

# The Effect Entrepreneurship Education and Training to Interest in Students Entrepreneurship of Faculty Economics Islamic University of North Sumatra Medan

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Abstract: This study aim is to find out how much influence of entrepreneurship education, training on student entrepreneurship interest in the Faculty of Economics UISU Medan. This research uses causal method through observation, using multiple linear regression analysis, normality test, hetero-cedasticity and multi co-linearity by using partial hypothesis test (t-Test), simultaneous hypothesis test (f-Test) and test of determination (R<sup>2</sup>). The results of this study indicate that education has a positive and no significant effect. For the training variables, they have a positive and significant impact on student entrepreneurship interest in the faculty of Economics UISU Medan.

## 1 INTRODUCTION

Unemployment becomes a serious problem in Indonesia that is still difficult to overcome. The government program to reduce unemployment has not been able to significantly reduce the unemployment. The reason is that the large population and growing population are not accompanied by increased employment. By 2016, open unemployment according to the highest education is still high. It can be said that unemployment is happening to the educated population.

The datataken from [www.bps.go.id](http://www.bps.go.id) accessed on 13th December 2017 (Primary education completed in 2016 1.787.863 people, junior secondary school at 1,237,248 people, general high school 1.439.345 people, vocational high school 1,239,665 soul, Diploma I, II, III/ Academy 23,104 people, at the university level 652.478 people, shows that the overall number of high open unemployment rate in 2016 is 5,240,774 people.

An undergraduate educated unemployment rate is also feared that they will continue to increase if college as an undergraduate printing institution does not have the ability to lead learners. The low motivation in entrepreneurship of the young generation in Indonesia is now being a serious duty of various parties, both government, education,

industry, and society. This phenomenon further adds to the burden of the government in reducing the unemployment.

One solution to overcome unemployment in Indonesia is to create entrepreneurship. They will assist the government in creating new jobswith entrepreneurship. Entrepreneurs contribute the state economy through resulting tax. Entrepreneur can be started through entrepreneurship Education taught in college, but it will be faster if entrepreneurship education begins to be applied from families, communities and educational institutions. Basically, the training can be used as a bridge for people to a better life. Entrepreneurship education is expected to generate entrepreneurial spirit, self-reliance, work and develop national economy (Jamal Ma'mur Asmani, 2011).

Entrepreneurship training is also expected to create creative entrepreneurs who can create jobs and can help reduce unending unemployment.

Entrepreneurship education not only provides a theoretical foundation on the concept of entrepreneurship but shapes the attitudes, behavior, and mindset of an entrepreneur. It is a capital investment to prepare students in starting a new business through the integration of essential experience, skills and knowledge to develop and expand a business.

The younger generation is the main target of the Entrepreneurship education program. Various efforts are made to cultivate the spirit of entrepreneurship, especially by changing the mindset of the young generation who has been interested only as job seekers (job seeker) when they later finish their lecture. Supporting training for after-education of entrepreneurship has not been done by many universities. In this case; students in non-educational colleges are also required to receive entrepreneurial training in detail and thoroughly. Entrepreneurship training will encourage students to start recognizing and opening up businesses. Looking at the phenomenon occurs, the educated labor force college graduates are increasing in number every year. The average student has not planned a job after graduating from college.

Faculty of Economics of Islamic University of North Sumatera Medan provides entrepreneurship education and also implements entrepreneurship training where education is given for half semesters and half semesters is continued with entrepreneurship training and is included in the curriculum requiring Faculty of Economics students to continue their education with entrepreneurship training. The course is applied in the form of theory and practice of entrepreneurship. Theory of entrepreneurship is given in the classroom before the student plunges into entrepreneurship, whereas the practical work through the Students' Creativity Unit of Economic faculty of UISU is managed by the lecturers of entrepreneurship courses and senior students or alumni who had previously plunged into the business world and in accordance with his group of business beginner students.

The initial motivation of students in implementing entrepreneurship is because they want to get the value and fulfill the requirement of the lecture, so the interest of entrepreneurship is still low. Some students are also still afraid to jump in the field of entrepreneurship because they do not have the skills in managing the business and overshadowed the risk of non-success or loss. If students know the benefits of entrepreneurship, that is they can create jobs for others and generate a large income from an employee.

In the thesis of Mira (Mira,2015), the results show the existence of social benefits of the results of entrepreneurship training, among others: develop interaction, create communication networks, and develop personal growth, while the economic benefits of entrepreneurship training results include: increase productivity, get new jobs, gain entrepreneurial network, and increase revenue.

