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THE ROLE OF ENTREPRENEURSHIP LEARNING IN GROWING STUDENT ENTREPRENEURIAL INTEREST

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Entrepreneurship is frequently defined as the act of developing something with the intention of adding value to the economy. The results of entrepreneurship can be found in both products and services. Lessons in entrepreneurship should be taught in higher institutions since they are predicted to be able to lower the high unemployment rate, particularly among educated people. In addition, innovative concepts and the most recent advancements are anticipated to surface to encourage student interest in entrepreneurship. MSMEs, the engine of the economy, are the entrepreneurial sector that is currently in the spotlight. Because the time required to manage a business is more flexible and can be self-regulated according to demands, so it doesn't conflict with study time, students can participate as MSME players. Using a sample of 56 students as respondents, this study intends to ascertain the contribution of entrepreneurship learning in generating interest in entrepreneurship among students at the Al-Azhaar Lubuklinggau Islamic Institute. A survey is the quantitative method that was used. By sending online surveys in the form of Google Forms with a Likert scale ranging from 1 to 4, data was gathered. Both quantitative and descriptive data analysis was done. According to the study's findings, entrepreneurship education helps students develop an interest in the field.

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Proses menciptakan sesuatu agar bisa bernilai tambah dalam ekonomi sering dimaknai sebagai bentuk kewirausahaan. Luaran dari berwirausaha tidak hanya berupa produk namun juga jasa. Pembelajaran kewirausahaan penting dipelajari di perguruan tinggi karena diharapkan mampu mengurangi tingginya angka pengangguran, khususnya dari kalangan terdidik selain itu diharapkan muncul ide-ide kreatif dan inovasi terbaru sehingga menumbuhkan minat berwirausaha mahasiswa. Sektor kewirausahaan yang saat ini menjadi fokus adalah UMKM yang merupakan penggerak ekonomi. Mahasiswa bisa ikut terlibat sebagai pelaku UMKM karena waktu yang dibutuhkan untuk menjalankan usaha lebih flexible dan bisa diatur sendiri disesuaikan dengan kebutuhan sehingga tidak mengganggu waktu kuliah. Penelitian ini bertujuan untuk mengetahui peran pembelajaran kewirausahaan dalam menumbuhkan minat berwirausaha mahasiswa Institut Agama Islam Al-Azhaar Lubuklinggau yang telah menempuh mata kuliah kewirausahaan dengan menggunakan sampel sebanyak 56 orang mahasiswa sebagai responden. Metode yang digunakan adalah

kuantitatif dalam bentuk survei. Pengumpulan data melalui penyebaran kuesioner secara online berbentuk Google Form dengan rentang skala likert dari 1 sampai 4. Data dianalisis secara deskriptif kuantitatif. Hasil penelitian ditemukan bahwa pembelajaran kewirausahaan berperan dalam menumbuhkan minat berwirausaha mahasiswa.



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INTRODUCTION

Entrepreneurship is one of the subjects that must be taken by students. Entrepreneurship courses aim to enable students to build entrepreneurial spirit, form entrepreneurial character, understand entrepreneurial concepts, and train entrepreneurial skills. In this regard, students are required to be more active in studying economic events that occur in their environment.

Sumarsono (Sari et al., 2021) explained that entrepreneurship is an intangible culture that can create a tangible culture. Schumpeter said that the entrepreneur is a reformer (Sari et al., 2021). This means that only someone who can make changes can be called an innovator. Furthermore, Zimmerer explained that an entrepreneur is someone who is able to produce a unique, different business, looking for new opportunities with various risks under uncertain conditions to generate income and development with various strategies in creating business opportunities by combining various resources to produce maximum resources (Sari et al., 2021). Another opinion related to entrepreneurship is a phenomenon that is quite popular at this time, and it is possible that it will become a new pattern and order in people's lives, and for certain parties it is a new thing that requires special education (Pelipa & Nuryani, 2019).

