



The Role of Entrepreneurship Education in Increasing Entrepreneurial Motivation

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ABSTRACT

The purpose of this study will be to examine the role of entrepreneurship education in increasing entrepreneurial motivation. The results of this study are expected to be input for the development of entrepreneurship education in schools and universities in order to encourage the birth of intellectuals who choose a career as an entrepreneur (entrepreneur). In the end, with the increasing number of school graduates and undergraduates who choose to become entrepreneurs, the problem of limited employment opportunities can be resolved, so that it is hoped that economic development in Indonesia will continue to increase and advance. The method used in this study is to use a literature review. The results of this study are (1) entrepreneurship education is a process or activity carried out in order to internalize the entrepreneurial mentality, transmit entrepreneurial knowledge and skills to students through formal educational institutions (schools and universities) and non-formal institutions (training institutions) in an effort to take advantage of business opportunities. (2) entrepreneurial motivation is the driving force that makes someone do a new business as a long-term career. The driving force can come from within, such as intentions and desires, or from outside, such as advice, suggestions and input. (3) entrepreneurship education plays a very important role in increasing entrepreneurial motivation.

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1. Introduction

Indonesia is a country that has a large population compared to other countries. Based on data by the Directorate General of Population and Civil Registration (Dukcapil) of the Ministry of Home Affairs, it was noted that the total population of Indonesia had reached 273.87 million as of December 31, 2021 (Databoks.katadata.co.id, 2021). With such a large population, the shortage of job opportunities is a problem that is difficult to avoid. Based on the Central Statistics Agency (BPS) recorded the number of unemployed in Indonesia amounted to 9.1 million people. With open unemployment (TPT) of 6.49% in August 2021 (Databoks.katadata.co.id, 2021). One of the reasons is the skill competence of school and college graduates who have not met the needs of the job market (Wiratno, 2012).

An effort is needed to overcome these problems, both from the government, education, industry and society. Especially from the world of education, one of the efforts that can be done is to provide entrepreneurship education. Entrepreneurship education in schools is very important in improving the

competence of graduates and other supporters in order to meet the demands of the world of work (Wiratno, 2012). By providing entrepreneurship education, it can change the mindset that so far after graduating from school just looking for a job becomes a job opening. This can be a challenge for educators to produce graduates who can be motivated to become entrepreneurs.

Entrepreneurship education can increase understanding of entrepreneurship, new business management, and improve the process of establishing a business as a career choice (Arasti, et.al, 2012). Entrepreneurship Education is a teaching and learning activity about entrepreneurship which includes the development of knowledge, skills, personal character, and attitudes that are in accordance with the age development of students (Lefton, 1985 in Kusmintarti, 2016).

Deputy for the Coordination of Quality Improvement for Children, Women, and Youth at the Coordinating Ministry for Human Development and Culture (Kemenko PMK) Femmy Eka Kartika Putri explained that one way to overcome youth unemployment is to promote entrepreneurship. Efforts are needed to encourage the unemployed to turn into entrepreneurs, so that young people do not only depend on existing jobs with intense competition, but can even create new jobs (kemenkopmk.go.id, 2021).

Furthermore, Femmy said, cross-sectoral coordination is needed to encourage youth entrepreneurship. Currently, the government also has a National Youth Entrepreneurship Strategy to encourage an increase in the number of entrepreneurs. Synergy across sectors of ministries and institutions is needed, as well as support from development partners who can provide training, education, and so on. Femmy also said that the Ministry of Manpower (Kemnaker) and the Ministry of Youth and Sports (Kemenpora) should promote various entrepreneurship training programs for youth through vocational education and training both in formal schools and in training centers. This entrepreneurial ecosystem needs to be strongly encouraged so that young people can rise up (kemenkopmk.go.id, 2021).

