

ANALYSIS OF ENTREPRENEURSHIP LEARNING TO IMPROVE MENTAL ENTREPRENEURIAL IN STUDENT

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Abstract

This study aims to know about the differences of entrepreneurial mental for students who have received entrepreneurship courses with students who have never received entrepreneurship courses. Students are said to have entrepreneurial mental if in itself has an indicator on professionals and independent businesses with the characteristics: independence of effort, management skill, the skill of thinking, innovative, creative, dare to try, never give up, the spirit of trying, trying ideas, job-oriented, dare to face the risks, responsibilities, hard work, ready to work under pressure, networking, broad thinking, self-development and work professionally.

The data collection technique used questionnaire data, interval scale, direct observation, interviews and documentation, also libraries study. The technique of data analysis used validity and reliability of the questionnaire. Data analysis with Mann Whitney test, to determine the differences of entrepreneurial mental in students, comparing who have earned and have not earned the entrepreneurship material in Informatics Engineering Department of Saintek UIN Sunan Kalijaga Yogyakarta.

This study consists of 40 people to examine the validity and reliability of the questionnaire. The number of respondents are 80 students in accordance with the table Harry King, and also the Mann Whitney test was used to determine the differences of entrepreneurial mental in students before and after learning the entrepreneurship material. Based on the data processing with Mann Whitney test, we found the result of $Z_{count} < Z_{table}$ ($-2.008 < -1.965$) and probability $0.021 < 0.05$, this indicates that there is significant differences between students who have never received the course of entrepreneurship material with student who have received the course of entrepreneurship material.

Keywords: learning, mental, entrepreneurship.

1. INTRODUCTION

The government expects the graduates of vocational education, whether from intermediate level or from higher education are able to do their own business, do not rely on other parties. Related to this orientation, there is one of the programs from the Director General of Secondary and Vocational Education "the graduates from vocational education must become a *skipper*", it is also embodied in the national education goal that wants to make a whole human being of Indonesia be able to support its own needs.

In order to achieve the educational goals, the government makes a new rule, that is recommended to make the entrepreneurship course shall be included in vocational education curriculum. Through the entrepreneurship course, the learners will be expected to have a strong mentality of doing business independently.

Based on data from the Central Statistics Agency (CSA), Indonesia has 113.83 million graduates that ready to work and the unemployment rate is dominated by intermediate school of vocational and Diploma of Vocational Education.

For graduates of vocational school as much as 14.59%. This figure is greater than graduates from high school as much as 14.50%. As for the diploma as much as 13.66%, it is bigger than the graduates from university (3.08%), (Central Bureau of detailed statistics: 2009)¹. Therefore, development of Indonesian completely is very important. In reality, the policy and development which is not balance have been produced of an employment people. So, the entrepreneurial learning gets special attention because it is expected this knowledge can give the students ability to open their own jobs.

Based on that problems, researchers identified the problem that is the lack of interest and awareness of entrepreneurship among students or learners. It is approved by many graduates from higher education level has not been able to open up jobs independently and some of graduates from college choose to seek employment, that means most graduates from college just as job seekers (job seekers), rather than creators of jobs (job creators). Therefore, the formula of this study is whether some differences of entrepreneurial mental among students who have not received and the student who received the entrepreneurship courses in informatics

engineering departement, Sainstek UIN Sunan Kalijaga Yogyakarta. The place and subjects of this study were informatics engineering students at the Engineering Faculty of Sainstek UIN Sunan Kalijaga Yogyakarta. The goal of this study was to determine the differences of entrepreneurial mental among students who did not receive and has receive entrepreneurship courses in Informatics Engineering Departement, Sainstek UIN Sunan Kalijaga Yogyakarta.

2. THEORY

2.1 Definition of Entrepreneurship

Entrepreneurship is "*applying creativity and innovation to solve the problems and to exploit opportunities people face that everyday*" (Zimmerer, 1996)² that means the application of entrepreneurial creativity and innovation to solve a problem and as an attempt to take advantages of opportunities that facing everyday and this is a progressive approach. Beside of that, entrepreneurship is also the ability to be creative and innovative as a basic, tips and resources to look for opportunities to success (Suryana, 2003)³.

2.2 Characters of entrepreneurial

Characteristics of an entrepreneur is (Zimmerer, 1996)²: 1) *Commitment and determination*, which has the unanimous commitment and determination to devote all attention to business. 2) *Desire for responsibility*, which has a good sense of responsibility in controlling their resources and success of entrepreneurship, 3) *Opportunity Obsession*, which is always eager to always look for opportunities, 4) *tolerance for risk*, which is resistant to the risk of uncertainty, 5) *Self Confidence*, that is confident to their self, she/he tends to be optimistic and have a strong conviction with they capabilities. 6) *Creativity and flexibility*, that is inventive and flexible, 7) *Desire for immediate feedback*, which always need feedback to improve performance, 8) *High level of energy*, which has a high energy and high expectations, 9) *Motivation to excel*, which is always pushing to be excellence, 10) *Orientation to the future*, which is oriented to the towards of the future, 11) *Willigness failure to learn form*, which is always learn from failure, 12) *Leardership ability*, the ability in leadership.

