entrepreneurship?		
5	Is the lack of capital factor a barrier for students to become entrepreneurs?		
6	Need the support of the closest person to motivate students through effort?		
7	What is the risk of loss that makes students not ready for entrepreneurship?		
8	Is the ignorance of students about what will be used as an obstacle for students through business?		
9	Is the lack of understanding about recording financial statements that makes students less interested in entrepreneurship?		
10	Is socialization with other entrepreneurs a factor in students being less interested in opening a business?		

The data obtained from the research results are then analyzed by data analysis techniques on the assessment sheet. According to Sugiyono (Sugiyono, 2016), data analysis techniques are carried out by covering three stages, namely: 1. Data Reduction (Data Raduction). The data to be reduced is in the form of transcript data from interviews with students, distribution of questionnaires, with research instruments in the form of observation sheets, interviews, then student respondent sheets. 2. Data Presentation (Data display). The data that will be presented in this study is data that has been reduced, namely data obtained in the research and then analyzed data on the research sheet. The respondents were asked to fill in a check mark on each question with the following score conditions: value 5 for those who fill in the lift strongly agree, value 4 to be judged quite agree, in number 3 considered to agree (-), in number 2 rated less and in number 1 rated strongly disagree. The results of interviews and observations are then quantified based on the percentage of whether influential or not.

RESULT AND DISCUSSION

Result

This increasingly advanced era of globalization, of course, entrepreneurial competition is getting tighter and makes it very difficult to find a job. According to Pratiwi and Wardana (2016), one of the factors that causes many unemployed undergraduate graduates is the lack of awareness to create their own jobs. Prospective graduates from universities are more prepared to take part in the selection of new employee admissions than preparing to open job opportunities by entrepreneurship. Every year public and private universities produce baccalaureate graduates who should make the quality of human resources improve and be able to improve the country's economy. But reality is not as we expected, they have not been able to maximize their potential so they have difficulty getting a job. According to Mopangga (2014), the solution that can be taken to get out of the complexity of the unemployment problem is through the creation of young entrepreneurs. With entrepreneurship, a person is expected to be able to open or create jobs, be independent, and be able to become a leader for others. According to

Wazin in Fatmawatie (2021) entrepreneurship refers to the formation of a character that must be possessed by someone who is running his business for profit. Students who are interested in entrepreneurship programs are on average motivated by their family environment that is business so they are interested in the world of entrepreneurship. There are also students who are interested in entrepreneurship because they follow their entrepreneurial friends, so there is a sense of their desire to try and to independently make their own money. Based on the personality of students who take part in the entrepreneurship program, they are more confident in their ability to excel, and also students who take part in the entrepreneurship program are able to control and control themselves to try entrepreneurship. So there are some students confident in their ability to succeed in the world of entrepreneurship.

1. Entrepreneurship

Entrepreneurship is considered necessary to produce human resources who fully have an understanding and skills as an entrepreneur. Entrepreneurship education can increase the interest of graduates three times greater to become independent workers (self-employed) than graduates who do not get entrepreneurship education (Ginting & Yuliawan, 2015). Entrepreneurship has a positive impact on the development of student entrepreneurial interest (Mambu et al., 2019).

2. The Influence of Entrepreneurship in the Globalization Era of PGSD Students

Students are expected to become strong human resources, if they work in the office, then they will become independent workers, and if they do not work in the office they will become humans who are able to create jobs, at least for themselves (Ginting & Yuliawan, 2015).

Furthermore, Melyana and Pujiati (2015) view Entrepreneurship Education as a science and art that studies the behavior, nature, characteristics, and character of a person who realizes innovative ideas into the real world creatively. While Anggraeni and Harnanik (2015) define Entrepreneurship Education as a science that studies all forms of information in the form of memory and understanding of how to do entrepreneurship so as to cause the courage to take risks in starting, running, and developing a business.

Entrepreneurship education that includes content, methods, and activities is shown so that every student has the drive to move to do business. According to Basrowi (2014), motivation is a drive that drives a person's behavior based on the needs to be achieved. In entrepreneurship, the existence of motivation can provide enthusiasm and direction in running a business so that goals can be achieved. Fauzia (2013) states When someone who has high motivation for entrepreneurship, will increase their entrepreneurial readiness to achieve success goals compared to someone who is not motivated to entrepreneurship. Motivation will arise when someone has a high willingness to carry out actions without being burdened by these activities. According to Wanto (2014), a person's success in entrepreneurship lies in how much motivation he has, because the motivation is able to create solutions in overcoming entrepreneurial difficulties.

Discussion

Based on the results of descriptive analysis, overall material variables delivered are in the good category. Which means that respondents feel that the material in the entrepreneurship course has been delivered well by the lecturer. However, even though the material variables presented are in the good category, there are some materials that need to be improved so that students understand better. In addition, the material variables presented also partially have a significant influence on entrepreneurial interest. 10 questions were given in the questionnaire and the researcher also asked questions in the interview process. In this case, 10 respondents said that entrepreneurship courses can improve their entrepreneurial spirit, such as starting a business from the smallest, namely an online shop to wanting to open a store.

For the overall way of delivering the material is in the good category. Which means that the way of delivering entrepreneurship course material has a good influence on students, so that students can easily understand the knowledge conveyed. This study shows that entrepreneurship courses affect students' entrepreneurial interest. This can be an input for universities that apply entrepreneurship courses that the material delivered and the way of delivering the material will increase student entrepreneurial interest. The material presented has a big role for students, because with the provision

of new materials, students' insights will increase. In addition, a good way of delivering material will cause a deep understanding for students, so that students can master the learning that has been given. The final result of the accumulation of questionnaires is that 82% of PGSD students of PGRI Palembang University agree that the Entrepreneurship course can increase interest in entrepreneurship in today's globalization or modern era.

CONCLUSION

Understanding entrepreneurship is very important to grow human resources in order to make them entrepreneurs by having knowledge and skills in entrepreneurship. Therefore, PGSD students who have entrepreneurship education will be more active in establishing a business and becoming independent workers compared to graduates who do not have entrepreneurship education. Based on the results of data analysis, researchers concluded that entrepreneurship courses can increase entrepreneurial interest among PGSD students of PGRI University.

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