**ENTREPRENEURSHIP EDUCATION TO IMPROVE THE MOTIVATION OF ENTREPRENEURSHIP**

**(CASE STUDY: STUDENTS OF COMPUTER SCIENCE FACULTY**

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**ABSTRACT**

Higher education or university was instrumental in providing motivation for students to become young entrepreneurs. Through entrepreneurship education provided in the learning process as long as they can be expected to had lectures provision for students to entrepreneurship after they complete their studies. Entrepreneurship skills possessed by students after they complete their studies, will help reduce the increase in unemployment and even increase the number of jobs. The experts explained that one of the factors driving the growth of entrepreneurship is entrepreneurship education. During this entrepreneurship education material provided is still largely theoretical, while the practice of entrepreneurship is still minimal. This is because human resources have been limited so that the motivation or desire a student entrepreneurship is still lacking. In addition to theoretical education, the practice of entrepreneurship needs to be done, so that the entrepreneurial spirit of students can be developed better. Many factors affect the willingness of entrepreneurship, one of which is opportunity. Therefore, in addition to providing entrepreneurship education colleges should act as connecting and conduit of information about opportunities for entrepreneurship. Besides providing a forum for students to implement entrepreneurship education obtained so that young entrepreneurs can produce independent and reliable.

Keyword: education, entrepreneurship, motivations

**INTRODUCTION**
Change, Innovation and progress of a nation can be induced by the presence of existing entrepreneurs in the country. Entrepreneur is someone who is able to create a business and jobs to deal with a variety of risks and uncertainties and aims to benefit by identifying opportunities and utilize the necessary resources. Currently, many entrepreneurial opportunities that can be exploited, especially for those who are keen to see a business opportunity. The ability of entrepreneurship to help support the welfare of the community that can meet the real financial needs.

Entrepreneurial various industries can help the country to increase employment opportunities for the community and provides many choices of goods and services for consumers. The existence of small businesses, as part of the entrepreneurial ability is no less important than the big companies are dominant and always the center of public attention. The existence of small businesses play an important role for social and economic growth of a country. Entrepreneurship education is now one of the compulsory subjects in the national curriculum. Every college mejadikan entrepreneurship education as a subject that should be in the curriculum of each department in the college. This is in line with the expectations of the government, so that fresh graduates have the ability and courage to entrepreneurship although the size of the business, including small-scale permanent employment opportunities for many people. With entrepreneurship education is given, is expected to educate and provide the ability to look at business opportunities and manage them so as to provide motivation and courage in the face of risk.

Most people still believe that entrepreneurship are synonymous with talent or something possessed from birth. As disclosed that: Many people are less convinced that entrepreneurship can be taught through educational efforts [1]. Those who maintain this kind of starts from a belief that entrepreneurship is a cultural property and mental attitude, and therefore are attitudinal and behaviora. Someone became entrepreneurs because of its origin is so. In another sense revealed that: there is the notion that an entrepreneur has more than booksmart streetsmart [2], that is an entrepreneur prefers to learn from the experience than learning from books and formal education.

The lack of public confidence in entrepreneurship education is the lack of confidence that education can change attitudes and behavior. Public unaware that the nature of education aims to change attitudes and behavior that are benchmarks for the success of education. Another opinion states that formal education and small business owned by a person can be a major potential to become a successful entrepreneur, and therefore entrepreneurs are said to be nit-birn they develop.[3]
In the theory of entrepreneurship education is education that apply the principles and methodologies to the formation of life skills (life Skill) on learners through integrated curricula developed the university. The concept of a life skills curriculum development discourse that has long been a concern of the curriculum specialists. [4]

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**MATERIALS AND METHOD**

This research is a descriptive survey method. The population in this study were students of the Faculty of Computer Science who take entrepreneurship courses, with a sample of 80 respondents. The sample in this study was determined by systematic sampling technique. While technical analysis is the data interface correlation regression analysis.

In this research will be carried out analysis of the variables affecting entrepreneurship education on entrepreneurship motivation. Variables to be measured in entrepreneurship education (X) is Understanding the World of Work (X1), Practical Life Capability (X2), Managerial Ability (X3) and Social Skills (X4) to Entrepreneurial Motivation (Y). Correlation or relationship between variables can be described as follows:



Fig.1. The correlation problems between X1, X2, X3, X4 (Independent Variable) on variable Y (Dependent variable)

**Research hypothesis**

Based on the background of the problem and the framework that has been presented in the previous section it is hypothesized in this study can be described as follows:

1. There is a positive effect between understanding the world of work (X1) as part of entrepreneurship education to Entrepreneurial Motivation (Y).

2. There is a positive effect between practical life skills (X2) as part of entrepreneurship education to Entrepreneurial Motivation (Y).

3. The influence of a positive association between managerial skills (X3) as part of entrepreneurship education on entrepreneurial motivation (Y).

4. There is a positive effect between social skills (X4) as part of entrepreneurship education to Entrepreneurial Motivation (Y).

5. There is a positive effect of understanding the world of work (X1), Practical Life Skills (X2), Managerial Skills (X3) and Social Skills (X4) as part of entrepreneurship education on entrepreneurial motivation (Y) together.

