

Growth of Sustainable Enterprise Development in Entrepreneurship Based Students

Dahrul Siregar
Universitas Medan Area

ABSTRACT: This study aims to analyze the appropriate model or method in developing sustainable entrepreneurship in Medan Area University students based on entrepreneurship courses. This study uses a mixed method research, namely in conducting research the researcher uses a combination of quantitative methods and qualitative methods. Mixed research methods are used because in this study it produces two types of data, namely quantitative data and qualitative data. The mixed method used in this research is concurrent mixed methods, which are procedures in which the researcher brings together or combines qualitative data and quantitative data to obtain a comprehensive analysis of the research problem. This research resulted in a decrease (reduction) in the Pre-Test value to the Post Test Value where the Negative Ranks show an N Value of 8 and a Mean Rank of 6.06, 9 students experienced an increase in entrepreneurial learning outcomes from Pre Test scores to Post Test scores. The mean rank or the average increase is 11.61. Then the difference between entrepreneurial learning outcomes for the Pre-Test and Post Test, it is known that Asymp.Sig (2-tailed) is 0.185 where the value is $0.0185 < 0.05$, so it can be concluded that "Ha is accepted". Which means "sustainable entrepreneurial development foster students based on entrepreneurship courses can be applied". This study finds the same contrasting dimensions of entrepreneurial interest and business learning, namely the innovation dimension. Likewise, the contrast dimension of self concept and parental background is the dimension of attitude contrast.

keywords: entrepreneurship, sustainable entrepreneurship courses

Submitted:06-07-2022; Revised:16-07-2022; Accepted:26-07-2022

Corresponding Author: dahrul@staff.uma.ac.id

INTRODUCTION

Mastery of science and technology is a pillar of independence and competitiveness in realizing the welfare of a nation. Science and technology is the key in opening up opportunities for the utilization of natural resources and industrial development to spur economic growth. Mastery of science and technology is also one of the assets for every nation in maintaining dignity and authority at the level of international relations. Creative use of local resources in the midst of society can provide added value (value added) which provides benefits to create independence, competitiveness and dignity for the Indonesian nation

Based on Kasmir's preliminary study (2011: 2), the results of interviews and questionnaires submitted to around 500 students throughout 2005 at six universities (PT) in Jakarta obtained results that around 76 percent answered that they would apply for work or become employees (employees), and only 4 percent who answered want to be entrepreneurial. The rest answered that they were employees while doing entrepreneurship

In Indonesia until the end of 2005 an estimated 12 million people were unemployed, up nearly 11 percent from the previous year. Of the total 12 million unemployed, about 10 percent or nearly 1 million are intellectuals who hold a tertiary education degree. Students, parents, and the government each have their own roles, either directly or indirectly due to a mindset that has not been changed or does not want to be changed (Kasmir, 2011: 3)

Therefore, universities as producers of scholars must be able to build awareness in entrepreneurship. One of the ways is by strengthening entrepreneurship at the student level so that when they graduate they are able to build entrepreneurship and not depend on just one job.

In order to make this happen, the government has launched an entrepreneurial movement to enter higher education. Currently, almost all tertiary institutions in Indonesia have made entrepreneurship courses a compulsory subject for students and have been included in the educational curriculum and must be taken by all students. Entrepreneurship can provide a theoretical basis for the concept of entrepreneurship, but more importantly, it can also form the mindset of an entrepreneur. This strategy is a great asset for human development to prepare students to start new businesses that are enriched with important experiences, skills and knowledge to develop and expand an entrepreneurship, of course through changing the mindset and methods developed in the entrepreneurship course.

According to Kasali et al. (2010) that the mindset or mindset is the whole /unity of the beliefs we have, the values we adhere to, the criteria, expectations, attitudes, habits, decisions, and opinions that we issue in seeing ourselves, people, another, or life. Mindset is a filter that is built to interpret what is seen and experienced.

University Medan Area (UMA) is one of the private universities in Indonesia that focuses on developing human resources who apply entrepreneurship courses. Students are expected to develop themselves or other alternatives besides looking for work with the development of entrepreneurship courses.