The government also needs to provide training on how to open new businesses for the people of Indonesia. A research result states that interest in entrepreneurship is influenced by the environment and the potential of entrepreneurial personality. Entrepreneurship can be taught through training and education (Aprilianty, 2012). Indonesia is in global uncertainty, it is necessary to empower small businesses that are considered capable of developing production, to achieve economic growth. In accordance with the government program, it is targeted that five million new entrepreneurs until 2025 for the advancement of national entrepreneurship by developing human resources (Sukirman, 2017).

The high unemployment rate in Indonesia is caused by the number of available job vacancies and the number of job seekers who are very different. In addition, job seekers also have preferences that are quite influential, where new graduates can choose jobs and do not want to do just any work because they are considered not equivalent to their competencies. Most school graduates usually only want to apply for jobs that pay high wages. Nurimansyah Hasibuan said wages are all forms of income received by employees or labor in the form of money or goods in an economic activity within a certain period of time (Suparno, 2015). As a result, school graduates are unemployed and do not work at all.

The low level of education and the lack of skills possessed by the Indonesian people also contribute to the difficulty of getting a job, especially in today's era which requires skills and qualified technology. One of the fields that we should have mastered at this time is multimedia. Multimedia can be a combination of text, graphics, sound, animation and images. However, the combination of two or more media types is emphasized in the computer control as the overall driver in the program or software. Thus the meaning of multimedia refers to various combinations of graphics, text, sound, animation, images and video. This merger is an entity that displays messages, information or lesson content (Suparno, 2017).

Education is a very important field for the development of a country. The development and improvement of Human Resources (HR) and technology in preparing the next generation of a nation is carried out through learning in schools (Suparno, 2016b). If linked in the context of learning, then needs analysis is a scientific activity to identify the inhibiting and supporting factors of the learning process in order to determine and select relevant and appropriate media, to achieve learning objectives and lead to improving the quality of education (Suparno, 2016a). At this time we have challenges and opportunities in economic development. Demographic bonus as the basic capital of human resources as well as the challenge of forming student competencies through learning in education to be developed (Suparno, 2013).

Universities as final-level educational institutions in Indonesia have included entrepreneurship courses into the curriculum as one of the courses that can be taken by all students. Entrepreneurship learning methods in universities apply the experience of practical activities with good learning methods, can involve students to participate actively, play an important role in developing student entrepreneurial interests, and have the potential to encourage students to build their businesses even though they have not graduated from college (Olokundun, et.al. , 2018).

The purpose of educating students to become entrepreneurs is to change students' perceptions so that they consider careers as interesting entrepreneurs (Kuckertz, 2013). In addition, preparing by providing entrepreneurial knowledge for the wider community will have a positive influence on job creation (Hynnes, 1996 in Kuckertz, 2013). To form an entrepreneur with superior character, an appropriate and effective entrepreneurship education process is needed. Perceptions of students or students can be one indicator of the effectiveness of entrepreneurship education. The better the student's perception of entrepreneurship education, it can be said that entrepreneurship education is more important and effective (Ilyas & Gumilar, 2012).

Practice-based or experience-based entrepreneurship courses known as entrepreneurship concepts and skills can be the backbone of skills for students after graduation to achieve success (Hendro, 2011). According to Merry, entrepreneurship learning methods have an important role in entrepreneurship education as an effort to change a person's mindset and behavior so that they have entrepreneurial desires and interests. Traditional entrepreneurship education focuses on preparing business plans, providing an understanding of how to get financing, business development processes, and managing (management) small businesses (Yuniasanti and Esterlita, 2017). Chang and Rieple suggest that there are four dimensions of entrepreneurial skills, namely: 1) technical skills, 2) management skills, 3) entrepreneurship skills, and 4) personal maturity skills (Warnardi, et al, 2019). According to Rusdiana, the indicators of entrepreneurial skills consist of 1) creative thinking skills, 2) decision-making skills, 3) leadership skills, 4) managerial skills, and 5) interpersonal skills. Based on this description, there are three complementary aspects of competence, namely aspects of knowledge, skills, attitudes and character (Rusdiana, 2014 in Warnardi, et al., 2019).

