

Interest in Students' Entrepreneurship Building Engineering Education Program

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Abstract

The purpose of this study to determine the interest in entrepreneurship and factors inhibiting entrepreneurship for students. The study was conducted on Education courses State University Of Medan Building Engineering, Faculty of Engineering in 2019. The research method is a method of ex post facto. The sampling technique is purposive random sampling and using Taro Yamane formula. Sample of 118 students who have attended entrepreneurship courses. The instrument used was a closed questionnaire Likert scale with a reliability coefficient of 0.90 and for the deepening of the data used an open questionnaire. The data analysis technique used descriptive statistics. Results found is the tendency of student interest in entrepreneurship Building Engineering Education courses classified as high category (66%), and 2.54% of the students have entrepreneurship. The high interest in entrepreneurship students also reflected on the desire of students to start college entrepreneurship (20.34%). Nevertheless, interest in entrepreneurship students of Building Engineering Education will remain a concern professors and functionaries in the Faculty of Engineering make efforts to increase student interest in entrepreneurship because there is still a 34% student interest in entrepreneurship classified as a low category. The results of this study are very beneficial to universities and professors to improve the quality of teaching entrepreneurship courses.

Keywords: interest; entrepreneurship; students

A. INTRODUCTION

One mission of the Faculty of the Engineering University of Medan is for students to develop an entrepreneurial culture, produce graduates capable of entrepreneurship. To achieve this mission, curriculum development in FT UNIMED requires all study programs serving entrepreneurship courses, which must be followed by the student. Zimmerer (2002) describes factors that can encourage the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education. According to Lestari and Wijaya (2012), entrepreneurship education can shape the mindset, attitudes, and behaviors to

become an entrepreneur. In Indonesia, the role of universities to encourage the growth of entrepreneurship stipulated in Government Regulation No. 17 the Year 2010 on the Management and Delivery of Education, in article 84 paragraph (2) confirmed the higher education goal is to form a human being critical, creative, innovative, self-contained, self-confident and entrepreneurial. In a related case, Susilaningsih (2015) describes the importance of entrepreneurship education for all professions generated by universities, because of the difficulty of finding employment after graduation. If noted, the number of job seekers is not comparable to the jobs available, so that the graduates more expected as the creator of the work (job

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creators), which can reduce the unemployment rate. Siswandi (2013) suggests there are three options which will be entered by graduates, namely: (1) as civil servants and private; (2) became unemployed intellectuals; and (3) opened his own business by their competence. Building Engineering Education courses as one of the courses in the FT UNIMED directing education that produce graduates become entrepreneurs. Sitanggang and Luthan (2019) describing it clear that entrepreneurship is entrepreneurial furniture most suitable for graduates of Building Engineering Education courses because entrepreneurship furniture is closely related to vocational education that occupied during the lecture. and 3) opened his own business under their competence. Building Engineering Education courses as one of the courses in the FT UNIMED directing education that produce graduates become entrepreneurs. Sitanggang and Luthan (2019) describing it clear that entrepreneurship is entrepreneurial furniture most suitable for graduates of Building Engineering Education courses because entrepreneurship furniture is closely related to vocational education that occupied during the lecture. and 3) opened his own business in by their competence. Building Engineering Education courses as one of the courses in the Faculty of Technics in the State University of Medan directing education that produce graduates become entrepreneurs. Sitanggang and Luthan (2019) describing it clear that entrepreneurship is entrepreneurial furniture most suitable for graduates of Building Engineering Education courses because entrepreneurship furniture is closely related to vocational education that occupied during the lecture.

Therefore, the efforts of Building Engineering Education courses are implementing the entrepreneurial learning model that can appeal to students to entrepreneurship. The learning model is meant the entrepreneurial approach, which invites students to more actively develop the ideas in the learning process. This approach can shape students to be entrepreneurial and

innovative corporate entrepreneurs who behave in a problem-solving, readiness for change, confident and creative. The phenomenon of corporate entrepreneurship is not focused on entrepreneurial learning, but also motivates students to reflect itself can act as an entrepreneur and shape the character of leadership, responsibility, morale and have creativity and innovation high. Model of entrepreneurship education in the study program of Technical Education Building starts by instilling the mental attitude to entrepreneurship, develop creative and innovative ideas that can be contained in a business plan, through the model of Business Model Canvas (BMC), and further realized through proposal writing Creativity Program Community Enterprise (PKM-K), the Indonesian Student Business Competition (KBMI) and the Student Entrepreneurial Program (PMW), organized by the Director-General of Education and Student Affairs (DG Belmawa), as well as the student's participation in the program PPUPIK in Furniture Business Unit, Faculty of Engineering.