Benefits of the learning process include: gaining new knowledge, improving decision making, improving the performance of citizens learning, increasing independence, acquiring new skills, improving skills. Constraints faced by citizens to learn in getting these benefits are: internal factors are the mindset of the community itself and external factors is from capital and marketing.

Adhitama research results (Adhitama,2014) showed that: (1) there is a positive effect of income expectations on entrepreneurship interest. This means that higher income will increase the interest of entrepreneurship. (2) There is a positive influence of family environment on entrepreneurship interest. This means that increasingly support the family environment will increase the interest of entrepreneurship. (3) There is positive influence of entrepreneurship education on entrepreneurship interest. It means that the better the entrepreneurship education will increase the interest of entrepreneurship.

Therefore, the research questions in this research are:

1. How does effect of education in students entrepreneurship interest at the faculty of economics UISU Medan
2. How does effect of training in students entrepreneurship interest at the faculty of economics UISU Medan
3. How does effect education and training in students entrepreneurship at the faculty of economics UISU Medan.

Based on the research question above, the researches might draw their research hypothesis as follows:

1. There is a significant effect of education on the interest of entrepreneurship students at the faculty of economics UISU Medan.
2. There is a significant effect of training on the interest of entrepreneurship students at the faculty of economics UISU Medan.
3. There is a significant effect of education and training on the interest of entrepreneurship students at the faculty of economics UISU Medan.

## 2 LITERATURE REVIEW

Suryana (Suryana, 2013, p. 24) stated that "entrepreneurship is the creative and innovative ability that is used as the basis, the tips, and the resources to look for opportunities for success". The essence of entrepreneurship is the ability to create

something new and different through creative thinking and innovative action to create opportunities.

The additional value gained and the well-being that has been achieved can continue to encourage people to create something new and different. As explained by Zimmerer (Kasmir, 2011, p. 20) that "entrepreneurship is a process of applying creativity and innovation in solving problems and finding opportunities to improve lives (business)

Based on these opinions, it is concluded that entrepreneurship is the ability to create something new and different through creative thinking and innovative action to create opportunities. Creating something creative and innovative means that in its creation it is packaged in such a way that the creation of new and different ideas is different from what has been done. This is certainly not independent of the risks that will be obtained in order to get a big advantage.

According to Stiggins (Ikbal, 2011, p. 12) states that interest is one dimension of the affective aspect that plays a role in one's life. The affective aspect is the aspect that identifies the emotional dimensions of emotional awareness, disposition, and will that affect one's thoughts and actions.

According to Croline Wangeci Njoroge & James M. Gathungu in International Journal of Education and Research Vol. 1 No. September 9, 2013 has 6th entitled "The Effect of Entrepreneurial Education and Training on Small and Medium Size Enterprise in Githunguri District-Kenya by stating that: "Enterprise training - can be defined as planned and systematic effort to modify or develop knowledge, skills etc. Through learning experiences, we can achieve effective performance in an activity or range of activities".

Entrepreneurship education is a weapon of destruction of unemployment and poverty, and is the ladder to the dream of every society to be financially independent, have the ability to build the prosperity of individuals, as well as to build the welfare of society (Jamal Ma'mur Asmani, 2011). The Government has issued the Presidential Instruction No. 4 of 1995 on the National Movement of Socializing and Entrepreneurship. This directive mandates the entire Indonesian community and nation to develop entrepreneurial programs. The number of entrepreneurs is one of the supporters of the national economy so should be strived to be improved continuously.

## 2 METHODOLOGY

### 2.1 Research Design

The population in this study are students who already have the characteristics that have received entrepreneurship education and entrepreneurship training as many as 73 people and this type of research is causal associative for analyzing causality or causally.

### 2.2 Instrument

The regression analysis to be used in this study is multiple regression analysis or multiple linear regressions. This is because the independent variables that exist in this study only amounted to two variables. While to know the coefficient of regression or influence of variable X1 and X2 which is free variable to (Y) is used multiple linear regression with equation done by using help from SPSS Software version 20.

$$Y = \alpha + b_1X_1 + b_2X_2 + \varepsilon \quad (1)$$

Y = Interest Entrepreneur

$\alpha$  = constants

$b_1$  = regression coefficient

$b_2$  = regression coefficient

X = Education

X<sub>2</sub> = Training

$\varepsilon$  = Standard Error

### 2.3 Data Collection and Analysis

From the data collected after conducted research and data collection through questionnaire in the form of questionnaire, then obtained data about the effect of education and training on entrepreneurship interest in the faculty of economics of UISU Medan.