Motivation is one of the sources of energy needed by entrepreneurs. Motivation that is equipped with creative thinking patterns supported by an effective and efficient work attitude is the main key to business success (Hendro, 2011). Gilad and Levine put forward two theories about entrepreneurial motivation, namely "push theory" and "pull theory". Push theory is that individuals are encouraged to become entrepreneurs due to negative environmental incentives such as job dissatisfaction, difficulty finding work, flexibility in working hours or insufficient salary. In contrast, pull theory is that individuals are interested in becoming entrepreneurs because they are indeed looking for things related to the characteristics of the entrepreneur itself, such as independence and the belief that entrepreneurship can provide prosperity (Dar Pujianto, 2014). According to Cahyani, entrepreneurial motivation is an encouragement to meet their needs independently without having to depend on

others, and to feel satisfied and proud of the results obtained through hard work (Warnardi, et al., 2019).

Pursuing certain opportunities by taking entrepreneurial actions is often done intentionally to penetrate the market by offering new products. Entrepreneurial interest shows motivational factors that influence individual behavior in achieving entrepreneurial results (Hisrich, et al., 2008). According to Santoso, entrepreneurial interest is a psychological symptom in doing something about entrepreneurship with a feeling of pleasure to focus attention, because it is beneficial for himself and others (Fu'adi, 2016). Perceptions about a person's feasibility in entrepreneurship are related to the high self-efficacy contained in a person in changing his behavior to achieve success, as well as confidence in his own capacity to act and do things well. The action refers to an attitude of desire that is felt by a person, where the potential entrepreneurial results can provide personal rewards and can be evaluated (Hisrich, et al., 2008).

Zimmerer stated that one of the factors driving the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education (Suharti and Sirine, 2011: 125). Universities are responsible for educating and providing entrepreneurial skills to their graduates as well as providing motivation to dare to choose entrepreneurship as a career. This is reinforced by Yohnson's opinion that universities need to apply a concrete entrepreneurship learning pattern in order to encourage students' enthusiasm for entrepreneurship with meaningful knowledge. So that universities are required to play a role in producing quality graduates in the field of entrepreneurship (Suharti and Sirine, 2011: 125).

Based on the description above, this research will examine the role of entrepreneurship education in increasing entrepreneurial motivation. The results of this study are expected to be input for the development of entrepreneurship education in schools and universities in order to encourage the birth of intellectuals who choose a career as an entrepreneur (entrepreneur). In the end, with the increasing number of school graduates and undergraduates who choose to become entrepreneurs, the problem of limited employment opportunities can be resolved, so that it is hoped that economic development in Indonesia will continue to increase and advance. The problems that will be studied in this paper are as follows. (1) What is meant by entrepreneurship education? (2) What is meant by entrepreneurial motivation? (3) What is the role of entrepreneurship education in increasing entrepreneurial motivation?

2. Methods

The method used in this study is to use a literature review. A literature review is a survey of scientific articles, books, and other sources relevant to a particular problem, field of research, or theory, and as such, provides a description, summary, and critical evaluation of those works. A literature review is designed to provide an overview of the sources that have been explored while researching a particular topic and to show the reader how the research fits into the larger field of study (USC Libraries, n.d). A literature review is a description of the literature relevant to a particular field or topic. It provides an overview of what has been said, who the key authors are, what theories and hypotheses apply, what questions are being asked, and what methods and methodologies are appropriate and useful. Thus, literature review research itself is not primary research (Emerald Group Publishing, n.d.). A literature review is an objective, thorough summary and critical analysis of the available relevant research and non-research literature on the topic being studied (Cronin, et al., 2008). It can be concluded that literature review is a series of activities related to the method of collecting library data by reading and recording and processing research materials, scientific articles, books, and other

sources relevant to certain research.