2.3 Learning and Objectives of Entrepreneurship

According Istiningsih et al (2009)⁴ learning is a structured combination includes the elements of human, material, facilities, equipment and procedures that affect each other to achieve the goals of learning. The term "*learning*" same with "*instruction*" or "*teaching*". Teaching means the way of teach or to teach. Thus, teaching same with

the act of teaching to learn (by students) and taught (by teachers). Teaching and learning activities is a unity of two activities in one direction.

Learning is a communicative-interactive process between study resources, teachers, and students for exchanging information. The term of "*skills*" in the "*learning of skills*" taken from the word "*skilled*" (skillful) which means proficiency in implementing and completing tasks with fixed, fast and precise. The word "fixed" implies responsive to the problems that faced from the stand point of character, shape, behavioral and systems of the object. The term "fast" refers to the ability to anticipate the rapid changes, reducing the shortage gap to the problem or objects and produce workbased on a target time of the breadth of material, or quantity in accordance with the specified target. Word "precise" means ability to act precisionly to make pleasant form of systems, shape, quality and quantity and also behavioral characteristics of the object or work. Aspects of learning include some of the following: a) Learning Strategy is a learning activity to be done for teachers and students in order to the learning objectives can be achieved effectively and efficiently. Learning strategy include the planning, it's mean that basically the strategy still a conceptual about the decisions to be taken in the implementation of learning. b) Design of learning, if learning strategies more related to general patterns and general procedures of learning activities, whereas design of learning is more concentration to planning a specific learning environment system after a particular set of learning strategies. c) Learning Method can be interpreted as the implement the plans that have been arranged in the form of concrete activities and practical to achieve the learning objectives.

The aims of learning entrepreneurship or entrepreneur (Qomarun, 2000)⁵ has glorious aims, they are: a) Cultivating the attitude of business conduct from an early age for students, b) Instilling a spirit of independence, tough, strong, stand on its own, and dig self potential, talent, and also intelligence of the learners. c) cultivate a spirit and attitude, behavior, business skills among learners that are reliable and superior. d) To improve the professionalism of the learners themselves so they not to rely onother people and be able to dig up intelligence for the sake of prosperity of they life.

3. METHODOLOGY

3.1 Research Object

The research object in this final report takes from two objects, there are: in informatics engineering Sainstek UIN Sunan Kalijaga Yogyakarta. Data that used in this study was primary and secondary data. Data collection methods by observation, interviews,

documentation, questionnaires and literature study. The variables in this research is the free and bound variables.

3.2 Data Analysis Techniques

Data analysis needs to be done in a study, in this study data analysis techniques include sampling taking techniques and a questionnaire testing through validity and reliability test and testing of hypotheses.

3.2.1 Population and Sample

The sampling technique that used in this study is simple random sampling. It call simple because taking the samples from the population was randomly so all populations have equal opportunity to become population sample and college students sample.

Table 1. Total Population

Respondent	Population
Student	220

(Data source :Aprilia, dkk, 2011)⁶

Determination of the sample using the guidelines Arikunto (2006)⁷ concluded using the number of subjects at 100-1000 and can be taken about 10% -25% or more of the total population. Both determination of the number of samples in this

study based on Nomogram Harry King, with the percentage of population 10%, then the number of samples can be seen in table -2

Table 2. The number of sample of this study in Informatics Engineering Departement of Sainstek UIN Sunan Kalijaga Yogyakarta.

Respondent	Number of population	Number of sample
Student who not receive entrepreneurship course	120	= 32% x 125 x 1000 = 40
Student who receive entrepreneurship course	100	= 32% x 125 x 1000 = 40

3.2.2 Questionnaire Test

In the questionnaire testing phase was divided into two tests, there are validity and reliability test.

3.2.2.1 Validity Test

To measure the accuracy of the data are using technique validity test that calculated with product moment correlation, the Pearson formula. Then the result of rxy consulted with a table of product moment rates critical, the result was declared as a valid questionnaire.

3.2.2.2 Reliability Test

To know the reliability of the questionnaire, this study uses alpha formula. Based on the analysis of the data, the result is reliable, the reliable is meaning full for further research.

Mann Whitney Test Data Processing

Mann Whitney test is two independent samples test in non-parametric statistics that has the same goal with the statistical parametric T-Test (Suranto: 2009)⁸. Processing Mann Whitney test used to determine the differences of entrepreneurial mental among students who did not get and get the material entrepreneurship. Measurements

of entrepreneurial mental obtained from closed questionnaires to students who do not get and get the subject of entrepreneurship.