The choice that is currently being developed by the government is through entrepreneurship, this alternative can be chosen by students to continue their careers after graduating from campus. Therefore, it is necessary to develop a more applicable entrepreneurship course so that it can be realized in real life that students are able to develop entrepreneurship after attending entrepreneurship courses on campus. This research is expected to be the right model in developing entrepreneurship curricula in universities in Indonesia and Medan Area University in general.

Entrepreneurship Concept in Students

Entrepreneurship is a creative endeavor that builds a value from what doesn't exist yet and can be enjoyed by many people (Lambing in Hendro, 2011: 30). Entrepreneurship (entrepreneurship) is the process of creating something new at the value of using the time and effort required, taking the financial, physical, and social risks that accompany, receiving the resulting monetary rewards, and personal satisfaction and freedom (Hirich, et al 2008: 10).

Entrepreneurship carries out a process called creative destruction to produce value added in order to produce a higher value. For this reason, entrepreneurial skills are at the core of creativity

Entrepreneurial Mindset

The mindset or mindset is the whole / unity of the beliefs we have, the values we hold, the criteria, expectations, attitudes, habits, decisions, and opinions that we make in seeing ourselves, other people, or life. Mindset is a filter that is built to interpret what is seen and experienced (Kasali et al 2010: 24). The mindset can be changed because the mindset is the result of a learning process, so the mindset can also be changed (unlearning) and reconstructed (relearning). There are thoughts that are easy and some are difficult to change. Some are fast and some take a long time. Some can be changed with one's own awareness, some change after experiencing certain events. There is a mindset that can be

changed with the help of experts, such as a psychologist, transformation minds et specialist or NLP (Neuro Linguistic Program) therapist.

The mindset of an entrepreneur with a productive character is always trying to "find new ways" to increase the utilization of resources efficiently and looking for alternatives when the available resources are limited. An entrepreneur tends to be a job creator rather than just a job seeker. All of these characters are caused by the total number of positive, creative, financial, and productive mindsets that an entrepreneur has

Factors That Affect The Entrepreneurial Mindset

Entrepreneurs think differently from non entrepreneurs. Entrepreneurs often make decisions in an environment of high uncertainty where the risks involved are high. In this decision-making environment, entrepreneurs must:

(1).Fostering effectiveness, (2) adapting cognitively, and (3) learning from failure
(1). Effectiveness

According to Hisrich et al (2008: 36) the effectiveness process is a process that starts with what a person has (who they are, what they know, and who they know) then choose between possible outcomes.

The effectiveness process allows the entrepreneur to create one or more effects that may occur regardless of the ultimate goal that will be achieved from what he has started. This process not only allows the realization of some of the possible effects, but also allows decision making to change its goals or even to shape and build goals over time, using contingencies as the process arises. This effectiveness principle helps entrepreneurs to think in an environment with high uncertainty. The entrepreneurial mindset involves the ability to quickly feel, act and mobilize, even in uncertain conditions.

(2). Cognitive adaptability

Describing the extent to which entrepreneurs are dynamic, flexible, self-regulating, and involved in the process of obtaining a various decision-making framework that focuses on the ability to perceive and process changes in their environment and then act on these changes, Hisrich et al (2008: 46).

Cognitive adaptability is reflected in the entrepreneur's metacognitive awareness, namely the ability to reflect, understand, and control the ways of others and learn. Metacognitive specifically describes the higher-order cognitive processes that form the basis for organizing what individuals know, recognizing themselves, their tasks, situations, and their environment to promote effective and adaptable cognitive function in the face of feedback from dynamic and complex environments.

(3). Lessons from business failure

Business failure occurs because of a decrease in income and / or an increase in expenditure on a very large scale. Although there are many cases of business failure, the most common thing is insufficient experience. Entrepreneurs who have more experience will have the knowledge to perform the roles and tasks required more effectively in achieving success. Entrepreneurs learn more from failure than from success. The failure of a business tends to generate negative emotional responses from entrepreneurs, this negative emotional response is called sadness (grief) Hisrich et al (2008: 49).

Entrepreneurial Mindset Learning Methods

The phenomenon of the low interest and motivation of Indonesian youth to become entrepreneurs today has become a serious thought by various parties, including the government, education, industry, and society. Various efforts have been made to foster an entrepreneurial spirit, especially changing the mindset of young people who have only been interested in becoming job seekers when they finish school or college.

