EFFECTS OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL MOTIVATION AND SKILLS OF STUDENTS OF ECONOMICS EDUCATION, STATE UNIVERSITY OF MEDAN

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Abstract
The study aims to investigate: (1) the extent to which entrepreneurship education affects entrepreneurial motivation of students of economics education, and (2) the extent to which entrepreneurship education affects their entrepreneurial motivation skills. The study was a causal associative study employing the quantitative approach. The research variables were entrepreneurship education as the independent variable and entrepreneurial motivation and skills as the dependent variables. This was a population study involving respondents who were students of economics education of the enrolment year of 2015 with a total of 60 students. The data were collected through a questionnaire and documentation. They were analyzed by means of simple linear regression. The results of the study show that: (1) entrepreneurship education positively and significantly affects entrepreneurial motivation, indicated by Fobtained = 17.163 with a significance value of 0.000 and R² = 0.228, and (2) entrepreneurship education positively and significantly affects entrepreneurial skills, indicated by Fobtained = 61.093 with a significance value of 0.000 and R² = 0.513.

Keywords: Entrepreneurship Education, Entrepreneurial Motivation, Entrepreneurial Skills

INTRODUCTION

Education is the best way to create an intelligent human being, air-quality, tough, competent-si, creative, innovative, responsible, and able mengu-asai science and technology. In fact today in Indonesia people with the higher education do not necessarily get a decent job or even unemployed.

Unemployment is a serious problem in Indonesia is still difficult to overcome. Government programs to reduce unemployment have not been able to reduce unemployment significantly. The reason for the large population and population growth are increasing, not accompanied by an increase in employment. Open unemployment according to the highest education attained is also still relatively high. It can be said of unemployment prevalent in the educated population.

Number of graduates from year to year increase, but the increase was not offset by the increase jum-lah jobs. In connection with this it is very important for youth entrepreneurship development among students, especially in Medan State University Department of Economics Education. Driving an emerging need for entrepreneurship is the emergence of diverse business opportunities in the era of highly developed technology. Seeing the development of human life is very fast and without limitation, the challenges of the future with the development and competition is very tight, then it must be prepared in the development of human resources in various fields of life.

The unemployment rate of educated bachelor status would also tend to continue to increase if the university as an undergraduate printer institutions do not have the ability to direct students and alumni to create jobs after graduation. Coupled with the low motivation of Indonesian youth in entrepreneurship is now serious concern of various parties including
government, education, industry, and society. This phenomenon adds to the burden of the
government in reducing unemployment.

One of the solutions adopted to address unemployment in Indonesia is to create self-
employment. With entrepreneurship, will assist the government in creating new jobs. With
entrepreneurship besides generating substantial revenue opportunity for entrepreneurs, is also
able to reduce the number of unemployed. The entrepreneur also contributes to the country's
economy through taxes generated.

In creating an entrepreneur can be initiated through entrepreneurship education is taught
in college, but it would be faster if entrepreneurship education also began to be applied from
the family, community and educational institutions. Basically, education can serve as a bridge
for people towards a better life. Entrepreneurship education is expected to evoke the spirit of
entrepreneurship, self-sufficient, working and developing the national economy (Jamal Ma'mur
Asmani: 2011)

Entrepreneurship education not only provides a theoretical foundation of the concept of
entrepreneurship but to shape attitudes, behavior and mindset (mindset) an entrepreneur. It is a
capital investment to prepare the students in starting a new business through the integration of
the experience, skills and knowledge necessary to develop and expand a business.

Department of Economic Education Faculty of Economics, University of Medan, already
implement entrepreneurship education. Entrepreneurship education has been included in the
curriculum, which requires economic education students studying entrepreneurship.
Entrepreneurship education is divided into into two courses, namely entrepreneurship courses
taken in the fifth semester and entrepreneurial practicum taken at half six. The course is applied
in the form of the theory and practice of entrepreneurship. Entrepreneurship education in the
form of the theory given in class for debriefing before students plunge into self-employment,
whereas in the form of working practices through activities in which students conduct surveys
to businesses and small companies.

The phenomenon of low motivation of today's entrepreneurial serious concern of various
parties, including government, education, industry, and society. Various attempts were made to
cultivate the entrepreneurial spirit, especially change the mindset of the youth, during which
only interest as job seekers (job seekers) if someday complete their studies. This is a challenge
for the university as an institution producing graduates.

