

THE EFFECT OF LEARNING OUTCOMES ENTREPRENEURSHIP COURSES AND TYPES OF WORK PARENTS ON INTEREST IN STUDENT ENTREPRENEURSHIP

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ABSTRACT

This study aims to find out 1) The effect of learning outcomes on entrepreneurship courses on the interest of student entrepreneurship 2) The effect of the type of work of parents on the interests of student entrepreneurship 3) The effect of learning outcomes on entrepreneurship courses and the type of work parents have on the interests of student entrepreneurship. This study uses a quantitative approach with multiple linear regression analysis using SPSS 23.0 software. A sample of 163 students from Unesa's economic education department who had programmed entrepreneurship courses using proportional random sampling techniques. The data collection technique was carried out using a questionnaire with a Guttman scale model. The results of the study show that 1) There are influences on the learning outcomes of entrepreneurship courses on the interests of student entrepreneurship 2) There is no influence of the type of work of parents on the interests of student entrepreneurship 3) There is a simultaneous influence between learning outcomes in entrepreneurship courses and the type of work parents have to interest in entrepreneurship student.

Keywords:

Learning Outcomes of Entrepreneurship Courses, Types of Work for Parents, Interest in Student Entrepreneurship

Received: 12 Juli 2019

Accepted: 4 Oktober 2019

Publish: November 2019

How to Cite:

Nurlaily, H. (2019). *The Effect of Learning Outcomes Entrepreneurship Courses and Types of Work Parents on Interest in Student Entrepreneurship*. *Econosains*, 17(1), P 61-69

INTRODUCTION

Data from the central statistics agency shows that the open unemployment rate based on the academy, diploma and university's latest education for 3 consecutive years has always increased. In 2016 the unemployment rate from graduates of academics, diplomas and universities amounted to 5.15% or 786 thousand, then in 2017 it rose to 5.57% or 861 thousand million and in 2018 again increased by 0.35% to 5.92% or as much as 980 thousand people. If this continues to happen, the number of unemployed people who come from the academy, diploma and university graduates will increase from year to year.

Unemployment occurs because existing employees cannot accommodate the current number of workforce, therefore if someone is able to open a business for himself and provide employment for others it will give a little positive effect to reduce the number of unemployed, to achieve this is needed One of the efforts to increase the entrepreneurial interest of the younger generation is through the provision of entrepreneurship education among students.

According to Zimerer (inFahrianta & Rahmat, 2014) that encourages the growth of the number of entrepreneurs in a country is how the role of universities to organize entrepreneurship education for students through entrepreneurship. All universities in Indonesia have set entrepreneurship as a compulsory subject that must be taken by all students, with this effort it is expected that students who have completed college education can open a business and open new jobs so that they can accommodate the number of

existing job seekers.

Surabaya State University (Unesa) is a college that has set entrepreneurship courses as compulsory courses, this effort is carried out to introduce the knowledge and concepts of entrepreneurship to students as a provision to enter the business world and career choices after graduating from college. This entrepreneurship course is expected to pave the way for students to get to know more in the world of entrepreneurship and be able to increase students' interest in the world of entrepreneurship.

Learning outcomes in entrepreneurship courses are a representation of whether entrepreneurship knowledge is able to provide teaching and grow ideas to start new business learning outcomes in the form of value obtained after students take part in a series of entrepreneurship courses and final semester examinations in the hope that if the value obtained is high, the interest in student entrepreneurship is also high. But the fact is based on observations that have been made shows that the interest of students tends to be low while student learning outcomes are high.

According to Bygrave (in Alma, 2013) one of the other factors that influence on someone's interest in the business world is sociological factors. This factor concerns the relationship with the family, the family is very instrumental in shaping the nature and character of a person. The family environment that influences the interest in entrepreneurship can be seen from what kind of work parents have. Someone who is raised by entrepreneurial parents will become successful entrepreneurs because he will have a lot of knowledge and extensive experience in the business world because he already

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* <https://doi.org/10.21009/econosains.0171.07>

knows the business world from a small age.

People who are born and grow up in entrepreneurial families will have knowledge and introduction to entrepreneurship from their parents so that a child will be motivated to follow in the footsteps of his parents. Parents who succeed in entrepreneurship on goods or services can motivate children to become entrepreneurs in the same field as her parents. However, based on observations made, most students have entrepreneurial parents, but the interest in student entrepreneurship is still low.

Based on the description, the problems that want to be studied more deeply are as follows; (1) "Does the learning outcomes of entrepreneurship courses have an influence on the interest of student entrepreneurship?" (2) "Does the type of work of parents influence the interest in student entrepreneurship?" (3) "Are the learning outcomes of entrepreneurship courses and the type of work parents share to influence the interest in student entrepreneurship?"

