



THE EFFECT OF ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURSHIP CHARACTERISTICS IN INCREASING INTEREST IN ENTREPRENEURSHIP IN FIRST MIDDLE SCHOOL STUDENTS

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ABSTRACT

This research was conducted to determine the effect of (1) entrepreneurship education on students' interest in entrepreneurship (2) entrepreneurial characteristics on students' entrepreneurial interests, (3) entrepreneurship education and entrepreneurial characteristics on students' entrepreneurial interests. This research uses descriptive quantitative method. The population is all grade IX SMP EMPLOYEES Tanjung Morawa totaling 150 students. The sample is 30 students and uses proportional random sampling as a sampling technique. Collecting data using a questionnaire. The results of this study (1) there is a significant influence between Entrepreneurship Education on Entrepreneurial Interest in students (2) there is a significant effect of Entrepreneurial Characteristics on Entrepreneurial Interest in students (3) Entrepreneurship Education variables and Entrepreneurial Characteristics, together have a positive and significant to students' interest in entrepreneurship.

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1. Introduction

Unemployment and poverty are still big problems faced by the Indonesian people today caused by various factors, one of which is the COVID-19 pandemic. The high unemployment rate is an endless problem in Indonesia. The large number of workers who want to enter the workforce is not proportional to the available job opportunities, thus making many people unable to find work. Entrepreneurs are currently an alternative that can be used as a solution to solving the problem of limited employment opportunities. Providing entrepreneurial skills to students is one of the efforts to build student independence. It is well realized that the number of university graduates increases every year and not all graduates can be absorbed by the world of work, thus providing a clear understanding of how important entrepreneurship is to students. Unemployment in Indonesia by Education Level 2019-2021

No	Highest Education Completed	2019		2020		2021
		February	August	February	August	February
1	No/never been to school	36.422	40.771	35.761	31.379	20.461
2	No / not finished elementary school	443.495	347.712	346.778	428.813	342.734
3	Elementary school	965.641	865.778	1.006.744	1.410.537	1.219.494
4	junior high school	1.235.199	1.137.195	1.251.352	1.621.518	1.515.089
5	General high school/high school	1.690.527	2.008.035	1.748.834	2.662.444	2.305.093
6	Vocational High School/Vocational High School	1.397.281	1.739.625	1.443.522	2.326.599	2.089.137
7	Academy/Diploma	274.377	218.954	267.583	305.261	254.457
8	University	855.854	746.354	824.912	981.203	999.543
Total		6.898.796	7.104.424	6.925.486	9.767.754	8.746.008

Based on the table above, the latest data shows that the number of educated unemployed in Indonesia who have completed their diploma and undergraduate education until 2021 has reached 1,254,000 people, an increase in the previous year which amounted to 1,092,495 people. (bps.go.id, 2021). From the data above, we can see the number of people who have been unemployed for the past 3 years, especially because of the Covid 19 pandemic that is happening all over the world. For this reason, it is very important for us to provide entrepreneurship knowledge to students as early as possible. According to (Banu, 2009) entrepreneurship is an important issue in the economy of a nation that is developing. The economic progress or decline of a nation is determined by the

existence and role of this group of entrepreneurs. (Ashoer et al, 2019) stated that entrepreneurship is a forum that can accommodate the aspirations of teenagers to direct them to things that are positive and useful for the nation and state. For that, at least it is necessary to develop personal creative skills / abilities from each.

Entrepreneurship education is an important factor in growing and developing the desire, spirit and entrepreneurial behavior among the younger generation because education is a source of overall attitudes and intentions to become successful entrepreneurs in the future (Fatoki, 2014). Entrepreneurship education is a conscious effort made by individuals to add insight into entrepreneurship (Gerba, 2015). To see how much someone is interested in becoming an entrepreneur, the researchers are interested in examining the factors that are considered to be able to influence the intention in entrepreneurship, namely the influence of entrepreneurship education, and entrepreneurial character. A person's ability to measure how good he is at performing certain tasks such as identifying new business opportunities, creating new products, thinking creatively and marketing ideas or new developments is called entrepreneurial.

According to Baharuddin (2009: 193) character is a state of the soul that appears in behavior and actions as a result of innate and environmental influences. In other words, character depends on external (exogenous) forces. So, individual character is influenced by heredity and environment. Characters can be changed and educated.