1. The data that will entry into the SPSS release 17 should be numeric data and nominal type data, with the rules:
 - a. 1 = Students who did not get entrepreneurship course
 - b. 2 = Students get entrepreneurship course
2. After that, input the data tabulation that shown in Table 3 into the SPSS 17 software. Below the display of data entry in SPSS release 17 data editor.
3. After entering the data entry and then select the Analyze menu, select submenu nonparametric test, then the option of 2-independent sample so that will appear dialog box Two Independent Samples Test.
4. Then move the "EntrepreneurialMental" variable into the Test Variable List box by pressing the arrow to the right.
5. Move the variable "Treatment" into the Grouping Variable by pressing the arrow to the right.

6. Then click the Define Groups button and then enter the value 1 in group 1 and value 2 in group 2.
7. After that the Test Type box click the Mann Whitney U, and then click on Options if you

want to get the value of descriptive statistics and then click OK to display all the output of the Mann Whitney test and finally can be seen in table-3

Table 3. Output of Mann Whitney Test

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
Entrepreneurial mental	80	108.83	7.525	96	136
treatment	80	1.47	.503	1	2

Ranks				
	treatment	N	Mean Rank	Sum of Ranks
Entrepreneurial mental	1	40	38.26	1722.00
	2	40	50.14	2106.00
	Total	80		

Test Statistics ^a	
	Entrepreneurial mental
Mann-Whitney U	686.000
Wilcoxon W	1722.000
Z	-2.008
Asymp. Sig. (2-tailed)	.021

a. Grouping Variable: treatment

3.2.3 Mann Whitney Test Analysis

Mann Whitney test analysis can be seen in Table -3 descriptive Statistics, Rank and Test Statistics. The information that we get as follows:

1. From table-3 Deskriptive Statistics we obtained information that the total sample about 80 students in informatics engineering, Sainstek UIN Sunan Kalijaga Yogyakarta. The average value (mean) of 108.83. Value of standard deviation of 7.525. Value (score of entrepreneurshipmental that results obtained from the questionnaire), a minimum score of 96, while the maximum score of 136.
2. From Table-3 Rank, we received information about the "treatment" variable. The "treatment" here means two groups of students who receive different treatments. First is

student who did not get entrepreneurship, and second is students who receive entrepreneurship in informatics engineering, Sainstek UIN Sunan Kalijaga Yogyakarta. The information that obtained as follows: a). Number of samples for students who do not get entrepreneurship course as many as 40 students. b). The number of samples for students who receive entrepreneurship course as many as 40 students. c). The average score of Rank for students who do not get entrepreneurship course as many as 38.26. d). The average score of Rank for students who get entrepreneurship course as many as 50.12.

3. From the Test Statistics table we obtain the following information:

- Mann Whitney U value = 686
- The value of Z = -2008

• Asymp. Sig (2 - tailed) = 0.021

4. Hypothesis Testing:

$H_0: X_{1a} = X_{1b}$ (There are no differences in entrepreneurship mental among students who did not get and get entrepreneurship)

$H_1: X_{1a} \neq X_{1b}$ (There are some differences in entrepreneurship mental among students who did not get and get entrepreneurship).

5. Decision

By comparing the numbers Zcount and Z table. For the 95% confidence level and two-sided test, the result of Z table are ± 1.965 . Therefore, the value of Zcount that located in the H_0 is rejected or Zcount < -2.008 or > 1.965 , then the decision is rejecting the H_0 or it means there are significant differences between students who did not get and get entrepreneurship course. Because the number at table 3- Asymp. Sig column showed $0.021 < 0.05$; so, H_0 is rejected. This means that there are significant differences between students who did not get and get entrepreneurship. Value or score of entrepreneurship mental obtained from questionnaire results showed that the scores of entrepreneurship mental students who receive entrepreneurship course is higher than students who did not get entrepreneurship course, so it can be interpreted entrepreneurship learning has a positive influence on the growth of entrepreneurial mental in students.

4. CONCLUSIONS AND SUGGESTIONS

4.1 Conclusion

Based on the analysis that has been done and the purpose of research can be concluded as follows: The hypothesis from processing of Mann Whitney test with SPSS release 17 software obtained statement that "There are differences in entrepreneurial mental among students who did not get and get entrepreneurial course in informatics engineering, Sainstek UIN Sunan Kalijaga Yogyakarta, it seen by calculating the value of Zcount $< Z$ tables ($-2.008 < -1.965$) and also the value of probability is $0.021 < 0.05$ then H_0 is rejected and on based on the hypothesis can be concluded that students who have received entrepreneurship material has better entrepreneurial mental. It is "proven" appropriate with indicator of independent and professional business with characteristics; independence effort, management skill, the skill of thinking, innovative, creative, dare to try, never give up, the spirit of trying, trying ideas, job-oriented, dare to face the risks, responsibilities, work hard, ready to work under pressure, networking, broad thinking, self-development and work professionally.

4.2 Suggestion

After doing research, it is suggested that entrepreneurship learning in informatics engineering Sainstek UIN Sunan Kalijaga Yogyakarta should be oriented to the process and outcome of the assignment due to the application directly can improve entrepreneurial mental as well as improve the learning. It should apply the teaching methods like interactive, applied, participatory, so after graduating entrepreneurship course, the college student do not lose their entrepreneurial mental but it can be used as value for point in self-development.

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