Tabel 1: The identity of respondents by department.

No	sex	sample	percentage (%)
1	Accounting	43	58.9
2	Management	30	41.1
<b>Total</b>		<b>73</b>	<b>100</b>

Table 2: Frequency distribution of entrepreneurship education variables.

NO	Interval	frequency	Frequency (%)	Cumulative (%)
1	40-42	5	6,9	6,8
2	43-45	9	12,3	149,1
3	46-48	19	26,02	45,12
4	49-51	25	34,24	79,36
5	52-54	14	19,2	98,56
6	55-57	1	1,4	100

Table 3: Frequency distribution of entrepreneurship training variables.

No	Interval	frequency	Frequency (%)	Cumulative (%)
1	40-42	9	12,3	12,3
2	43-45	10	13,7	26
3	46-48	18	24,7	50,7
4	49-51	16	21,9	72,6
5	52-54	12	16,4	89
6	55-57	8	11	100

Table 4: Frequency distribution of students interest in entrepreneurship.

No	Interval	Frekuensi	Frekuensi (%)	Kumulatif (%)
1	42-44	1	1,4	1,4
2	45-47	7	9,6	11
3	48-50	4	5,5	16,4
4	51-53	17	23,3	39,7
5	54-56	17	23,3	63
6	57-59	16	21,9	84,9
7	60-62	7	9,6	94,5
8	63-65	4	5,5	100

### 2.4 Data Normality Test

Data normality test is utilized to see the distribution of data. In other words, it is know that the data are normally distributed. To see the chart of the normal distribution of the data, the researcher adopts the method of normal probability plots in testing the data for both groups. The followings are the charts that show the normal distribution of the data of The Effect Entrepreneurship Education and Training to Interest in Students Entrepreneurship of Faculty Economics University Islam of North Sumatra Medan.

Normal P-P Plot of Regression Standardized Residual

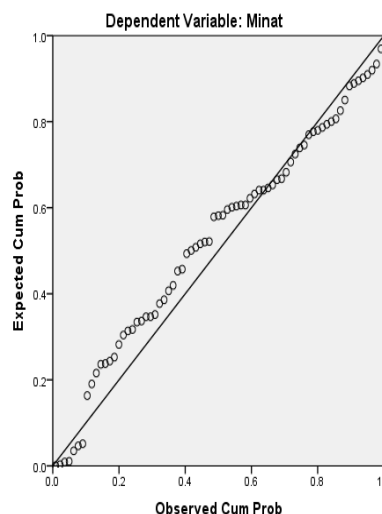


Figure 1: Chart of data distribution (Normal Probability Plots)

## 3 ANALYSIS

### 3.1 Multiple Linear Regression Test

Creation of multiple regression equations can be done by interpreting the numbers in nonstandardized coefficient beta. Here is the result of SPSS test table version 20 with independent variables of entrepreneurship education and training on entrepreneurship interest.

Table 5: Coefficient.

Model	Nonstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	21.616	6.254		3.456	.002	9.142	34.090
1 Education	.166	.298	.127	.558	.579	-.428	.760
1 Training	.517	.228	.515	2.261	.041	..061	.972

a. Dependent Variable: Interest

Based on the results of data if it can be compiled multiple regression equation as follows:  
 $Y = 21.616 + 0.166X_1 + 0.517X_2$  (1)

From the regression equation above it can be interpreted several things, among others:

1. The value of the constant of the above equation is 21.616. The figure shows the level of entrepreneurship interest if the level of education and training is ignored.
2. Variable Entrepreneurship education has a regression coefficient value of 0.166. The value of positive coefficient shows the positive relationship of Education to entrepreneur interest. This means that even though small education to cultivate interest in entrepreneurship faculty of economics of UISU, this seen 0.166 results with the assumption that other independent variables are constant
3. Training Variables have coefficient value of 0.517. It also shows the positive relationship of training to entrepreneurship interests. It can be concluded that if the training is given then the student entrepreneur interest will increase by the coefficient of 0.517 with the assumption that the other independent variable is considered constant.
4. Of the two values between the variables of Education and Training there are differences in which the variables of Training have greater influence on entrepreneurship interest than entrepreneurship education that has minus value is indicated if the faculty of economics only apply entrepreneurship education only through the theories then the interest of entrepreneurship students is not at all but if the training is given the interest of entrepreneurship students to be high this is because training provides soft skills students know in detail for business products that will be managed.