Based on the above, the researchers initiated a study to determine the motivation and
skills of students of economics education in entrepreneurship entitled "Entrepreneurship
Education Effect on Motivation of Entrepreneurship and Economic Education Student
Entrepreneurship Skills Medan State University".

A. Formulation of the problem
Based on the above problem definition, it can be formulated formulation of the problem, as
follows:
1. How does the influence of entrepreneurship education on student entrepreneurship
   motivation Economic Education Faculty of Economics, University of Medan?
2. How does the influence of entrepreneurship education to students entrepreneurial skills
   Economic Education Faculty of Economics, University of Medan?

B. Research purposes
Based on the formulation of the problem that has been described above, the objectives to be
achieved in this research is to determine:
1. The influence of entrepreneurship education on student entrepreneurship motivation Economic Education Faculty of Economics, University of Medan.
2. The influence of entrepreneurship education to students entrepreneurial skills Economic Education Faculty of Economics, University of Medan.

REVIEW THE THEORY

Entrepreneurship Education
Entrepreneurship education is a destroyer weapon unemployment and poverty, and become a ladder towards the dream of every community to be financially independent, have the ability to build the prosperity of individuals, while participating in building the welfare society (Jamal Ma'mur Asmani: 2011).

Teach entrepreneurship education planting entrepreneurial values that will shape the character and behavior of entrepreneurship so that learners can be independent. Entrepreneurship education is also able to provide students with a variety of entrepreneurial competencies which will bring great benefits for life.

According to Steven Levy (2011: 76), there are two ways to instill mental entrepreneurship to students on campus. First, integrating entrepreneurship education into the curriculum. In the curriculum, the scientific character of entrepreneurship should be designed to determine (to know), do (to do), and become (to be) entrepreneur. The purpose of education to know and to do integrated in the curriculum of courses, distributed in a variety of scientific subjects. College providing entrepreneurship courses aimed at the provision of motivation and mental attitude formation entrepreneurship. For purposes to be an entrepreneur, given the practical business skills training. Second, student extracurricular activities need to be packaged systemic and directed to build entrepreneurial motivation and mental attitude.

The values of Basic Education Entrepreneurship

The values developed in entrepreneurship education is the development of the values and characteristics of entrepreneurs.

Table 1. Values of Main and Entrepreneurship Education Description

<table>
<thead>
<tr>
<th>No.</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mandiri</td>
<td>Attitudes and behavior that is not easy dependent on others in completing tasks.</td>
</tr>
<tr>
<td>2.</td>
<td>Creative</td>
<td>Thinking and doing something for produce something new or modify products / services been there</td>
</tr>
<tr>
<td>3.</td>
<td>dare to take risks</td>
<td>The ability of a person to performing work challenging, dare to take risks work</td>
</tr>
<tr>
<td>4.</td>
<td>oriented on action</td>
<td>Take the initiative to act and not to wait before a undesirable events happen.</td>
</tr>
<tr>
<td>5.</td>
<td>Leadership</td>
<td>The attitude and behavior of someone who always open to suggestions and criticism, sociable and cooperation</td>
</tr>
<tr>
<td>6.</td>
<td>Hard work</td>
<td>Behaviors that indicate efforts earnest in complete tasks and overcome constraints</td>
</tr>
</tbody>
</table>

Source: Ministry of National Education (2010: 10)
Entrepreneurship Motivation
entrepreneurship motivation is a strong urge from within oneself to begin to actualize our potential in creative thinking and innovation to create new products and added value to the common interest. Entrepreneurial will appear when someone dared to develop businesses and new ideas. Makes one daring to develop business and entrepreneurial ideas through a strong motivation. Two things must be interconnected in order to create a strong entrepreneurial and resilient as well as quality.

According Basrowi (2011: 67-68), one's motivation to become entrepreneurs, namely:
a) Profit. An entrepreneur can determine how much profit dkehendaki and benefits to be obtained and how that will be paid to the other party and its employees.
b) Freedom. Free to set the time, free from oppressive rule and culture free from the rules of the organization.
c) Personal dream. Non achieve the desired standard of living, free from the boring routine work. Rewards to determine the mission, vision and dreams own.
d) Self-reliance. Having a sense of pride, because it can be self-sufficient in all things by his own efforts.

