



Implementation of entrepreneurship education in increasing students entrepreneurship skills

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ABSTRACT

Entrepreneurship education is interpreted as a science that is studied by students in higher education institutions that involve students to develop their skills and potential by thinking creatively, being innovative and taking risks. In order to fulfill the desire for entrepreneurship, skills are needed for students so that they can optimal in entrepreneurship. How is the application of entrepreneurship education in improving student entrepreneurship skills. This study aims to determine the application of entrepreneurship education in improving student entrepreneurship information. The research method used is descriptive qualitative with data collection techniques using questionnaires or questionnaires to respondents via the Google form to 20 students. The results of this study indicate that 86.88% of students have the same perception that the application of entrepreneurship education can improve student entrepreneurship skills. It can be concluded that the application of entrepreneurship education can improve student entrepreneurship skills.

Keywords: Entrepreneurship, Education, Students, Skills



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INTRODUCTION

The problem of unemployment is a problem faced by every country. Over the decades the unemployment rate has been on the rise. The 1998 economic crisis also contributed to the unemployment rate. In Indonesia, the highest unemployment rate is actually created by the educated group. Data from the Central Bureau of Statistics shows that some of the unemployed in Indonesia are those with Diploma/Academy education and university graduates (Raharjo, 2021). The problem of unemployment is a complex problem that occurs in Indonesia. Many solutions and alternatives have been provided by the government. One of the government's alternatives is to empower the community through entrepreneurship programs. Entrepreneurship can be said to be one of the determining factors for the progress of the country, because economic growth can be achieved if a country has many entrepreneurs. Entrepreneurship in Indonesia has not fully made a positive contribution to the intelligence and welfare of the nation, even though the potential for entrepreneurship in Indonesia is very large, especially when seen from the data on the number of existing small and medium enterprises. Scholars do not have the ability to direct students and alumni to create jobs after graduation. Coupled with the low motivation of Indonesia's young generation in entrepreneurship, it is currently a serious concern for various parties, including the government, the world of education, the industrial world, and society. This is a challenge for schools and tertiary institutions as graduate-producing institutions (Asmuni & Mujiatun, 2016).

In 2016 Indonesian entrepreneurs reached 3.10% of the total population of 225 million people. This condition has exceeded the minimum stated by McClelland, that in order to become a prosperous country, it needs to be supported by a minimum number of entrepreneurs of 2% of the population (Romli, 2019). This is a concern for universities to create New Entrepreneurs (WUB) through several programs. Some research results show that the success rate of the Student Entrepreneurship Program (PMW) in several tertiary institutions in producing WUB is still not optimal. PMW success rate at Brawijaya University in 2012, only 10% of students actually run their business and succeed (Ratnasari, 2013). At the Ganesha University of Education (Undiksha) the PMW success rate in 2012 as a whole has a percentage of 35% (Meitriana et al., 2014).

Universities need to instill an entrepreneurial spirit in students who have their own social sensitivity, so that they can educate the public in an effective, targeted and measurable manner regarding programs to improve welfare through sociopreneur. Masturin (2013) states that human capital empowerment has the ability to deliver people to rational, conscious and critical thoughts to get out of their problems and provide a reciprocal impact to help other social problems so that the role of educational institutions is in fact capable of implementing empowerment through sociopreneurship. The application of strategies to produce a generation that has a socially based entrepreneurial spirit is an achievement in itself for the university. In addition, sociopreneurship is becoming a trend for today's youth as an alternative in surviving amidst the narrowness in finding work (Suyatna & Nurhasanah, 2017).

In creating an entrepreneur, it can be started through entrepreneurship education taught in universities, but it will be faster if entrepreneurship education also begins to be implemented from families, communities and educational institutions. Basically education can be used as a connecting bridge for humans towards a better life. Entrepreneurship education is expected to be able to arouse the spirit of entrepreneurship, self-reliance, work and develop the national economy (Udonsa, 2015).

Entrepreneurs are people who have the courage to take risks to open businesses on various occasions (Lazányi, 2014). Having the courage to take risks means having an independent mentality and daring to start a business, without being overwhelmed by fear or anxiety even in uncertain conditions. Entrepreneurial activities can be carried out alone or in groups. An entrepreneur in his mind is always trying to find, exploit, and create business opportunities that can provide benefits. The risk of loss is common because they adhere to the principle that there must be a loss factor. In fact, the greater the risk of loss that will be faced, the greater the profit opportunities that can be achieved. There is no loss term as long as someone does business with full courage and full calculation. This is what is called the entrepreneurial spirit. Entrepreneurial skills are needed in running a business, because an entrepreneur is the heart of the business being run. The skills possessed by entrepreneurs will make the business they run grow and succeed. Entrepreneurial skills are also one of the determining factors for business success.