In accordance with the mandate of Presidential Instruction No. 4 of 1995 concerning the National Movement to Socialize and Cultivate Entrepreneurship. The government realizes that the world of business or business is the foundation for the national economy, so it must be continuously improved (Sari et al., 2021). It is hoped that the Movement to cultivate entrepreneurship will become part of the learning objectives on campus and be able to attract students to create jobs instead of looking for work, so that it is hoped that it will be able to give birth to a generation of Indonesians who have an entrepreneurial spirit that is creative, innovative, creates opportunities, reliable, independent and responsible (Vernanda & Rokhmani, 2021). According to Privana and Kamalia's 2022 opinion. It is essential that students are interested in entrepreneurship so that they may shift their perspective from one of job seeking to one of employment creation. Entrepreneurship education aims to form a whole human being, as a human being who has the character, understanding and skills as an entrepreneur.

In addition, through entrepreneurship learning it is intended to produce entrepreneurial behavior and a spirit of leadership which are interrelated with how to manage a business to equip students to be able to do business independently. With entrepreneurship, apart from the opportunity to generate large income for



entrepreneurs, it is also able to reduce the number of unemployed (Friskawati, 2018).

Entrepreneurial learning is in the form of learning theory and practice. Entrepreneurial practice is a concrete manifestation of the theory given prior to entrepreneurial practice in class. Entrepreneurial practice is a process of application and maturation of the entrepreneurial learning process. With the practice of entrepreneurship, students are expected to form an attitude that is innovative, creative, responsible and willing to take risks because there is direct interaction between students and the environment. Students who enroll in the Entrepreneurship course have the chance to practice entrepreneurship in addition to learning about the theory and ideas of entrepreneurship (Marganingsih & Pelipa, 2020)

Entrepreneurship Learning Achievements in Higher Education are in the form of processes obtained from new habits, knowledge and attitudes regarding creativity and innovation in understanding opportunities, organizing resources, managing so as to generate profits. Entrepreneurship Learning in Higher Education includes materials, assignments and practices. The Competency Standards for entrepreneurship courses are for students to be able to build an entrepreneurial spirit, form entrepreneurial character, understand entrepreneurial concepts, and train entrepreneurial skills. With this, students are expected to be able to create businesses in order to get added value or profits, create jobs that are useful for others.

Learning about entrepreneurship is now widely used as a subject. The goal is of course to attract students' intentions and provide theories about entrepreneurship.

Entrepreneurship learning becomes a bridge between theoretical knowledge and practical involvement in the field (Mustikawati & Kurjono, 2020). Furthermore, the goals to be achieved through learning entrepreneurship are for students to understand the background of the importance of learning entrepreneurship, understand the practical steps of running a business, understand the technical steps in running a business and motivate students to carry out entrepreneurial activities (Rahman & Amir, 2020)

Entrepreneurship education that has been provided to students can direct them to choose entrepreneurship as a career choice. However, can the learning methods utilized in entrepreneurship courses pique students' enthusiasm in entrepreneurship? (Setyawati, 2020). Entrepreneurship learning methods in entrepreneurship education are important as an effort to change one's mindset and behavior so that one has a desire (interest) in entrepreneurship (Harianti et al., 2020). Entrepreneurial interest is the tendency of the heart in the subject to be interested in creating a business which then organizes, manages, bears risks and develops the business he creates himself. Not dependent on other people, not people looking for work but people who are able to create jobs for the wider community. Interest is also something that is liked by individuals, so if an individual is involved in the business world because he has an interest in the field of entrepreneurship, then that individual will carry out his work with joy without any coercion from anyone. In addition, interest is also a tendency that is rather settled in a person because he feels interested in a particular field or thing or feels happy to be involved in that field (Febriyanti, 2020).



Entrepreneurial interest arises because it is preceded by a knowledge and information about entrepreneurship which is then continued in a participating activity to gain experience which finally arises the desire to carry out these activities (Susanti, 2021). Puspitaningsih's opinion regarding Entrepreneurial interest is the desire, interest, and willingness of individuals to work hard to fulfill their life needs without fear of the risks that will occur (Rahman & Amir, 2020)

Thus, it can be concluded that interest is a feeling of liking and a sense of interest in something or activity without being told, so that it becomes a driving force to pay attention and relate more actively to an object or activity.