**RESULTS AND DISCUSSION**

**Hypothesis Testing Results**

First, the results of testing hypotheses about the influence of entrepreneurship education consists of understanding the world of work (X1), Practical life skills (X2), keterampilam Managerial (X3) and social skills (X4) to entrepreneurial motivation (Y).

Table 1. Effect of Entrepreneurship Education Entrepreneur Of Motivation

|  |  |  |
| --- | --- | --- |
| InfluenceVariable | Test | Specification |
| t count | t table |
| X1 to Y | 5.247 | 1.99 | Reject H0 / Positive |
| X2 to Y | 5.076 | 1.99 | Reject H0 / Positive |
| X3 to Y | 5.918 | 1.99 | Reject H0 / Positive |
| X4 to Y  | 6.793 | 1.99 | Reject H0 / Positive |
| X1, 2,3,4, to Y (Test F)  | 27.462 | 2.33 | Reject H0 / Positive |

Sources: Data Processing Results

Based on the table above it can be concluded, from testing conducted as a whole can be seen that t count greater than t table, which means that the research hypothesis is accepted. It can be concluded that entrepreneurship education consists of understanding the world of work variable (X1), practical life skills variable (X2), Variable Managerial Skills (X3) and social skills (X4) influence on entrepreneurial motivation (Y).

Based on the results of simultaneous tests (test F) it can be concluded that the F count (27.462) is greater than F table (2.33) so that it can be concluded that entrepreneurship education consists of understanding the world of work variables (X1), practical life skills variable (X2), skills managerial (X3) and social skills (X4) positive effect on motivation Entrepreneurship (Y).

Second, the effect of entrepreneurship education on entrepreneurial motivation to dilihar based on the relationship between the variables in the study. This can be seen by the coefficient of correlation between the variables of the study.

Table 2. Effect of Entrepreneurship Education on entrepreneurial motivation

|  |  |  |  |
| --- | --- | --- | --- |
| Effect of Variable | Coefficient of Correlation | Coefficient of Determination | Degreesrelationship |
| X1 to Y | 0.547 | 0.2354 | Medium |
| X2 to Y | 0.457 | 0.2872 | Medium |
| X3 to Y  | 0.556 | 0.2934 | Medium |
| X4 to Y  | 0.532 | 0.3423 | Medium |
| X1, 2,3,4 to Y | 0.785 | 56.96 | Strong |

Sources: Data Processing Results

Based on the table above the partial effect of entrepreneurship education has an influence that is at moderate category. But overall entrepreneurship education provides a strong influence on entrepreneurial motivation.

**Discussion**
Entrepreneurship Education which includes understanding the world of work, practical life skills, managerial skills and social skills have a positive relationship with entrepreneurial motivation. This shows students take entrepreneurial motivation is influenced by entrepreneurship education. The relationship between education and entrepreneurship with entrepreneurial motivation proved to have a logical relationship both theoretically and empirically. This is consistent with the notion of education is a process or activity that aims to produce a change in human behavior. In the sphere of education changes caused by the changes in the three main elements, namely education, elements of cognitive, affective and psychomotor.

Entrepreneurship education by formal education, especially higher education contributes to entrepreneurial motivation. Highly educated people tend to be more motivated to become entrepreneurs than people with low education. [5] One of the objectives of entrepreneurship education are packaged in entrepreneurship courses provide an understanding of the conditions of the workplace, the workforce competency needs and prediction of job opportunities.

The results showed that entrepreneurship education includes understanding the world of work contributed 23.54% to the entrepreneurial motivation. This may occur because of information or material submitted by the teacher / lecturer incomplete or even not constitute new information. While the contributions made by the variable Practical Life Skills is equal to 28.72% of the entrepreneurial motivation. This can happen because the composition of material that has not been emphasized in the practical skills in the field, or perhaps in the form of learning that should be given to the practice of other methods that are less relevant to support the ability of the practice.

Managerial skills covering technical, skills to relate to others, and develop skills of understanding the concepts and skills of decision making has contribution at 29.34%. In variable managerial skills students are expected to understand more about management concepts and their relationship to business, in this context, students are expected to mengorganisai business concept through the optimization of an existing source of air power that has economic value is expected.

Other variables that exist in entrepreneurship education is social skills consist of the ability to develop business networks (Networking), social skills and the ability to adapted by the change. In this study, social skills variables contributed highest in the amount of 34.23%. Score high percentage is due to self-employment than gaining knowledge of entrepreneurship education; social skills are also affected by the internalization of cultural values ​​that come from the environment.

**CONCLUSIONS**

Based on the results of data analysis concluded that overall entrepreneurship education consists of understanding the world of work variable (X1), practical life skills variable (X2), Managerial Skills (X3) and social skills (X4) influence on entrepreneurial motivation (Y) both partial or simultaneously.

Effect of entrepreneurship education on entrepreneurial motivation can be seen by the amount of correlation coefficients between the study variables.
Based on the results of the data analysis by partial effect of entrepreneurship education has an influence on the category that is based on the correlation coefficients were obtained. While entrepreneurship education simultaneously providing a strong influence on entrepreneurial motivation based on the correlation coefficients obtained from the testing.

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