Interest in entrepreneurship consists of two words, namely interest and entrepreneurship. Interest is a sense of liking and a sense of interest in a particular thing or activity without anyone giving orders. Usually interest is always accompanied by feelings of love so that pleasure is obtained (Ihsana, 2017: 35).

This makes us aware of the importance of inculcating an interest in entrepreneurship from an early age and must continue to be developed to increase creativity and reduce the number of unemployed so as to open new jobs, but before the growth of interest in entrepreneurship in students we need to provide some encouragement from several parties, one of which is the school to provide Entrepreneurship education to form entrepreneurial characteristics in students before the emergence of interest in entrepreneurship.

2. Methods

This research belongs to the type of associative research, where the definition of associative research according to Sugiyono (2018:14) is research that aims to determine the effect or also the relationship between two or more variables. because this study was designed to find the effect of entrepreneurship education (X1), entrepreneurial characteristics (X2) on the interest in entrepreneurship (Y) of students at Tanjung Morawa Employee Junior High School in Medan City. The subjects of this study were students of class IX and the object of this research was the student's entrepreneurial interest. The population used in this study were students of class IX Junior High School Employees Tanjung Morawa, which amounted to 150 people. With a sample of 30 students. The data collection technique that will be carried out is by identifying the problems faced by students to become entrepreneurs by distributing questionnaires to class IX students who have received entrepreneurship subjects at Tanjung Morawa Employee Junior High School in Medan City.

2.1. Instrument Test

a. Validity Test

The validity test was carried out on all statement items in the instrument by correlating the score of each question item with the total score. The correlation technique used is the Product Moment correlation. The data was processed using the SPSS version 26 program. The results of the validity test on the variable scores are as follows:

Variable	Indicator	rhitung	Sig	description
Entrepreneurship education (X ₁)	X1.1	0,848	0,000	Valid
	X1.2	0,926	0,000	Valid
	X1.3	0,925	0,000	Valid
	X1.4	0,938	0,000	Valid
Entrepreneurial Characteristics (X ₂)	X2.1	0,788	0,000	Valid
	X2.2	0,797	0,000	Valid
	X2.3	0,774	0,000	Valid
	X2.4	0,672	0,000	Valid
	X2.5	0,776	0,000	Valid

	X2.6	0,786	0,000	Valid
	X2.7	0,776	0,000	Valid
	X2.8	0,781	0,000	Valid
	X2.9	0,717	0,000	Valid
	X2.10	0,721	0,000	Valid
	X2.11	0,813	0,000	Valid
	X2.12	0,789	0,000	Valid
	X2.13	0,858	0,000	Valid
	X2.14	0,756	0,000	Valid
	X2.15	0,833	0,000	Valid
	Y.1	0,738	0,000	Valid
	Y.2	0,564	0,000	Valid
	Y.3	0,759	0,000	Valid
	Y.4	0,627	0,000	Valid
	Y.5	0,755	0,000	Valid
	Y.6	0,564	0,000	Valid
	Y.7	0,800	0,000	Valid
	Y.8	0,616	0,000	Valid
Entrepreneurial Interest (Y)	Y.9	0,791	0,000	Valid
	Y.10	0,684	0,000	Valid
	Y.11	0,767	0,000	Valid
	Y.12	0,773	0,000	Valid
	Y.13	0,795	0,000	Valid
	Y.14	0,744	0,000	Valid
	Y.15	0,786	0,000	Valid
	Y.16	0,732	0,000	Valid
	Y.17	0,796	0,000	Valid

Based on the results of the reliability test of the five variables above, it is known that the Cronbach's Alpha number of each variable is greater than the Cronbach's Alpha value of 0.60, which means that the five variables above are declared reliable, so that this study can be re-measured with consistent results on the same subject as shown in the table above.

3. Results And Discussion

a. Research Result

This study looks at whether Entrepreneurship Education (X1) and Entrepreneurial Characteristics (X2) have a significant effect on Entrepreneurial Interest (Y). This regression test was conducted to answer the research hypotheses that have been proposed. The results of the calculation are as follows:

**Tabel 1. Normality test
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		125
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	6,48317965
Most Extreme Differences	Absolute	,069
	Positive	,042
	Negative	-,069
Kolmogorov-Smirnov Z		,069
Asymp. Sig. (2-tailed)		,200 ^{c,d}

From the results of data processing in the table above, it is obtained that the Kolmogorov-Smirnov value is 0.069 and is significant at 0.200. A significance value greater than 0.05 means that the residual data is normally distributed. it can be concluded that further analysis can be done using multiple regression models.