### 3.2 Determination Coefficient Test

Tabel 5: Coefficient of Determinant.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.634 <sup>a</sup>	.402	.385	3.49034

a. Predictors: (Constant), Training, Education

b. Dependent Variable: Interests

Source: Processed using SPSS V20

Test the coefficient of determination to find out how closely the influence of entrepreneurship and training education on entrepreneurship interests of students of the Faculty of Economics. Based on the results of data if using spss obtained value of

coefficient of determination R<sup>2</sup> sebesar 0.402 it shows that as much as 40,% Interest in entrepreneurship in students among the economic faculty of Islamic University of North Sumatra is influenced by the variation of the two independent variables used, namely education and training, while the rest is influenced by other factors of this study. Thus the relationship between the two variables can be said quite strong because the education is given in theory followed by practical training in giving to the students who take entrepreneurship courses in the faculty of economics.

### 3.3 F Test (Simultaneous Test)

The statistical F test basically shows whether all the independent variables included in the model have a mutual influence on the dependent variable. The results of the F Test calculation can be seen in the following table:

Table6: Simultaneous Test Results.

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	572.488	2	286.244	23.496	.000 <sup>b</sup>
Residual	852.772	70	12.182		
Total	1425.260	72			

a. Predictors: (Constant), Training, Education

b. Dependent Variable: Interests

Source: Processed using SPSS V20

From the results of regression analysis can be seen that together independent variables have a significant influence on the dependent variable. This can be proven from the value of Fcount of 23.496 is bigger than Ftable 2,73 with significance value (sig.) Of 0.000. Because the significance value (sig.) Is much less than 0.05 so that entrepreneurship education and training together have a positive and significant (sig.) Effect on entrepreneurship interest. Interest in entrepreneurship among students of the Faculty of Economics, Islamic University of North Sumatra (H3 accepted).

### 3.4 Partial Test (T Test)

The t test is performed to determine the effect of each or partially independent variable (Entrepreneurship education and training) on the dependent variable (Interest in Entrepreneurship) .is shown in the following table:

Table 7: Partial Test

Model	Nonstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	21.616	6.254		3.456	.000	9.142	34.090
Education	.166	.298	.127	.558	.579	-.428	.760
Training	.517	.228	.515	2.261	.004	-.061	.972

a. Dependent Variable: Interests

Source: Processed using SPSS V20

The influence of each variable of education and training on entrepreneurship interest can be seen from the direction of sign and level of significance (probability).

Variables of Entrepreneurship Education and Training have a positive direction. Both variables have significant effect on entrepreneurship interest because of significant value  $<0,05$ .

#### 1. Effect of Entrepreneurship Education on Interest in Entrepreneurship

The result of partial test (t test) between the variables of Entrepreneurship Education to the entrepreneurship interest variable shows the value of  $t_{count}0.558 > t_{table} 2.64$ . with a sig value of 0.579 this indicates that entrepreneurship education has a positive and no significant influence (sig.) on Interest in entrepreneurship (H1 accepted).

#### 2. The Influence of Training on Interest in Entrepreneurship

The result of partial test (t test) between the variables of Training on the entrepreneurship interest variable shows the value of  $t_{count}2.261 > t_{table} 2.64$  with sig 0.27 This shows that the training has a positive and significant effect on entrepreneurship interest (H2 accepted).

From the above explanation, it can be concluded that the variables of Entrepreneurship Education (X1) and Training (X2) have a positive and significant influence on the variables Interest in Entrepreneurship (Y). So the first and second hypothesis in this study is proven and acceptable.

## 4 CONCLUSION

Based on the discussion of the above research results, the following conclusions can be made:

Entrepreneurship education variables that have regression coefficient value 0.166 which has a positive coefficient value which means a positive relationship between entrepreneurship education to entrepreneurship interests, although no significant too high coefficient regression value. This means that there is influence between entrepreneurship educations to entrepreneurship interest in Faculty of Economics of UISU Medan.

While the training variables have a coefficient value of 0.517 which has a positive relationship and is a higher value than in entrepreneurship education which means have a big influence on entrepreneurship interest. This shows the effect of training on entrepreneurship interest in the Faculty of Economics of UISU Medan.

So entrepreneurship education and training on entrepreneurship interest in the Faculty of Economics of UISU Medan, Nevertheless in learning entrepreneurship subjects are still accompanied by training to cultivate interest in entrepreneurship among students to be higher that the impact to realize the students who are creative and have a selling value high and can compete in the Era of Globalization.

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