

Entrepreneurship laboratory-based learning to increase students' interest in entrepreneurship

Irmadatus Sholekhah^{1*}, Setyabudi Indartono², Erna Fitriana³

¹Department of Economics Education, Universitas Negeri Yogyakarta, Jalan Colombo 1, Yogyakarta, Indonesia

²Departement of Management, Universitas Negeri Yogyakarta, Jalan Colombo 1, Yogyakarta, Indonesia

³Department of Accounting, Universitas Negeri Yogyakarta, Jalan Colombo 1, Yogyakarta, Indonesia

*Corresponding author: irmadatus13.2017@student.uny.ac.id

Abstract

The aim of this study was to determine the effect of entrepreneurship laboratories (UNY Plaza) on the students' interest. The research was conducted at the Faculty of Economics, Universitas Negeri Yogyakarta. The questionnaire was used as a data collection tool distributed to 240 respondents. The results showed that the value of t count of 3.489 and t table of 1.6 means $t_{count} > t_{table}$. Then this study succeeded in proving the hypothesis which states that the UNY Plaza entrepreneurial laboratory has a positive effect on the interest of entrepreneurial students of the Faculty of Economics, University of Yogyakarta. Based on the analysis results, 29.6 percent of students' interest in entrepreneurship is explained by entrepreneurial laboratory variables, while 70.4 percent are explained by other factors that are not the focus of research.

Keywords: laboratory of entrepreneurship; students' interest; UNY Plaza

Introduction

Entrepreneurial programs have been developed to deal with problems related to unemployment (Prasetyo, 2009). In the education, entrepreneurial learning is a concept of science that is always instilled (Alimudin, 2015) thus their graduates can create new jobs rather than look for jobs. This can be seen from the application of entrepreneurial learning at various levels of education, ranging from basic to higher education (Wibowo, 2012; Kurniawan, 2014; Hermina, Novieyana, & Zain, 2013).

Entrepreneurship education has also been a favorite research topic. The studies were mostly conducted in Europe and United Kingdom (Blenker et al., 2014). In the Southeast Asia, Malaysia was the pioneer in the entrepreneurship education by stressing in the high-tech which boosted its economy (Mason, 2014). Recently, researches related to this topic has also been increasing in developing countries, including Indonesia (Desai, 2011).

Despite of the increasing numbers of its studies, most entrepreneurship education programs used lectures and seminars. These programs were not suitable for entrepreneurship education which prefer coaching and networking (Küttim, Kallaste, Venesaar, & Kiis, 2014). Neck & Corbett (2018) suggested the educators focused more on andragogy than pedagogy; therefore, they should facilitate learning, rather than transmit knowledge, to the students. The course in entrepreneurship had to increase students' skills (Graevenitz et al., 2010). The

entrepreneurship process was an integrative framework of the entrepreneur, the resources, the concept, the organizational context and the environment (Kuratko, Morris, & Schindehutte, 2015) which its result could not be gained in a short time (Raposo & Paço, 2011). Moreover, the process was also affected by intrinsic and extrinsic motivation (Hytti, Stenholm, Heinonen, & Seikkula-Leino, 2010), including students' interest.

Interest is a thing that can be expressed through a statement that shows that someone likes something more than anything else (Slameto, 2003). Interest can also be manifested through participation in an activity. Someone who has an interest in a particular subject tends to give more attention to the subject (Desy, 2001). On the same concept, interest associated with entrepreneurship means the interest in entrepreneurship which is a shift in entrepreneurship because of the feeling of liking and the desire to learn, know, and prove more about the concept of entrepreneurship (Yusuf, Natsir, & Cornelius, 2017). The interest in entrepreneurship arises because of the knowledge and information about entrepreneurship, followed by direct participation in seeking experience. In the end, the experience turned to feeling happy and the desire to be involved in risk-taking activities to run a business or business (Hasbi & Arda, 2016).

Entrepreneurial interests are not taken for granted, but are trained and developed. The development of entrepreneurial spirit has become a work program for universities throughout Indonesia (Achmad & Putra, 2017; Sulistyowati, Utomo, & Sugeng, 2016; Syaifudin & Sagoro, 2017). However, students' interest has never been considered in preparing the program. Thus, in this study, we focused on the entrepreneurship laboratory-based learning to increase students' interest.

Materials and Methods

We conducted this quantitative research at the entrepreneurship laboratories (UNY Plaza) of the Faculty of Economics, Universitas Negeri Yogyakarta. The Entrepreneurship Laboratory of UNY was officially established in 2016 which is a forum for entrepreneurship learning for all students. In 2017 the laboratory was renamed UNY Plaza. The function of UNY Plaza is to facilitate and accommodate all forms of creativity of students who have businesses to develop their business. This UNY Plaza consists of several book stores, banks, fashion technology stands, sports and food courts.

This research is a survey research conducted to determine the effect of entrepreneurial laboratories (UNY Plaza) on students' interest. The hypotheses in the study were:

Ho : There is no influence of the UNY Plaza entrepreneurial laboratory on the interest of entrepreneurial students of the Faculty of Economics, University of Yogyakarta.