Entrepreneurship skills
In addition to provision abilities, entrepreneurs also need to have pengetahuam and skills. Stock of knowledge that must be possessed of entrepreneurship include: 1) a stock of knowledge about the business that will be initiated and existing business environment 2) stock of knowledge about the role and responsibilities 3) stock of knowledge about management and business organization. Provision of skills that must be owned by entrepreneurs include: 1) the provision of conceptual skills in managing strategy and take into account the risks, 2) provision of creative skills in creating added value, 3) provision of skills in leading and managing, 4) the provision of skills to communicate and interact, 5) provision business engineering skills are going to do (Rusdiana, 2014: 50).

According to Suryana (2006: 5), which must possess entrepreneurial skills among others, are: 1) conceptual skills in managing strategy and calculate risk. 2) creative skills in creating added value. 3) skill in leading and managing. 4) Skill to communicate and interact. 5) technical skills of business to be done.

Framework for Thinking
1. Effect of Entrepreneurship Education on Entrepreneurship Motivation
Entrepreneurship education is an effort to internalize the spirit and mental entrepreneurship through educational institutions. Entrepreneurship education is intended to motivate and formation of entrepreneurial mental attitude. The high motivation of entrepreneurship in students will give birth to young entrepreneurs who have the creativity and innovation that is high in all areas. Student entrepreneurship motivation will be higher after getting entrepreneurship education, so that through learning and equipping entrepreneurial education theoretically and in practice will affect and increase the motivation of students in entrepreneurship.

2. Effect of Entrepreneurship Education on Entrepreneurship Skills
Entrepreneurial educational materials aimed at training in entrepreneurship skills training covers the making of business plan and practice of entrepreneurship. This entrepreneurial practices such as establishing and managing the business (student company program). These
activities require students manage a real business and really plunge into entrepreneurship, so that students will have a lot of experience and knowledge in entrepreneurship. Students will be skilled to manage the business after getting entrepreneurship education, so that through the study of entrepreneurship education in the form of practice and theory can influence and increase entrepreneurial skills of the students. Frame of mind in this study as follows:

\[
\text{Education Entrepreneurship (X)} = \text{Motivation of Entrepreneurship (Y1) + Entrepreneurship skills (Y2)}
\]

Figure 1. Mindset

The research hypothesis
1. There is a positive and significant impact on the motivation of entrepreneurship education entrepreneurship education students Medan State University economics
2. There is a positive and significant impact on the entrepreneurial skills of entrepreneurship education economics education student State University of Medan

RESEARCH METHODOLOGY

This study uses a quantitative approach, because the data is realized in the form of numbers and analyzed based on statistical analysis in order to show the effect on the motivation of entrepreneurship education in entrepreneurship and entrepreneurial skills of students Economic Education State University of Medan. This study is also a type of associative causal research, for analyzing the causal relations between the variables X and Y variables causally.

Research variable

Variable research is an attribute or value or nature of the item or activity which may have certain variations defined by the researchers to learn and then drawn conclusions (Sugiyono, 2012: 38). The variables in this study are:
1. The independent variable (Independent) is a variable that affects or is the cause of the change or the emergence of the dependent variable (dependent). In this study, the independent variable is Entrepreneurship Education (X).
2. The dependent variable (Dependent) is a variable that is affected or which become due for their independent variables. In this study, the dependent variable is the entrepreneurship motivation (Y1) and entrepreneurial skills (Y2).

Population Research

This research includes the study population because the number of respondents is less than 100 is 60 students. The population in this study were all students of Economic Education 2015 University of Medan force that has followed the subjects of entrepreneurship and entrepreneurial practicum.

Data Analysis Techniques
1. Validity Test Instruments

According Suharsimi (2010), the validity is a measure that indicates the levels of validity or validity of something instruments. An invalid or valid instrument has high validity, otherwise
the instrument is less valid means having a low validity. the validity of the value sought by using the formula of Pearson product moment correlation.