Zimmere, Scarborough and Wilson said that the driving factor for the growth of entrepreneurial interest lies in the function of the university (Durin & Marwan, 2022). As stated by Saragih (Durin & Marwan, 2022) Namely learning about entrepreneurship education within the university environment, both contained in conducting learning in lectures, seminars and practice in conducting entrepreneurship in entrepreneurship lectures. This is in accordance with a theory based on Wastyi Soemanto that one way for humans to have entrepreneurial morals, attitudes, and skills is by obtaining or receiving entrepreneurship education which can later encourage one's thinking and understanding of entrepreneurship, so this can trigger someone to be able to do entrepreneurship (Oktarina et al., 2019; Durin & Marwan, 2022).

Research on entrepreneurship learning and interest in entrepreneurship has been extensively researched before (Harianti et al., 2020; Mustikawati & Kurjono, 2020). Results of research

conducted (Harianti et al., 2020) shows that according to students' perceptions of entrepreneurship education (learning methods) is considered effective for increasing motivation, increasing competence, and fostering entrepreneurial interest. Further research (Christianingrum & Rosalina, 2017) concludes that there is a positive influence of entrepreneurship learning on entrepreneurial interest. Previous research has not examined the Al-Azhaar Lubuklinggau Institute of Islamic Religion. For this reason, this research was conducted to find out and analyze the role of entrepreneurship learning to foster student interest in entrepreneurship. This study is expected to contribute to providing policy direction to stakeholders related to student entrepreneurship interest in the era of the industrial revolution 5.0.

RESEARCH METHODS

The research method used is a quantitative method in the form of a survey, namely research in which the main source of data and information is obtained from a large number of respondents. The data source is IAI Al-Azhaar Lubuklinggau students, as many as 56 students, namely those who are willing to fill out a questionnaire, which is uploaded via the Google form application (Purwandari et al., 2021). Questionnaire is a data collection technique by giving a set of written statements to respondents to answer (Sugiyono, 2015). This research instrument contains aspects of the role of entrepreneurship learning to foster student interest in entrepreneurship. Data analysis techniques are carried out by utilizing descriptive statistics, using the percentage formula. After being classified, the data obtained from the respondents is described in a pie chart.



RESULTS AND DISCUSSION

In this study the characteristics of the respondents were described regarding the gender of students at the Al-Azhaar Lubuklinggau Islamic Institute of Religion.

The total number of respondents in this survey was 56. The following are the features gathered from questionnaire collection.

Table 1. Characteristics of Respondents Based on Demographics

No	Variable	Classification	Amount (Person)	Percentage
1	Gender	Man	16	28.6%
		Woman	40	71.4%
Amount			56	100%

Source: Primary Data, 2022

In Table 1, it can be stated that the majority of respondents were women, as many as 40 people (71.4%) and male respondents as many as 16 people (28.6%). Gender has an influence on entrepreneurial intentions given that there are different views on work between men and women. Based on the data above, it shows that according to gender, female students have a greater intention to do entrepreneurship than male students. Wijaya (Wedayanti & Giantari, 2016) argues that most women tend to prefer entrepreneurship rather than work because women think work is not important. Because women are still faced with greater traditional demands to be wives and housewives.

Based on survey research and percentage calculations on several aspects of statements that have been given to respondents regarding the role of entrepreneurship learning in fostering student entrepreneurship interest, the research data obtained are as listed in the following diagram.

According to responses to a questionnaire distributed to participants, 36 students (64.3%) expressed enthusiasm for entrepreneurship education out of 56 students as respondents, 20 students (35.7%) chose to strongly agree, and no student (0%) chose neither to agree nor to

disagree enthusiasm for entrepreneurship education. This shows that many students have enthusiasm for entrepreneurship education. Having a high enthusiasm for work and learning and not easily giving up is one of the characteristics of the attitude and behavior of a successful entrepreneur (Savitri & Wanta, 2018).

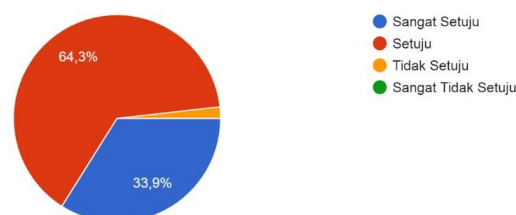


Figure 1
Entrepreneurship Learning Process on Campus Accompanied and Trained by Lecturers