LITERATURE REVIEW

Learning Outcomes

The implementation of learning that has been done in a certain period is an understanding of learning outcomes. Learning Outcomes according to Purwanto (2016) is a measuring tool that is used as a benchmark to determine the extent of the authority of the material being taught. Whereas Sudjana (2010) contend that if someone has completed a learning process then he will accept the ability of new abilities obtained during the learning process. Learning outcomes address behavioral changes from changes in attitudes, knowledge, and skills from those taught. The changes

referred to are changes like development in a direction that is better than before.

The learning outcomes referred to in this study are the knowledge or skills achieved in entrepreneurship courses because of the efforts made by students. At Surabaya State University learning outcomes are values that have been configured from a scale of 0 - 100 to a scale of 0 - 4 which will then be classified according to certain criteria. The learning outcomes used are the final grades of students after completing a series of lessons obtained through the TU Department of Economic Education.

Type of Work for Parents

According to Kusumosuwidho (1999) "The type of work is the type of work that is being done or has been done by people who belong to the working class or people who are looking for work and have worked". So Job is an activity carried out by a person or group of people by expecting income or salary in return for work that has been made this income will later produce goods or services desired by a worker.

The advancement of technology and knowledge in all fields makes the type of work that exists in a society increasingly diverse. So it takes different skills, skills, abilities, and creativity to occupy it.

The type of work can be grouped into 4 quadrants, in quadrant 1 it is called a group of workers consisting of all people who work for other people both government and private, civil and military who work for the state, quadrant 2 is called a casual worker. The character of freelancers is that they like freedom of expression, perfectionism but lack delegation of other jobs, for example, doctors, lawyers, then

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quadrant 3 is called a group of investors or people who invest in a system of companies with little capital and gain multiple profits. Then the last quadrant 4 is called the business owner, they are those who have a system so that they do not demand a presence in running the system. The system of the company has been running without interfering with the owner, farmer, trader, and workshop. (Kiyosaku & Lachter, 2014)

In this study to measure the type of work parents' students used the Guttman scale with 2 alternative answers namely entrepreneurship and not entrepreneurship.

Interest in Entrepreneurship

The interest in entrepreneurship according to Wibowo (2011) is the ability to dare to develop and create new businesses to meet the needs of life with everything they have. While according to Alma (2013) the interest in entrepreneurship is an activity tendency that shows an individual is happy and interested in the entrepreneurial world.

So that it can be concluded that what is meant by entrepreneurial interest is a combination of feelings of pleasure, desire, hope, and strong will to carry out activities that lead to work choices as entrepreneurs. A student will be interested in the world of entrepreneurship if he has interesting and enjoyable experiences when entrepreneurship so he wants to always be able to be involved in entrepreneurial activities.

In this study to find out the interest in student entrepreneurship was measured by using indicators, happy with the business world, wanting to start entrepreneurship, self-esteem, opportunities, and daring to take risks with the

Guttman scale and 2 alternatives "yes" or "no" answers.

According to Alma (2013), 3 factors can trigger the growth of interest in entrepreneurship, personal, sociological, and environmental. Personal factors are factors that are related to aspects of one's personality. If someone has a desire or idea to start a new business, then he will try to find some other factors to support it.

Sociological factors are factors that involve environmental relationships, especially family relationships. Family relationships can be seen in terms of the work of parents, social status, and etc. Parents are a role model for a person, therefore whatever parents do will trigger a child's mindset to follow or not follow what parents do, including the type of work parents have, entrepreneurial parents can determine how much they are interested in the business world.

Then environmental factors are factors that concern the relationship of individuals to their environment. As exemplified by Alma (2013) in his book that there are a number of regions that have a lot of entrepreneurship which will lead to community initiatives in the area to also start a business, as exemplified in the Silicon Valley area, the United States has various kinds of entrepreneurial activities both goods and services such as transportation, sacrifice, consultants, and warehousing of these business activities grow and develop because in the silicon valley area there are many large companies that can indirectly encourage entrepreneurial activities in the area.

METHODOLOGY

The method used in this study is quantitative associative in which

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this study has the purpose of knowing the magnitude of the influence between the independent variables and the dependent variable. The population is that all 2017 economic education majors which amounts to 352 with sampling technique proportional random sampling techniques where sampling in the population in each study program will be proportioned using the calculation of the Slovin formula so that the entire population can be represented and sampling can be evenly distributed in all programs studies.