The method used in Building Engineering Education courses is to increase the attractiveness of the students to become entrepreneurs and corporate entrepreneur, a student extrinsic factors. While the interest in entrepreneurship as a factor intrinsic factors determine the choice of students to become entrepreneurs after graduation. In general, a person's interest arises because of the appeal from the outside and one's heart (Dalyono, 2012). Class entrepreneurship can generate student interest in entrepreneurship, because the interest is not brought somebody from birth, but is acquired from the course of his life. In a related case, (Djamarah 2011; Slameto, 2013) explains that interest is the acceptance of a relationship between myself with something outside of yourself. The stronger or near such relations will be even greater interest. Sary (2015) expressed interest in is the power of the person, but it looks from the outside as gestures, its function is closely linked to thoughts and feelings. Djaali (2014)

concluded that the interest in having elements of affection, of consciousness to value options, the deployment of feeling, selection, and fellow feeling.

Based on the above, it can be concluded that a person's interest is closely associated with feelings, such as: like it or not, happy or not happy, want or do not want, and attracted or not attracted to an object. Desire entrepreneurship influenced by information and entrepreneurship training received by a person. This was disclosed by Gerry, Marques, and Nogueira 2008 in its findings that significant entrepreneurial training Information and its influence on the interest and motivation in entrepreneurship. Therefore, interest in entrepreneurship is the desire for someone to be an entrepreneur. The Strong entrepreneurial desire of a person would try to make it happen.

Sitanggang and Luthan (2019) describe entrepreneurship as a person's ability to apply new ideas to develop or modify a product as a result of innovation and creation so that the product will increase in value. In addition to entrepreneurship education, family factors also strongly encourage students to entrepreneurship. Herdiman (2008) describes the family as the first neighborhood that can foster entrepreneurial mental, family entrepreneurship will be a role model and foster goodwill for the child to follow in the footsteps of parents. Galloway, Kelly, and Keogh 2006 stating the reason one wishes to entrepreneurship is due to meet the necessities of life, talent, environment, business offspring of parents, circumstances force because of the leadership baton.

B. IMPLEMENTATION AND METHODS

The study was conducted in 2019 in Building Engineering Education courses FT UNIMED. The method used in this research is ex post facto. The instrument used was a questionnaire enclosed with a Likert scale and open questionnaire. The Enclosed questionnaire used trend data capture student interest in entrepreneurship, while an open questionnaire used to capture student opinion

data on student plans start entrepreneurship and inhibiting factors for students to entrepreneurship. Entrepreneurship interest instrument reliability coefficient of 0.90. The sampling technique is purposive random sampling. The samples used in the formula of Taro Yamane Riduwan and Kuncoro (2008), namely: $n = N / N.d2 + 1$; n = number of samples; N = Number of population; $d2$ = Precision (5%). After calculation, the sample amounted to 118 150 students who have attended the lectures of the National Qualifications Framework-based entrepreneurship Indonesia (KKNI). The Data analysis technique uses Descriptive analysis techniques (Sarwono, 2006).

C. RESULT AND DISCUSSION

Based on research results using the enclosed questionnaire, interest in entrepreneurship from students of Building Engineering Education FT UNIMED, obtained the lowest score 61, highest score 118, arithmetic mean (Mean) 92.31, standard deviation (standard deviation) 11.66. Ideal highest score of 150, the lowest score ideal of 30, the average score ideal of 90 and a standard deviation of 20. ideal Summary results of descriptive statistical analysis student interest in entrepreneurship Building Engineering Education courses are presented in Table 1.

Table 1. Descriptive Statistics Summary of Analysis Results Interest Student Entrepreneurship Program Building Engineering Education

		Interest in Entrepreneurship
N	Valid	118
Mean		92.31
Std. deviation		11.66
Minimum		61
Maximum		118
Minimum Ideal		30
Maximum Ideal		150
Mean Ideal		90
Std. Dev. Ideal		20

The detailed results of descriptive analysis related to the selected statement answers the respondents, can be seen a

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summary of the data frequency distribution analysis student interest in entrepreneurship Building Engineering Education courses are presented in Table 2.

Table 2. Variable Frequency Distribution of Interests of Entrepreneurship Student Education Program Building Techniques

Class	Interval Grade	f	f _{rel} (%)	f _{cum} (%)
1	57.31-68.97	4	3.39	3.39
2	68.98-80.64	16	13.56	16.95
3	80.65-92.31	39	33.05	50.00
4	92.31-103.97	36	30.51	80.51
5	103.98-115.64	21	17.80	98.31
6	115.65-127.31	2	1.69	100
Total		118	100.00	

Summary grouping of data grouped into four categories, which are very high, high, low, and very low. With guided by criteria, showed a tendency variable interest in entrepreneurship student of Technical Education Building is shown in Table 3.