According to responses to a questionnaire distributed to participants, out of 56 students who responded, 36 (64.3%) agreed that the entrepreneurial learning process on campus was accompanied and educated by lecturers, 19 students (33.9%) voted strongly agreed, 1 student (1.79%) chose to disagree, and no students (0%) chose to strongly disagree. This shows that the lecturer as a facilitator, the entrepreneurship learning process on campus is accompanied and trained by the lecturer. This is in line with research Wardhani & Nastiti (2023) in cultivating an

interest in entrepreneurship essentially emphasizes the implementation of attitudes, where students are actively guided to participate in developing this interest, so that starting from planning, strategy to the process, namely students are given seriously. Lecturers in entrepreneurship courses provide directions such as what the motivation for entrepreneurship in the future will be like and what the results will be like, what needs to be done and what not to do makes me interested in entrepreneurship. Wu & Wu (Yang, 2018) suggested that entrepreneurship education is to be offered in university focusing on fostering entrepreneurial skills and inspiring the interests in entrepreneurship, regardless of academic achievement of students

According to responses to a questionnaire distributed to participants, out of 56 students who responded, 36 (64.3%) agreed that students were equipped with the experience of becoming entrepreneurs, 19 students (33.9%) chose to strongly agree, 1 student (1.8 %) who chose to disagree, and no students (0%) chose to strongly disagree. This shows that the lecturer provides the experience of becoming an entrepreneur from the experiences of successful entrepreneurs in Indonesia and the lecturer's own experience as an entrepreneur. This fact is in line with research Istimal et al (2021) that The function of educational institutions is critical in developing tough entrepreneurs who are trained in the classroom with entrepreneurial content and experiences through entrepreneurship courses. Lecturers must be able to present motivation and an interesting understanding of entrepreneurship for students in class. Most of the respondents said that learning entrepreneurship courses

in class really inspired them to start a business and also gave rise to creative ideas in entrepreneurship.

According to responses to a questionnaire distributed to participants, out of 56 students who responded, 39 students (69.6%) agreed that kids grow to become superior individuals and are capable of formulating life, 16 students (28.6%) voted strongly agree, 1 student (1.8%) chose to disagree, and no students (0%) chose to strongly disagree. This shows that lecturers provide provisions to students to become superior individuals and able to formulate life. In formulating life goals, reflection and correction are needed, which are then read and observed repeatedly until one understands what one wants.

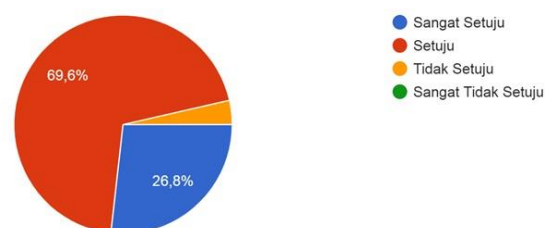


Figure 2
Entrepreneurship Learning Creates Confidence

Based on responses to a questionnaire supplied to participants, 39 students (69.6%) believed that understanding entrepreneurship improves confidence out of 56 students that responded, 16 students (28.6%) chose to strongly agree, 1 student (1.8 %) who chose to disagree, and no students (0%) chose to strongly disagree. This shows that the existence of entrepreneurship learning makes students become more confident people. Strong self-confidence, entrepreneurs tend to be optimistic and have a strong belief in their ability to succeed. Strong self-confidence will provide self-motivation for achieving business goals, people who have self-

confidence will be able to deal with any problems that exist (Savitri & Wanta, 2018). Furthermore, the key to motivating students to be confident in running their own business is by building entrepreneurial character, namely self-confidence, optimism, independence, honesty, integrated, mature, balanced, self-centered and determined to be strong. Lecturer participation as a teacher is an interesting thing, even though the frequency of communication with students is not as frequent as between students and friends, but lecturers also influence students' interest in entrepreneurship, this can happen through the learning process in class (Wardhani & Nastiti, 2023)

Based on responses to a questionnaire distributed to participants, 36 students (64.3%) agreed out of 56 students who claimed that they were interested in becoming entrepreneurs since they had taken entrepreneurship courses, 16 students (28.6%) chose to strongly agree, 3 students (5.3%) who chose not to agree, and 1 student (1.8%) who chose to strongly disagree. This shows that the entrepreneurship courses studied on campus make students interested in becoming entrepreneurs. These results are in line with research Darmawan (2021) that students who have participated in the learning process finally understand the professional goals of an entrepreneur and state that they are ready to become an entrepreneur who cares for others and the environment. They generally expressed their determination to build a business that would answer socio-economic and educational problems in society in the future.