A literature review aims to bring current readers with up-to-date literature on a topic and form the basis for other purposes, such as justification for future research in the field. A good literature review gathers information on a particular subject from many sources. It is well written and contains a clear search and selection strategy (Cronin, et al., 2008). Good layout is very important to improve the flow and readability of the review (Colling, 2003). A literature review is different from an academic research paper. The main focus of an academic research paper is to develop a new argument, and the research paper will contain a literature review as part of it. In the research paper using the literature as a foundation and as a supporter of the new insights contributed. The focus of the literature review, however, is to summarize and synthesize the arguments and ideas of others without adding new contributions.

Literature review research has at least four main characteristics that need to be considered including: First, that the researcher or writer deals directly with text (Khatibah, 2011) or numerical data, not with direct knowledge from the field. Second, library data is "ready to use" meaning that researchers do not go directly to the field because researchers deal directly with data sources in the library. Third, that library data are generally secondary sources, in the sense that researchers obtain materials or data from second-hand sources, which means that they are not original data from the first data in the field. Fourth, that the condition of library data is not limited by space and time (Zed, 2008).

Most literature reviews serve as part of the main research article which provides a theoretical basis for the main study that is the subject of the article. In that capacity, Fink explains the various purposes of a literature review, which is a literature review containing other scientific articles. It describes the content and quality of knowledge already available, and easily presents the reader with the importance of previous work (Okoli & Schabram, 2010). As an academic part, the review cannot simply spit out the subject matter, but should contribute to work in a dual approach of synthesizing available material and offering a scientific critique of theory (Okoli & Schabram, 2010). Based on the description above, the data collection in this study was carried out by examining several journals, books, and documents of data sources and or other information deemed relevant to this research.

3. Results and Discussion

3.1 Entrepreneurship Education

Education is a very complex activity and cannot be separated from people's lives. Almost all aspects of human life can be related to the educational process. Through education, human nature and character can be formed to become human beings who have intelligence and skills. Education starts from a small to large scope, namely the scope of the family, community and school as well as outside of school. This is in line with Redja Mudyaharjo's statement which states that education is a conscious effort made by the family, community, and government, through teaching, guidance and training activities that take place at school and outside of school throughout life, to prepare students to play a role in life appropriately in the future (Redja Mudyaharjo, 2012: 11).

Education is expected to be useful for society in the future. The higher a person's education, the more knowledge and experience they have. Education is often used as a benchmark for job acceptance, namely by looking at and considering the last education held. According to Sugihartono that education is a conscious effort to change human behavior both individually and in groups to mature humans through teaching and training efforts so that they have the ability to be responsible for all their actions (Sugihartono et al, 2007: 3). Higher education will improve the abilities and skills possessed. Someone who has a higher education tends to earn a higher income than someone who has a low education.

Education is carried out through learning in formal and informal schools. Education instills values and basic views of life to the younger generation so that later they become human beings who are responsible and aware of their life tasks as humans. Education will provide knowledge and experience to students so that they can think ahead well. In accordance with Wasty Soemanto's statement that education is a process of experience to produce experiences that provide prosperity both outwardly and inwardly (Wasty Soemanto, 1999: 21).

Based on the description above, it can be concluded that education is a conscious and planned effort to realize the learning process in order to develop the potential of students so that they have the knowledge and skills to mature students. The learning process starts from a small to large scope, namely the scope of the family, community, and school as well as outside of school.

The concept of entrepreneurship in essence is still developing. According to Kasmir, entrepreneurship is an ability to create business activities (Kasmir, 2006). The ability to create requires creativity and innovation from those that already exist. Creative and innovative entrepreneurial skills can be used as the basis, tips, and resources to find opportunities for success (Suryana, 2006: 2). Opportunities for success in the future can be achieved if an entrepreneur is truly disciplined and takes advantage of opportunities well.