Table 3. Levels of Entrepreneurship Student Interests Trends Building Engineering Education Program

Class	Interval Grade	f	f _{rel} (%)	Category
1	120-150	0	0	Very high
2	90-119.50	78	66	High
3	60-89.50	40	34	Low
4	30-59.50	0	0	Very low
Total		118	100	

Based on Table 3 it can be concluded that the level of student interest in entrepreneurship tendency Education courses Building Engineering relatively high category. However, there is still a 34% interest in entrepreneurship students of Technical Education Building tend classified category. This gives a hint that it is still necessary efforts to improve student interest in entrepreneurship of the faculty in each college. In Class Implementation Plan (RPP), the lecturer includes material in the RPP, entrepreneurship students what can be done following the subjects that nurtured. For example, on wooden practice lectures, students can be directed to entrepreneurship in the field of furniture (furniture) which starts from the utilization of waste wood or bark into accessories. Subjects in group building construction can be directed to

entrepreneurship in the field of construction services. In particular, the efforts of caregivers professor of entrepreneurship courses increase student interest in entrepreneurship should be more operational, by way of reinforcement materials business planning (business plan), making proposals entrepreneurship, and encourage student entrepreneurship competition, such as the Entrepreneurship Student Creativity Program (PKM-K) and the Indonesian Student Business Competition (KBMI).

From some research findings, it is known that entrepreneurship lectures affect an interest in entrepreneurship. Ramadhani and Nurnida (2017) found that the subjects of entrepreneurship which consist of material that was submitted to and delivery of a material that is conveyed affect the interest in entrepreneurship amounted to 58.20% for students of Business Administration Faculty of Communication and Business, University of Telkom. In a related finding, Fahmi and Amanda (2017) also found that interest in entrepreneurship students of the Department of Management Propagation is affected by entrepreneurship courses by 15%. This finding is supported by Rosmiati, Junias, and Munawar (2015) which explains his findings that, for students who have not received entrepreneurship courses, it turns out the attitude and motivation does not affect the interest in entrepreneurship Kupang State Polytechnic students. Therefore it can be concluded that entrepreneurship lectures positive effect on student interest in entrepreneurship.

Based on the results of the deepening of using an open questionnaire, obtained some opinions that describe the interest in entrepreneurship student of Technical Education Building. Summary data obtained are presented in Table 4. Based on the data obtained Table 4 student of Technical Education building has been self-employed as many as 3 or 2.54%. All three students have a different business to business experience for less than 2 years. one-person businessman coffee shop with a turnover of approximately

Rp. 6.000.000,- per month; one-person businessman digital printing with a turnover of approximately Rp. 8.000.000,- per month; and one person entrepreneurs online stores with a turnover of approximately Rp. 5.000.000,- per month. Furthermore, students who declare themselves to be self-employed college amounted to 24 people or 20.34%. The majority of college students who are choosing self-employment online store, because this business is very likely to earn current income and relatively suitable for students. Furthermore, students who are interested in entrepreneurship after graduation are 85 people or 72.04%. From the search results further, their majority will be self-employed in construction services, business furniture, and open an online store. While students who are not interested in entrepreneurship amounted to 6 or 5.08%.

Table 4. Summary of Data Students Have Entrepreneurship Building Engineering Education Program

No.	Commentary	f	f _{rel} (%)	f _{cum} (%)
1	Entrepreneurship has now	3	2,54	2,54
2	Would entrepreneurship in college	24	20.34	22.88
3	Entrepreneurship after graduation	85	72.04	94.92
4	Not interested in entrepreneurship amount	6	5.08	100
		118	100.00	

The results of further research, obtain student opinion about the inhibiting factors experienced by students Building Engineering Education courses are not self-employed. Based on the findings, there are 11 factors inhibiting entrepreneurship students do not, namely: (1) there has been no venture capital; (2) do not have the skills; (3) lack of confidence; (4) fear of failure; (5) lack of relation; (6) lack of experience; (7) does not have the courage to start a business; (8) less management time; (9) are less able to communicate; (10) prestige offers products; and (11) is busy completing tasks lectures. If noted, these findings support the research

findings Kadarsih, Susilaningsih, and Sumaryati (2013) who found there are 7 factors that affect student interest in entrepreneurship education study programs Economics, University of March, namely: (1) self-efficacy factor; (2) factors freedom to work; (3) factors visionary; (4) The membership factor; (5) the availability of capital and social environment; (6) contextual factors; and (7) the factors perceptions of entrepreneurs figure. Meanwhile, according to Mahanani and Sari (2018), three factors that affect the interest in entrepreneurship students of Faculty of Economics, University of Persada Indonesia, namely: (1) motivation; (2) creativity; and (3) innovation.

D. CLOSING

Conclusion

Based on the results and discussion can be concluded that the trend of interest in entrepreneurship student of Technical Education Building classified as high category (66%), and 2.54% of the students have entrepreneurship. The high interest in entrepreneurship students also reflected on the desire of students to start college entrepreneurship (20.34%). Nevertheless, interest in entrepreneurship students of Building Engineering Education will remain a concern professors and functionaries in the Faculty of Engineering make efforts to increase student interest in entrepreneurship since there are 34% of the students' interest in entrepreneurship relatively low category.

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