2. Test Reliability Instruments

Reliability indicates that something quite reliable instrument to be used as a means of collecting data for the instrument is good. Reliability refers to the degree of reliability of something. Reliable means to be believed, so reliable (Suharsimi Arikunto, 2010). In this study sought reliability test using Alpha formula. Alpha formula used to find the instrument reliability scores instead of 1 and 0. The instrument can be said to be reliable if the value of the alpha coefficient exceeding 0.6 (Ali Muhson: 2009)

3. Hypothesis testing

Hypothesis testing is a procedure that will result in a decision, the decision to accept or reject the hypothesis. The hypothesis is defined as a temporary answer to the formula research problem. The truth of the hypothesis to be proved by the data collected (Sugiyono, 2012: 159).

a. Simple Linear Regression

Simple linear regression based on the causal relationship between the independent variables with the dependent variable. The linear regression equation is simple:

\[ Y = a + bX \]

Information:
- Y = The dependent variable
- X = independent variable
- a = the value of intercept (constant)
- b = number of direction or regression coefficient

b. The correlation coefficient (r)

The correlation coefficient describes the relationship between the two groups interval or ratio scale variables (Robert D. Mason and Douglas A.Lind: 1996). The correlation coefficient between independent variables and the dependent variable is entrepreneurial education on entrepreneurship motivation, education entrepreneurship to entrepreneurial skills, to determine a positive or negative relationship between the two variables.

c. Determinant coefficient (R2)

Determinant coefficient is a value that describes the independent variable in influencing the dependent variable in a regression equation. Determinant coefficient value between 0 and 1. To calculate the coefficient of determination that by squaring the correlation coefficient (Sugiyono, 2011: 185).

ANALYSIS AND DISCUSSION

1. Normality test

Normality test is used to determine whether the dependent variable, independent or both normal distribution, near normal or not. To see if it's normal or not can be seen with the Kolmogorov-Smirnov test. Normality test results as follows:
Table 2. Results of Normality Test

<table>
<thead>
<tr>
<th>variables</th>
<th>Kolmogorov-Smirnov</th>
<th>Value (sig)</th>
<th>Ket</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship Education</td>
<td>0.777</td>
<td>0.582</td>
<td>Normal</td>
</tr>
<tr>
<td>Entrepreneurship Motivation</td>
<td>0.799</td>
<td>0.545</td>
<td>Normal</td>
</tr>
<tr>
<td>Entrepreneurship skills</td>
<td>1.497</td>
<td>0.023</td>
<td>Normal</td>
</tr>
</tbody>
</table>

Sources: Primary data are processed

Based on the above table, it can be seen that the three variables in this study normal distribution. Variable X (entrepreneurship education) have more significance than 0.05 is 0.582. variable Y1(Entrepreneurship motivation) have more significance than 0.05 is 0.545. variable Y2(Entrepreneurial skills) have more significance than 0.05 is 0.023. The conclusion that can be drawn is the third variable in this study normal distribution.

2. Linearity test

Linearity test used to determine whether the relationship between independent variables and the dependent variable is linear. The criteria used is to consider the significant value F. If the value of F sig is less than 0.05, then the relationship is not linear, whereas if sig F greater than or equal to 0.05, a linear relationship. Linearity test results can be seen in the table below:

Table 3. Linearity Test Results

<table>
<thead>
<tr>
<th>variables</th>
<th>F count</th>
<th>Value Sig.</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>X with Y1</td>
<td>0.725</td>
<td>0.792</td>
<td>linear</td>
</tr>
<tr>
<td>X with Y2</td>
<td>0.346</td>
<td>0.996</td>
<td>linear</td>
</tr>
</tbody>
</table>

Sources: Primary data are processed

Based on the above table, it can be seen that the relationship between entrepreneurship education (X) with entrepreneurship motivation (Y1) Is linear, with a significance value of 0.792 (greater than 0.05). The relationship between entrepreneurship education (X) with entrepreneurial skills (Y2) Also linear, with a significance value of 0.996 (greater than 0.05). It can be concluded the data is linear.

3. Hypothesis testing

Testing the hypothesis in this study aims to prove the influence of entrepreneurship education on entrepreneurship motivation and entrepreneurial skills students Prodi Economic Education State University of Medan.