Meanwhile, according to Zimmerer, entrepreneurship is the application of creativity and innovation to take advantage of opportunities faced and solve problems. Creativity is defined as the ability to develop ideas and find new ways to solve problems, while innovation is defined as the ability to apply creativity to solve problems and opportunities to increase the wealth of life (Suryana, 2006: 14). According to Hakim, "entrepreneurship is an ability and attitude to create something new that is very useful and valuable for himself and others. Entrepreneurship is a mental attitude and soul that is always active or creative to create, empower, work, be humble and try in order to increase income in its business activities. So that the development of the quality of human resources becomes a very important role in entrepreneurship (Hakim, 2012).

Stoner stated that basically entrepreneurship moves from a basic human need to achieve. The entrepreneurial spirit has a role in shaping people to think creatively and work in creating something new to become a creator and innovator. Entrepreneurship is formed in a person through education or training. Entrepreneurship education or training is a process of learning concepts and skills to recognize opportunities that others are not able to see. Entrepreneurship refers to behavior that includes: taking initiative and organizing to change resources to risk and failure (Jamal Ma'mur Asmani, 2011).

Based on the description above, it can be concluded that entrepreneurship is an attitude and ability to be creative and innovative in creating something new that has benefits, use value, is able to take advantage of and opportunities to face problems. The essence of entrepreneurship is to create added value through the process of combining resources in different new ways in order to compete.

Entrepreneurship education is a process that can be a weapon to destroy unemployment and poverty and become a ladder to the dream of every community to be financially independent, have the ability to build prosperity and community welfare (Jamal Ma'mur Asmani: 2011). According to Wibowo, entrepreneurship education is an effort to internalize the mental and entrepreneurial spirit both through educational institutions and other institutions such as training institutions, training and so on" (Wahyono, 2014). This means that in entrepreneurship education, the emphasis is on instilling an attitude and living to get an entrepreneurial mentality through formal and non-formal education. Meanwhile, Lo Choi Tung said that entrepreneurship education is a process of transmitting entrepreneurial knowledge and skills to students to assist in taking advantage of business opportunities (Wahyono, 2014).

Based on the descriptions above, it can be concluded that entrepreneurship education is a process or activity carried out in order to internalize the entrepreneurial mentality, transmit entrepreneurial knowledge and skills to students through formal educational institutions (schools and universities) and non-formal institutions (institutions). training) in an effort to take advantage of business opportunities. Entrepreneurship education activities are carried out programmatically and continuously. So that students master the theory and practice of entrepreneurship.

3.2 Entrepreneurial Motivation

Motivation is needed for everyone because strong motivation can lead to encouragement of actions to achieve goals. According to Wahjosumidjo, motivation is a psychological process that reflects the interaction of attitudes, perceptions, needs and decisions that occur in a person. Psychological processes arise due to factors from within a person in the form of attitudes, personality, experience and education, while from outside a person various other factors are very complex (Rusdiana, 2014: 70).

According to Budiati, "a person's motivation to become an entrepreneur is divided into three parts, namely the first ambition of independence such as activities and the desire to have their own business, the desire to be more respected and the desire to implement new ideas. Both self-realization are like developing hobbies in self-realization business, wanting to get a better position in the environment, wanting to motivate and leading others, wanting to continue family traditions, and wanting to implement ideas. The three driving factors are wanting to get a better income, wanting to become an entrepreneur if you are laid off (Budiati, et al., 2012: 91).

Motivation is generally influenced by internal and external factors. Lukiastuti stated that the dominant motivational factors for entrepreneurship students are factors of satisfaction, opportunity, and freedom factors (Sari, 2013: 7). Furthermore, according to Sari, there are factors that can motivate entrepreneurial students including freedom in work, tolerance for risk, and self-efficacy (Sari, 2013: 6). Budiati stated that some of the motivations of entrepreneurial people are driven by the ambition of independence in the form of wanting to open their own business and liking the freedom in their activities (Budiati, et al., 2012: 97). This explains that entrepreneurial motivation is caused by wanting to show independence to those around him such as parents, friends, and others so that they are considered as successful humans. In addition, humans in general have a spirit of freedom to carry out activities. This means that humans carry out activities according to their own desires.