Based on calculations using the Slovin formula with an error rate of 5%, and 163 students were used as samples. Data collection technique uses documentation and research questionnaires. The questionnaire used is a list of Guttman scale statements with 2 alternatives "yes" and "no" answers and given to students of 2017 economics education majors, while the documentation is data on entrepreneurship learning outcomes of 2017 economics education students obtained through TU majors.

The data analysis technique used is multiple linear regression and hypothesis testing which is processed using the SPSS application where this technique aims to determine the magnitude of the influence of a study consisting of two or more research variables. After the regression calculation is done, it will be known the magnitude of the coefficients on each variable to know whether there is an influence between the dependent variable and the independent variable

Hypothesis testing is needed to find out whether there is an influence between each independent variable and the dependent variable so that testing is carried out with the t-test, with

the testing criteria as follows, if $\text{sig } t\text{-count} < \alpha (0.05)$ then H_0 cannot be accepted and interpreted if the variable with the dependent variable used having a partial effect, and H_0 cannot be rejected if $\text{sig } t\text{ count} > \alpha$ value (0.05) and interpreted if the variable with the dependent variable does not partially influence. (Nurhasanah, 2016)

To find out whether together the independent variable has a relationship with the dependent variable carried out by the F test. This test is done by looking at the significance table if the sig F test $< \alpha$ value (0.05) then there is a simultaneous influence between the independent variable and the bound variable while vice versa, if the sig test is $F > \text{value } (\alpha)$ then it means that there is no simultaneous influence between the independent variable and the dependent variable. (Nurhasanah, 2016)

RESULTS AND DISCUSSION

Classic Assumption Test

Normality test is carried out whether the residuals are normally distributed based on normality testing is known $p\text{-value } (0.095) > 0.05$ and explain that the data residuals are normally distributed

Multicollinearity test is used to know the correlation between variables by looking at the VIF value, based on multicollinearity testing it is known that the value of VIF $(1.001) \leq 10$ which explains that the regression model does not contain and is free from multicollinearity and there is no correlation on each variable

The heteroscedastic test in this study was carried out using a park test to obtain a significance value at $X_1 0.101 > 0.05$ alpha value and occupational type variable at $0.079 > 0.05$ alpha value

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which means that the hypothesis of heteroscedasticity in the regression model is rejected and the regression model is free from heteroscedasticity test

The linearity test is used to determine whether there is a linear relationship between the dependent variable and the independent variable, the criteria used to see the relationship of linearity are the significance values of Deviation from linearity > 0.05, based on the tests that have been known the Deviation Linearity is from linearity 0.727 more greater than 0.05, between independent variables and the dependent variable there is a linear relationship so that the linearity assumption can be fulfilled.

Analysis of the data needed to determine the magnitude of the influence between learning outcomes and the type of work of parents with interest in student entrepreneurship is multiple linear regression analysis, the following table results of linear regression analysis:

Table 1. Results of linear regression analysis output

Coefficients			
Model		Unstandardized Coefficients	
		B	Std. Error
1	(Constant)	-8,324	5,666
	Learning Outcomes	,265	,070
	Type of work	-,321	,328

Sumber: Data processed (2019)

Based on the table above the equation results are obtained as follows:

$$Y = - 8,324 + 0.265 X1 + - 0,321 X2 + e$$

The variable learning outcomes coefficient of entrepreneurship have a positif value (0.265), which means that

there is an influence between the learning outcomes of entrepreneurship courses and student entrepreneurship interests. While the coefficients of the type of work of parents have a negative value (-0.321) which means that the type of work of parents with an interest in entrepreneurship does not affect , so that any type of parental work will not affect the interest in student entrepreneurship.

Hypothesis Testing

Hypothesis testing is done by using 2 testing T-Test and F Test. T test is needed to determine whether each independent variable partially influences the dependent variable, the criteria in this test are ho unacceptable if sig t count <alpha value (0, 05) and interpreted if the variable with the dependent variable used has a partial effect, while ho is accepted when sig t count > alpha value (0.05) and is interpreted if the variable with the dependent variable does not partially influence

Tests on hypothesis 1 obtained results that show the results that sig t count (0,000) <sig. t table (0.05) so that ho is not acceptable and there is a partial influence between the learning outcomes of entrepreneurship courses with an interest in entrepreneurship.

Testing of hypothesis 2 shows the results that sig t count (0.328) > sig. t table (0.05) so that ha is rejected and there is no partial influence between the types of work of parents with an interest in entrepreneurship, which means that whatever type of work parents do does not affect students' interest in entrepreneurship.

Then the F test is needed to find out whether X1 and X2 together affect Y. This test is done by looking at the significance table

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if the sig test $F < \alpha$ value (0.05) then there is a simultaneous influence between the independent variable and the bound variable. Based on the F test, the results obtained showed the results of sig. F test (0.001) $< \alpha$ value (0.05) which means the variable learning outcomes of entrepreneurship courses and the type of work parents together are equally influential with the variable interest in entrepreneurship.