First Hypothesis Testing

The first hypothesis in this study is the positive influence of entrepreneurship education (X) on entrepreneurship motivation (Y1). The results obtained in this study is said to be significant if the calculated significance value less than 0.05. The results obtained from the regression analysis of X on Y1 can be seen in the following table:

Table 4. Variable Hypothesis Test Results Entrepreneurship Education on Entrepreneurship Motivation

<table>
<thead>
<tr>
<th>variables</th>
<th>unstandardized coefficients</th>
<th>F arithmetic Std. Error</th>
<th>Sig.</th>
<th>R</th>
<th>( R^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>21.823</td>
<td>4.312</td>
<td>17.163</td>
<td>0.000</td>
<td>0.478</td>
</tr>
<tr>
<td>X</td>
<td>0.388</td>
<td>0.094</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The above table can be seen that the value of the significance of the influence of entrepreneurship education (X) on entrepreneurship motivation (Y1) is 0.000, which means less than 0.05 and the value of Farithmetic amounted to 17.163. The first hypothesis of this study is accepted, so that entrepreneurship education has a positive impact on entrepreneurship motivation. The regression equation as follows:

\[ Y = a + bX = 21,823 + 0.388X \]

The equation shows that the coefficient of X by 0.388, which means when the entrepreneurial education (X) is increased by one unit, then the entrepreneurship motivation (Y1) will increase by 0.0388 units. The coefficient of determination (R2). Based on the results of data analysis, showed R2 amounting to 0.288. The mean value of 28.8% Changes in entrepreneurship motivation variable (Y1) is affected by entrepreneurial education variable (X), while 71.2% are influenced by other variables not examined in this study.

4. Second Hypothesis Testing

The first hypothesis in this study is the positive influence of entrepreneurship education (X) on entrepreneurial skills (Y2). The results obtained in this study is said to be significant if the calculated significance value less than 0.05. The results obtained from the regression analysis of X on Y2 can be seen in the following table:

Table 5. Test Results Hypothesis Variable Entrepreneurship Education on Entrepreneurship Skills

<table>
<thead>
<tr>
<th>variables</th>
<th>unstandardized coefficients</th>
<th>F arithmetic</th>
<th>Sig.</th>
<th>R</th>
<th>R²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>-8.785</td>
<td>7.644</td>
<td>61.093</td>
<td>0.000</td>
<td>0.716</td>
</tr>
<tr>
<td>X</td>
<td>1.297</td>
<td>0.166</td>
<td>0.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources: Primary data are processed

The above table can be seen that the value of the significance of the influence of entrepreneurship education (X) on entrepreneurial skills (Y2) is 0.000, which means less than 0.05 and the value of Farithmetic amounted to 61.093. Then the second hypothesis of this study is accepted, so that entrepreneurship education has a positive influence on entrepreneurial skills. The regression equation as follows:

\[ Y = a + bX = -8.785 + 1.297X \]

The equation shows that the coefficient of X by 1.297, which means when the entrepreneurial education (X) is increased by one unit, then the entrepreneurial skills (Y2) will increase by 1.297 units.

The coefficient of determination (R2)

Based on the results of data analysis, showed R2 amounting to 0.513. The mean value of 51.3% change in the variable entrepreneurial skills (Y2) is affected by entrepreneurial education variable (X), while 48.7% are influenced by other variables not examined in this study.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

There is a positive influence on the motivation of entrepreneurship education student entrepreneurship Economic Education State University of Medan. The value of Farithmetic 17.163 with a significance of 0.000. The magnitude of the effect of entrepreneurship education
can be seen by the magnitude of the coefficient of determination (R2) Amounted to 0.228, which means that the influence of entrepreneurship education on entrepreneurship motivation by 28.8% while the remaining 71.2% is influenced by other factors not examined. 2. There is a positive influence on the entrepreneurial skills of entrepreneurship education student Economic Education State University of Medan. The value of Farithmetic61.093 with a significance of 0.000. The magnitude of the effect of entrepreneurship education can be seen by the magnitude of the coefficient of determination (R2) Amounted to 0.513, which means that the influence of entrepreneurship education on entrepreneurship motivation for 51.3% while the remaining 48.7% is influenced by other factors not examined

Suggestion
The tendency of entrepreneurship education variables are still in the category of quite so should be increased through the development of entrepreneurship education model-based learning materials with entrepreneurship, teaching methods varied strategies, innovative and fun. Variable motivation and entrepreneurial skills already in the high category that needs to be maintained.

REFERENCES
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