According to Kreuger, entrepreneurial intention is a central issue that needs to be considered in understanding the process of establishing a new business and reflects one's commitment to starting a new business (Suharti and Sirine, 2011: 126). Entrepreneurial motivation is related to one's commitment to trying a new business. The belief in this commitment must really be carried out in a planned and continuous manner so that efforts to open your own business can be realized. In accordance with Lee & Wong's opinion, entrepreneurial intention is defined as an initial step in a process of establishing a business which is generally long term (Suharti and Sirine, 2011:126).

Based on the explanation above, it can be concluded that entrepreneurial motivation is the driving force that makes a person undertake a new business as a long-term career. The driving force can come from within, such as intentions and desires, or from outside, such as advice, suggestions and input.

3.3 The Role of Entrepreneurship Education in Increasing Entrepreneurial Motivation

Based on the findings of previous research, entrepreneurship education has a role in increasing entrepreneurial interest. It is necessary to develop entrepreneurship education activities or programs both through formal and non-formal education. Especially in formal educational institutions such as universities, entrepreneurship education is not only given the theory of entrepreneurship but is also given the practice of entrepreneurship as its application. So with that students have the knowledge and provisions to open new businesses (Rita Ningsih, 2017).

Entrepreneurship education is considered effective for increasing motivation, increasing competence, and growing entrepreneurial interest. Learning activities that need to be improved, such as practical activities, entrepreneurship seminars, and surveys to customers, are perceived as lessons that can provide benefits and experiences that can change the mindset and behavior of students to have an entrepreneurial interest. The need to develop entrepreneurial learning methods that emphasize adaptability (soft skills) and life skills (live skills) in the business environment that can strengthen entrepreneurial interest and make entrepreneurship a promising career choice (Asni Harianti, 2020).

Entrepreneurship education needs to be packaged with a curriculum that is able to provide significant effectiveness to encourage students to have entrepreneurial intentions. Packaging of this curriculum really needs special attention for education providers. This is so that the steps taken can achieve the expected goals (Agni Astungkara, 2020).

According to Ani Interdiana Candra Sari, there is a simultaneous and partial influence of entrepreneurship education and entrepreneurship motivation on the entrepreneurial mental attitude of students. This indicates that entrepreneurship education in schools and by providing entrepreneurial motivation during the learning and learning process can affect the mental attitude of students in entrepreneurship (Ani Interdiana Candra Sari, 2021).

Entrepreneurship education can be a tool or a means to create human resources who have the ability to develop an economic and welfare system, and play an important role in helping to reduce unemployment so that people are able to build an economic system and improve welfare with the end result that poverty will be reduced. Khabib Alia Ahmad, 2021).

Based on research from Dellia Mila Vernia that the role of entrepreneurial knowledge is 21.26%, the role of entrepreneurial competence is 21.11%. And the role of entrepreneurship training is 18.57% on entrepreneurial motivation (Dellia Mila Vernia, 2019). Based on the description above, it can be concluded that entrepreneurship education plays a very important role in increasing entrepreneurial motivation.

4. Conclusion

Based on the description above, it can be concluded that (1) entrepreneurship education is a process or activity carried out in order to internalize the entrepreneurial mentality, transmit entrepreneurial knowledge and skills to students through formal educational institutions (schools and universities) and non-formal institutions (institutions). training) in an effort to take advantage of business opportunities. (2) entrepreneurial motivation is the driving force that makes someone do a new business as a long-term career. The driving force can come from within, such as intentions and desires, or from outside, such as advice, suggestions and input. (3) entrepreneurship education plays a very important role in increasing entrepreneurial motivation.

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