Entrepreneurship is not just the process of creating a business. Entrepreneurship is a multifaceted phenomenon. Gangaiah and Viswanath (2014) explains the origin of the term 'entrepreneurship' from the French word 'entreprendre' which originally meant organizers of music or other entertainment. The word has been used since the 16th century. Richard Cantillon described economics as a corporate economy, not a political economy, in which certain individuals play a key role, actively and passively respectively. So far, entrepreneurship learning in universities has not been linked to the basic principles of economic management mandated by the 1945 Constitution of the Republic of Indonesia. Even though the spirit contained in articles 33 and 34 is relevant to the character contained in caring economics, namely prioritizing the interests of all parties based on the spirit of altruism and compassion in relations between fellow human beings and humans and their environment towards the ultimate goal of national economic development, namely increasing welfare and prosperity to realize a sustainable quality of life (Witjaksono, 2016)

The demands for university graduates are not only to be able to work in other companies and agencies, but also to have an entrepreneurial spirit to create new jobs by taking advantage of the opportunities that arise from the 4.0 revolution. Universities will face challenges in preparing and equipping human resources with the right competencies and skills to face the 4.0 revolution so that they continue to be able to contribute to economic growth and the welfare of the nation (Nasir, 2018). A PT must be able to produce input (students) through an educational process that is capable of producing output (graduates) who are capable, with character and competitive. The Indonesian government in the era of President Joko Widodo targeted Indonesia to become the largest digital economic power in ASEAN by 2020 with a projected e-commerce transaction value of up to 130 billion USD. The digital economy is something that indicates development and economic growth in the future, marked by the increasingly rapid development of business or trade transactions that use internet services as a medium for communicating, collaborating and cooperating between companies or individuals.

The awareness and interest of students who are starting to flow into young entrepreneurs is a new hope in balancing the relatively small number of young entrepreneurs in Indonesia compared to other countries. The number of Indonesian entrepreneurs has only reached 0.18 percent. Meanwhile, in Singapore there are 7.2 percent, Malaysia 3 percent, the Philippines 5 percent, Japan 4 percent (Yuyus

Suryana, 2013) . Then as for previous researchers revealed that entrepreneurship education has a positive influence on student entrepreneurship skills where the magnitude of the influence of entrepreneurship education on skills to obtain results is as big as 13.7% (Budy, 2017). Then there are researchers who say that the business skills of the influence on business growth are shown by obtaining a yield of 64.3% (Sugiarto, 2022).

RESEARCH METHOD

This research was conducted at the Department of Elementary School Teacher Education (PGSD), Faculty of Teacher Training and Education, University of PGRI Palembang class of 2021, with a focus on observing entrepreneurship education, especially entrepreneurship courses on student skills for entrepreneurship.

Data collected by distributing questionnaires or questionnaires to respondents. The data used in this study based on the source is primary data, namely the results of respondents' answers obtained using a questionnaire. The population consists of a collection of objects that are the center of attention, which themselves have the information they want to know, the population is the entire research target. So in simple terms, the population is the entire research object. The object of this research is 20 students. If the object or population is less than 100, it is better to take all of them so that the research is a population study. Because the total population is less than 100, the researcher makes all populations a research sample, so this research is a population study.

The sample or population was asked to fill in check marks on each question on a questionnaire sheet with a Likert scale with a range of 1 (one) to 5 (five). Where the provisions of the score are as follows: 5 (strongly agree), 4 (agree), 3 (undecided), 2 (disagree), 1 (strongly disagree). Then the results of the data were analyzed using descriptive statistical average count (mean). With the help of SPSS 23.0 for windows the results will be displayed in tabular form.

RESULT AND DISCUSSION

The data that was successfully collected from the questionnaire or questionnaire that was distributed and after being processed with SPSS 23.0 for Windows shows that the application of entrepreneurship education exists in improving student entrepreneurship skills, to see the calculation of the average count using SPSS can be seen in the table below

Table 1. Result of statistics

Statistics		Results
N		Valid 8 Missing 1
Mean		86.88
Std. Error of Mean		.718
Median		86.50
Std. Deviation		2.031
Variance		4.125
Range		6
Minimum		84
Maximum		90
Sum		695
Percentiles	25	85.25
	50	86.50
	75	88.75

Table 1 shows the results of the response scores of 20 students regarding the application of entrepreneurship education in improving skills in entrepreneurship with an average value of 86.88%. This result explains 20 students have the same perception that the application of entrepreneurship education can improve student entrepreneurship skills.

Based on the analysis of the data that has been obtained, it can be seen that this entrepreneurship education can significantly improve entrepreneurial skills. Which of course will be able to help students in building entrepreneurship. Nationally, the implementation of entrepreneurship education in tertiary institutions is carried out in stages and continuously. Entrepreneurship education in higher education has recently been studied on various occasions either through discussions, seminars, workshops (Panwar Seth, 2020).

Entrepreneurial skills are very important for someone in starting a new business. Skill is also a person's ability to do work then skills are knowledge or abilities that underlie someone in starting a business (Sinaga, 2022). According to Chang and Rieple (2018) suggests that there are four dimensions of entrepreneurial skills including: a. Technical skills A number of successful entrepreneurs have competence in managing operations, beyond the basic production of products, including the ability to manage supply chains about new technologies and have knowledge b. Management skills These skills include planning and organizing, identifying customers and distribution channels, managing resources and the ability to set up the right place and structure of control systems. These skills include high-level skills, such as finding solutions to problems and the ability to deal with employees effectively. c. Entrepreneurship skills These skills include business planning, sensitivity to opportunities, analysis of the business environment and the ability to access external expertise. d. Personal maturity skills These skills include self-awareness, the ability to reflect on what happened, identify and correct weaknesses, take responsibility for solving problems and the ability to come up with solutions.

CONCLUSION

Based on the data analysis that has been done, it can be concluded that the application of entrepreneurship education can improve student entrepreneurship skills. Then there is an increase in the results of previous studies. Then skills in entrepreneurship are very important for someone in starting a new business. Skill is also a person's ability to do work then skills are the knowledge or abilities that underlie someone in starting a business.

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