Ha : There is the influence of the UNY Plaza entrepreneurial laboratory on the interest of entrepreneurial students of the Faculty of Economics, University of Yogyakarta.

Proportional Random Sampling technique was used with the number on samples following Slovin’s formula:

$$\frac{N}{1 + N(e)^2}$$

Description:

n = sample size

N = population size

e = percentage allowance for inaccuracy due to sampling errors

Out of 598 students of the Faculty of Economics, Universitas Negeri Yogyakarta, we calculated the number of sample were 240 students. We distributed open and closed questionnaires to the samples. As for the closed questionnaire we adopted Likert scale with alternative answers "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree".

Students’ interest was analyzed using ideal criteria, namely ideal mean and ideal standard deviation, by the following formula:

$$Mi = \frac{1}{2} (ST+SR)$$

$$Sdi = \frac{1}{6} (ST-SR)$$

Description:

Mi = ideal mean

Sdi = ideal standard deviation

ST = highest score

SR = lowest score

Highest ideal score and lowest ideal score obtained from the sum of variable scores.

The lowest score for each question was 1 and the highest score was 4. It was then categorized based on Table 1. All statistical calculation was performed by SPSS version 20.

Table 1. Calculation of Ideal Mean and Deviation Standard

No.	Category	Criteria
1	Very High	$>Mi + (1.5 \times SDi)$
2	High	$Mi - Mi + (1.5 \times SDi)$
3	Low	$Mi - (1.5 \times SDi)$
4	Very Low	$<Mi - (1.5 \times SDi)$

Results and Discussion

The instrument reliability test in this study using *Alpha Cronchbach* technique obtained the reliability coefficient or on the independent variable is 0.803 and 11 on the dependent variable is 0.889. Both of them show the value of $r_{11} > 0.6$ which means that the data is reliable or consistent, so the questionnaire is feasible for continued research.

The distribution of data in this study can be normal distributed data if the results obtained are greater than the significance value. Normality Test results using the *Kolmogrov-Smirnov Test* with the help of SPSS version 20 amounted to 0.217. This result is greater than the set error value of 5 percent or 0.05, so the data is normally distributed.

Linearity test using SPSS Version 20 with *Test for Linearity* obtained linearity of 0.00 for both variables. The results show that between the independent variables and dependent variables have a linear relationship because the significance is less than the level of error $0.000 < 0.05$ so that the analysis of the research can be continued.

The results of data processing show the variable equation (UNY Plaza entrepreneurship laboratory) as follows:

$$Y = 4.158 + 1.611X$$

Constants of 4.158 means that if the entrepreneurship laboratory of UNY Plaza (independent variable) is zero (0) then the interest in entrepreneurship is positive 4.158. The coefficient is positive, meaning there is a positive relationship between the UNY Plaza laboratory and the interest in entrepreneurship at the UNY FE students. The more positive the UNY Plaza laboratory, the more positive the interest of UNY FE students to become entrepreneurs. In addition, the probability value is 0.002 (< 0.05), then the regression model can be used to predict the variable dependent, namely the student's interest in entrepreneurship. Rsquare value or coefficient of determination of 29.6 percent. This means that 29.6 percent of students' interest in entrepreneurship is explained by UNY Plaza variables, while 70.4 percent is explained by other factors that are not the focus of research.

The results of the regression analysis show the value of t_{count} of 3.489. While t_{table} for $db \infty$ with a significance level of 5 percent and two-sided testing is 1.06. Then it can be seen from the results of the calculation of $t_{\text{count}} > t_{\text{table}}$ thus H_0 is rejected, meaning that there is a

significant influence between the UNY Plaza entrepreneurial laboratory towards the interest of entrepreneurial students of the Faculty of Economics, Yogyakarta State University.

The results of this study indicate that the value of t_{count} is 3.489 and t_{table} is 1.6 or $t_{\text{count}} > t_{\text{table}}$, thus this study successfully proved the hypothesis which states "the entrepreneurship college of UNY Plaza influences the interest of entrepreneurial students of FE UNY". The results of this test indicate that the existence of the UNY Plaza laboratory has a positive and significant effect on the interest in student entrepreneurship.

The existence of an entrepreneurial laboratory is influenced students' interest in entrepreneurship. Similar results also apply to students at Universitas Muhammadiyah Jember in 2015/2016 which showed that entrepreneurship laboratories have a positive partial influence on the interest in entrepreneurship (Maghfur, 2016). In addition, growing the entrepreneurial spirit of students can also be done through cooperatives as a facility in economic learning (Muzawir, Wahjoedi, & Witjaksono, 2017). Between entrepreneurship and cooperative laboratories have an influence on student interest in entrepreneurship.

Conclusion

The existence of the UNY Plaza laboratory had a significant influence on the students' interest in entrepreneurship. However, the influence of the existence of the entrepreneurial laboratory is only limited to the stage of interest not yet in the student decision of entrepreneurship. Based on the results of the analysis of the study, 29.6 percent of the interests of FE UNY students in entrepreneurship were explained by UNY Plaza laboratory variables, while 70.4 percent were explained by other factors.