Tabel 2. Multicollinearity Test Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Entrepreneurship Education	,981	1,020
	Entrepreneurial Characteristics	,412	2,491

From the data in the table above, it can be seen that the Variance Inflation Factor (VIF) for the entrepreneurship education variable is 1.020 and the entrepreneurial character is 2.491. Likewise, the tolerance value in entrepreneurship education is 0.981, and the entrepreneurial character is 0.412 from each of these variables, the tolerance is greater than 0.1 so it can be concluded that there is no symptom of multicollinearity between the independent variables which is indicated by the tolerance value of each independent variable is greater. than 0.1 and the VIF value is less than 10.

Tabel 3. Heteroscedasticity Test Coefficients^a

Model	Sig.
(Constant)	,025
Entrepreneurship Education	,067
Entrepreneurial Characteristics	,184

The results of the heteroscedasticity test show that the value of Sig. from the variables of Entrepreneurship Education (X1) and Entrepreneurial Character (X2) of 0.067 and 0.184, which means the variable value is greater than 0.05, which means that there is no influence between the independent variables on the absolute residual. Thus, the model made does not contain symptoms of heteroscedasticity. it can be concluded that further analysis can be done using multiple regression models.

Tabel 4. Multiple Linear Regression Test Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	-4,553	5,477	
	Entrepreneurship Education	,082	,145	,027

Entrepreneurial Characteristics	,479	,090	,397
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These results are entered into multiple linear regression equations so that the following equations are known:

$$Y = -4,553 + 0,082X_1 + 0,479X_2$$

description :

The regression coefficient shows that each independent variable tested has a positive effect on the dependent variable.

a) The constant -4.553 means that if the Entrepreneurship Education and Entrepreneurial Character are 0 then the student's entrepreneurial interest is -4.553

b) The regression coefficient for entrepreneurship education is 0.082, which means that after receiving 1 time entrepreneurship education, the interest in entrepreneurship will increase by 0.082.

c) The regression coefficient of entrepreneurial character is 0.479 which shows that if the entrepreneurial character of the student increases by 1, the student's interest in entrepreneurship will increase by 0.479.

Tabel 5. Partial Significance Test (Test Statistical t) Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-4,564	5,487		-,832	,407
Entrepreneurship Education	,075	,145	,026	3,514	,003
Entrepreneurial Characteristics	,478	,090	,398	5,329	,000

The results of the t-statistical research in the table above can be explained as follows:

1. The Influence of Entrepreneurship Education on Interest in Entrepreneurship

Based on the results of the partial test of the effect of Entrepreneurship Education on Interest in Entrepreneurship, it is obtained that tcount is 3.514 and ttable with = 5% is known to be 1.980, with a significant level of 0.003 < 0.05. From these results it can be concluded that Ho is accepted (Ha is accepted), this indicates that there is a significant influence between Entrepreneurship Education on Entrepreneurial Interest in students.

2. The Influence of Entrepreneurial Character on Interest in Entrepreneurship

Based on the results of the partial test of the effect of Entrepreneurial Character on Interest in Entrepreneurship, it is obtained that tcount is 5.329 and ttable with = 5% is known to be 1.980, with a significant level of 0.000 < 0.05. From these results it can be concluded that Ho is rejected (Ha is accepted), this indicates that there is a significant influence of Entrepreneurial Character on Entrepreneurial Interest in students.

Tabel 6. Simultaneous Test (Test f) ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13164,251	2	3311,028	51,632	,000 ^b
	Residual	4211,731	110	23,433		
	Total	18374,242	104			

It can be seen from the results above that the value of sig F < 0.05 (0.000 < 0.05) and F arithmetic > F table (51.632 > 2.447), then H0 is rejected. So there is a positive and significant influence of entrepreneurial knowledge and entrepreneurial character together on interest in entrepreneurship in students