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The results of the study show that the learning outcomes of entrepreneurship courses influence with the interest in student entrepreneurship so that when students get high entrepreneurial learning outcomes, their interest in entrepreneurship is also high. This condition is following what Saiman (2009) said that interest in the world of entrepreneurship can be influenced by lecturers or educators who can provide entrepreneurship courses with people so that the knowledge delivered can trigger the growth of interest in entrepreneurship in students.

Following the research of Yulianto et al., (2015) which states that learning outcomes of entrepreneurship subjects with an interest in entrepreneurship have a strong influence relationship. then Research by Hanum (2014) states that there is a positive influence between entrepreneurship courses on the interest to become entrepreneurs.

Through the learning outcomes of entrepreneurship courses, it can be seen how much students absorb the knowledge and experience gained, knowledge and

experience can be used to analyze aspects of location, opportunity, finance, and others related to entrepreneurship.

With this ability students can create business activities for themselves so that this entrepreneurship course can trigger an increase in the number of entrepreneurs from young people, especially students at the university level, in addition to getting knowledge and knowledge about entrepreneurship students also get an understanding of behavior, attitudes, values, and entrepreneurial spirit so that interest in entrepreneurship can arise in students.

THE INFLUENCE OF THE TYPES OF WORK OF PARENTS AGAINST THE INTEREST OF STUDENT ENTREPRENEURS

The results of data analysis conducted by researchers to Unesa Economics Education students Class of 2017, it can be seen that most students have parents who are not self-employed but interest in high student entrepreneurship, so the results show that there is no influence between the type of work of parents and students. meaning that whatever type of work their parents will not affect the interest of students in the business world.

These results are not following Alma (2013) which states that the work of parents influences a person's entrepreneurship interest, the results of this study are incompatible with Hisrich (in Setyowati, 2013), that if someone has an entrepreneurial father or mother it will inspire children to become entrepreneurs like his parents. then another study conducted by Suharti (2011) said that there was an influence between the types of work of parents and students' interest in

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entrepreneurship. But the results of the research found are in accordance with the research conducted by Rozi & Solekah (2016) that between the types of work of parents with an interest in student entrepreneurship have no influence, then another study conducted by Setyowati (2013) also said that the type of work does not affect the interest in entrepreneurship, someone,.

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Based on the research process that has been done, it is known that the learning outcomes variables of entrepreneurship courses and types of work of parents simultaneously influence the interest in student entrepreneurship the magnitude of mutual influence between all independent variables with interest in entrepreneurship by 7.8% and the rest influenced by other factors. From the research conducted, it was found that most students have an interest in the high business world.

The results of the study prove that the knowledge and experience provided through entrepreneurship courses are able to encourage student interest in the world of entrepreneurship, entrepreneurship courses taught are able to guide and encourage entrepreneurial spirit so that interest in student entrepreneurship emerges in accordance with Fahrianta's research (2014) so that learning is given to the eyes Entrepreneurship lectures can be maintained and continue to be developed

The results of this study are supported by Suharti's research (2011) that there is an influence between the type of work and entrepreneurship courses on students' interest in entrepreneurship. The research results show that the interest of high student entrepreneurship in terms of the following indicators of happy feelings, the desire to start entrepreneurship, the courage to take risks, self-esteem and opportunities from the answers provided by respondents found that almost all students feel happy when studying the world of entrepreneurship and willing to start entrepreneurship soon. Therefore, it is expected that this interest in entrepreneurship can obtain support and encouragement from both the university and the family.

CONCLUSION

The learning outcomes of entrepreneurship courses partially influence the interest in entrepreneurship at the Surabaya State University Economics Education Department Class of 2017. The type of parental work does not have a partial effect on the interest in entrepreneurship in the Surabaya State University Economics Education Department Class of 2017. And together all independent variables are Learning outcomes of entrepreneurship courses and types of work parents influence with the interest in entrepreneurship in the Department of Economics Education Class of 2017, Surabaya State University.

The learning outcomes variables of entrepreneurship courses influence the interest in student entrepreneurship so that entrepreneurship courses can continue to be provided and developed by the university so that

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they can encourage the growth of student interest in the business world and start to become entrepreneurs as early as possible. The variables of the type of work of parents with an interest in entrepreneurship do not influence so that the family is expected to be able to motivate and support students to jump in and start learning the business world starting from the family environment. This assessment only uses certain factors that are considered influential, therefore there is a great expectation for researchers who want to explore entrepreneurial interests in the future to be able to see several other factors not discussed in this study.

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