References

- Achmad, N., & Putra, R. D. (2017). Faktor-Faktor yang Memotivasi Minat Mahasiswa dalam Berwirausaha Setelah Mendapatkan Materi KWU.
- Alimudin, A. (2015). Strategi pengembangan minat wirausaha melalui proses pembelajaran. *E-Jurnal Manajemen Kinerja*, 1(1), 1–13.
- Blenker, P., Elmholdt, S. T., Frederiksen, S. H., Korsgaard, S., Wagner, K., Trolle Elmholdt, S., ... Wagner, K. (2014). Methods in entrepreneurship education research: a review and integrative framework. *Education Training*, 56(8/9), 697–715. <https://doi.org/10.1108/ET-06-2014-0066>
- Desai, S. (2011). Measuring entrepreneurship in developing countries. *Entrepreneurship and Economic Development*, 94–107.

- Desy, A. (2001). *Kamus Lengkap Bahasa Indonesia*. Surabaya: Penerbit Karya Abditama.
- Graevenitz, G. Von, Harhoff, D., Weber, R., Graevenitz, G. Von, Harhoff, D., Weber, R., ...
Weber, R. (2010). The Effects of Entrepreneurship Education. *Journal of Economic Behavior and Organization*, 76(1), 90–112.
<https://doi.org/10.1016/j.jebo.2010.02.015>
- Hasbi, H., & Arda, A. (2016). Kontribusi Pengalaman Prakerin dan Bimbingan Karir terhadap Minat Berwirausaha Siswa SMK di Malang. *Prosiding*, 2(1).
- Hermi, U. N., Novieyana, S., & Zain, D. (2013). Pengaruh mata kuliah kewirausahaan terhadap minat mahasiswa menjadi wirausaha pada program studi administrasi bisnis Politeknik Negeri Pontianak.
- Hytti, U., Stenholm, P., Heinonen, J., & Seikkula-Leino, J. (2010). Perceived Learning Outcomes in Entrepreneurship Education: The Impact of Student Motivation and Team Behaviour. *Education & Training*, 52(November), 587–606.
<https://doi.org/10.1108/00400911011088935>
- Kuratko, D. F., Morris, M. H., & Schindehutte, M. (2015). Understanding the dynamics of entrepreneurship through framework approaches. *Small Business Economics*, 45(1), 1–13. <https://doi.org/10.1007/s11187-015-9627-3>
- Kurniawan, R. (2014). Pengaruh Penerapan Model Pembelajaran Teaching Factory 6 Langkah (TF-6M) dan Prestasi Belajar kewirausahaan Terhadap Minat Wirausaha. *Innovation of Vocational Technology Education*, 10(1).
- Küttim, M., Kallaste, M., Venesaar, U., & Kiis, A. (2014). Entrepreneurship education at university level and students' entrepreneurial intentions. *Procedia - Social and Behavioral Sciences*, 110, 658–668. <https://doi.org/10.1016/j.sbspro.2013.12.910>
- Mason, C. (2014). Entrepreneurship Education And Research: Emerging Trends And Concerns. *Journal of Global Entrepreneurship*, 1(1), 13–25.
- Muzawir, M., Wahjoedi, W., & Witjaksono, M. (2017). Peran Keberadaan Koperasi Siswa sebagai Laboratorium Belajar Ekonomi. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 2(2), 166–172.
- Neck, H. M., & Corbett, A. C. (2018). The Scholarship of Teaching and Learning Entrepreneurship. *Entrepreneurship Education and Pedagogy*, 1(1), 8–41.
<https://doi.org/10.1177/2515127417737286>
- Prasetyo, I. (2009). Membangun Karakter Wirausaha Melalui Pendidikan Berbasis Nilai Dalam Program Pendidikan Non Formal. *Jurnal PNFI*, 1(1), 1–12.

- Raposo, M., & Paço, A. do. (2011). Entrepreneurship education: Relationship between education. *Psicothema*, 23(3), 453–457.
- Slameto. (2003). Belajar Faktor-faktor Yang Mempengaruhinya. Jakarta: Bina Aksara.
- Sulistyowati, E. E., Utomo, S. H., & Sugeng, B. (2016). Pengaruh pendidikan kewirausahaan di lingkungan keluarga, pembelajaran kewirausahaan di sekolah, serta achievement motive terhadap minat kewirausahaan siswa sma. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 1(11), 2226–2229.
- Syaifudin, A., & Sagoro, E. M. (2017). Pengaruh Kepribadian, Lingkungan Keluarga dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa Akuntansi. *Jurnal Profita: Kajian Ilmu Akuntansi*, 5(8).
- Wibowo, M. (2012). Pembelajaran kewirausahaan dan minat wirausaha lulusan SMK. *Eksplanasi*, 6(2).
- Yusuf, M., Natsir, S., & Kornelius, Y. (2017). Pengaruh Kepribadian dan Lingkungan Keluarga terhadap Minat Berwirausaha Mahasiswa Manajemen Fakultas Ekonomi Universitas Tadulako. *Jurnal Ilmu Manajemen Universitas Tadulako*, 3(1), 244–258.