Dependent on opinion Anderson and Jack (Yang, 2018) In particular, entrepreneurship educators need to provide

various types of learning tools for students to foster each components of entrepreneurial leadership. Through practicing the experiential learning opportunity, students can develop their entrepreneurial competences by converting the incubated business ideas into business opportunities (Anderson & Jack, 2008). In their plans for the future, some are interested in working with family or friends to build the business they are planning. Through good entrepreneurship education, it will provide opportunities for growth and development of students' creativity and innovation potential. Entrepreneurial values will become the characteristics of students that they can use in socializing and interacting with their environment. In the end, a person who has creative, innovative (Darmawan, 2021).

According to responses to a questionnaire given to participants, out of 56 students who responded, 33 students (58.9%) agreed with the assertion that being an entrepreneur is difficult, 21 students (37.5%) chose to strongly agree, 1 student (1.8%) who chose to disagree, and 1 student (1.8%) who chose to strongly disagree. This shows that being an entrepreneur requires knowledge, venture capital, relationships, commitment, and consistency in achieving success. In addition, entrepreneurs must have communication skills, emotional skills, language skills, group skills, have ethics and morals, manners and spiritual skills (Supeni & Efendi, 2017).

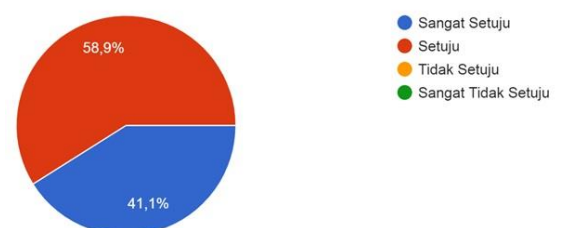


Figure 8. Entrepreneurs Must Have Skills in Leading and Managing

According to responses to a questionnaire given to participants, out of 56 students who responded, 33 students (58.9%) agreed with the assertion that an entrepreneur must have leadership and management skills, 23 students (41.1%) chose strongly agree, and no student (0%) chose neither agree nor strongly disagree. This shows that being an entrepreneur must have skills in leading his employees and managing the business he owns. These skills are included in managerial skills.

According to responses to a questionnaire given to participants, out of 56 students who responded, 29 students (51.8% of them) agreed with the assertion that being an entrepreneur required a mature concept, 27 students (48.2%) voted strongly agreed, and no student (0%) chose neither agree nor strongly disagree. This shows that being an entrepreneur must have a mature concept related to the concept of the business being carried out.

The researchers discovered that out of 56 students who responded to a questionnaire, those who said being an entrepreneur requires having the confidence to make decisions were, from this statement as many as 27 students (48.2%) agreed, 29 students (51.8%) chose to strongly agree, and no student (0%) chose neither agree nor strongly disagree. This shows that being an entrepreneur must have the courage to make wise decisions in managing his business. Entrepreneurial decision making is a thought process from selecting alternatives that will be generated regarding future predictions. If an entrepreneur is able to make a decision within reasonable time limits, he or she will probably be able to make a profitable decision when business opportunities arise.

Entrepreneurs must quickly make a decision, in order to use opportunities properly. Entrepreneurs who want to be successful must rack their brains to develop creative and innovative ideas. They also have to look at the wider context because the decisions they make will have a long-term impact. The success of an entrepreneur in business depends on the ability to make decisions that enhance his business capabilities in the future (Friskawati, 2018).

CONCLUSION

Based on the results of the study it was concluded that the entrepreneurship learning that has been taken by students can foster student interest in entrepreneurship. This can be seen from the enthusiasm of students to take part in entrepreneurship learning, the entrepreneurship learning process on campus is accompanied and trained by lecturers, students are provided with the experience of being an entrepreneur, learning to be superior and able to formulate life, and entrepreneurship learning makes them confident. So that students are interested in becoming entrepreneurs because they study entrepreneurship courses, even though being an entrepreneur is not easy, because entrepreneurs must have skills in leading and managing. Entrepreneurs must have the courage to make decisions, and being an entrepreneur requires a mature concept.

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