Tabel 7. Coefficient of Determination Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	,755	,835	,762	5,580
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In the table above, it can be seen that the results of the overall regression analysis show an R Square value of 0.835 with a significance value of 0.000 indicating that the correlation or relationship between Entrepreneurial Interest (dependent variable) and Entrepreneurship Education and entrepreneurial characteristics (independent variables) have a very strong level of relationship, namely:

$$D = R^2 \times 100\%$$

$$D = 0,835 \times 100\%$$

$$D = 83,5\%$$

The value of Adjusted R Square (R^2) or the coefficient of determination is 0.835. This figure identifies that Entrepreneurial Interest (dependent variable) can be explained by Entrepreneurship Education and entrepreneurial characteristics. Then the standard error of the estimate is 5.580 or 5.58 where the smaller this number will make the regression model more precise in predicting Entrepreneurial Interest.

b. Discussion

1. The influence of entrepreneurship education on entrepreneurial interest

The first objective of this study was to analyze the effect of entrepreneurship education on the entrepreneurial interest of junior high school students. Based on the results of the partial test of the effect of Entrepreneurship Education on Interest in Entrepreneurship, it is obtained that t_{count} is 3.514 and t_{table} with $\alpha = 5\%$ is known to be 1.980, with a significant level of $0.003 < 0.05$. From these results it can be concluded that H_0 is accepted (H_a is accepted), this indicates that there is a significant influence between Entrepreneurship Education on Entrepreneurial Interest in students.

From the descriptive results, it shows that entrepreneurship education delivered in entrepreneurship courses has not stimulated student interest in entrepreneurship. These results are the same as those found from research (Nusannas, 2018) where the entrepreneurship education variable has a significant effect on students' interest in entrepreneurship. (Safitri & Rustiana, 2016) also have consistent research results that after receiving entrepreneurship education students' interest in entrepreneurship is increasing. This is also supported by research conducted (Adnyana & Purnami, 2016).

2. The Influence of Entrepreneurial Character on Interest in Entrepreneurship

The last objective of this research is to analyze the influence of entrepreneurial character on the entrepreneurial interest of employees of SMP employees. Based on the results of the partial test of the effect of Entrepreneurial Character on Interest in Entrepreneurship, it is obtained that t_{count} is 5.329 and t_{table} with $\alpha = 5\%$ is known to be 1.980, with a significant level of $0.000 < 0.05$. From these results it can be concluded that H_0 is rejected (H_a is accepted), this indicates that there is a significant effect of Entrepreneurial Characteristics on Entrepreneurial Interest in students.

The results of this study are in line with the results of research from (Jodhy et al., 2016) concluding that there is a positive and significant influence on the entrepreneurial character of students on student entrepreneurship interest. (Hartoyo & Wahyuni, 2020) also stated the same thing that one of the factors that influence a person's interest in entrepreneurship is a personal factor (character/character). Research conducted by (Phutry Lelliezza et al., 2019) also states that the entrepreneurial character can have a significant effect on students' entrepreneurial intentions.

3. The Influence of Entrepreneurship Education and Entrepreneurial Character on Interest in Entrepreneurship.

The results obtained regarding the influence of Entrepreneurship Education and Entrepreneurial Character on Interest in Entrepreneurship in undergraduate students in the 7th semester of Muhammadiyah University of North Sumatra. From the ANOVA test (Analysis of Variance, the f_{count} is 51,632 with a significant level of 0.000. While the f_{table} with a significant level of $\alpha = 5\%$ is 2,450. Based on this, $F_{count} > F_{table}$ ($51,632 > 2,447$), then H_0 is rejected. So it can be concluded that the variables of Entrepreneurship Education and Entrepreneurial Characteristics, together have a positive and significant effect on students' interest in entrepreneurship.

The results of this study are in line with the results of research from (Safitri & Rustiana, 2016) which states that the variables of entrepreneurship education and personality (entrepreneurial characteristics) have a positive and simultaneous effect on students' interest in entrepreneurship, (Phutry Lelliezza et al., 2019) also have results Similar research shows that entrepreneurship education and entrepreneurial characteristics have a positive and simultaneous effect on students' interest in entrepreneurship.

4. Conclusion

Based on the data obtained from the results of the analysis carried out, the following conclusions can be drawn:

1. There is a positive and significant influence of entrepreneurship education, and entrepreneurial character on interest in entrepreneurship.
2. There is a positive and significant effect of entrepreneurship education on interest in entrepreneurship.
3. There is a positive and significant influence of the entrepreneurial character on the interest in entrepreneurship.

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