According to Kasmir (2011: 5) It is necessary to create a climate that can change both mental and motivational patterns of thought such as parents, lecturers and students so that they are accustomed to creating jobs rather than looking for work. There are 3 (three) climates that can change the entrepreneurial mindset, namely:

The first is the long term by establishing entrepreneurial schools or at least applying entrepreneurship courses in various universities. Thus, more or less will change and create the mindset (mental and motivation) of students and parents Second, in entrepreneurship education, it is necessary to emphasize the courage to start entrepreneurship.

Third. Not a few feel that entrepreneurship is the same as not having a definite future. Precisely with entrepreneurship in the future, we will determine.

Encouragement in the form of strong motivation from the family is the initial capital to become an entrepreneur. With the support of families, students have mental and motivation as the main driving factors.

a. Definition of Training

The use of the term training (training) was proposed by Rivai (2004), namely:

1. Training as a part of education which concerns the learning process to acquire and improve skills outside the existing education system in a relatively short time with methods that prioritize practice rather than theory. Meanwhile, skills include physical skills, intellectual skills, social skills, managerial skills and others.

2. Training is the process of systematically changing employee behavior to achieve organizational goals. Training is related to the skills and abilities of employees to carry out current employees. Training has a current orientation and helps employees to achieve certain skills and abilities in order to be successful in carrying out their jobs.

b. Training Methods

There are 9 (nine) training methods that are often used, namely:

a. On the Job Training

On the Job Training or also known as training with employee instructions as a training method in which employees or prospective employees are placed in real conditions, under the guidance and supervision of an experienced employee or a supervisor.

b. Rotation

For cross-train training for employees in order to get a variety of jobs, the teachers move the trainees from one workplace to another.

c. Internship

Internships have involved learning from more experienced employees. And can be added to off the job training techniques.

d. Class Lectures and Video Presentations

Lecture is an approach that offers an economic and material side to an organization. Feedback and participation can be increased by having discussions during the lecture.

Television, films, slides and short films are the same as lectures. Meaningful organizational material is its strength, along with audience interest.

e. Vestibule training

A separate territory or vestibule is created with the same equipment used in the employees.

f. Role playing and behavior models

Games are tools that encourage participants to imagine other identities.

g. Case Study (case method)

The case method is a training method that uses a written description of a real problem faced by another company or company.

h. Simulation

This training method is almost the same as vestibule training, it's just that the simulator more often provides instant feedback on a performance.

i. Independent Learning and Programmed Learning Process

Properly planned instructional materials can be used to train and develop employees.

RESEARCH METHODS

This study uses a mixed method research, namely in conducting research the researcher uses a combination of quantitative methods and qualitative methods. Mixed research methods are used because in this study it produces two types of data, namely quantitative data and qualitative data.

The mixed method used in this research is concurrent mixed methods, which are procedures in which the researcher brings together or combines qualitative data and quantitative data to obtain a comprehensive analysis of the research problem (Creswell, 2013: 5).

The first approach to be used is a quantitative approach with a comparative design, where entrepreneurial interest will be measured before and after giving entrepreneurship courses in one semester. Then a qualitative approach will be used to describe the entrepreneurship that was successfully built and initiated by the student who has been established after the course is given.

Population and sample

The population of this study were all students who took entrepreneurship courses at the Medan Area State University. While the samples in this study were all 5th semester students who took entrepreneurship courses taught by researchers in 2018-2019. As a follow-up to the qualitative research in this study, the selected informants in this study were students who already had a business after attending Entrepreneurship lecturers, as well as other entrepreneurship lecturers who teach at the Medan Area University

Research variable

Research variables that will be discussed in this study are:

- a. Entrepreneurial interest is the level of a student's desire to establish an entrepreneurship
- b. Self-concept is the character and mental attitude of students that support the establishment of an entrepreneur
- c. Business Experience is a past activity carried out by students related to entrepreneurship
- d. Business Learning is a variety of activities that students participate in in order to strengthen their understanding of entrepreneurship, including training and seminars
- e. Parental background is the profession of parents related to entrepreneurship

METHOD OF COLLECTING DATA

Analysis Methods Data

For a quantitative approach, data analysis uses the Wilcoxon test where Wilcoxon testing uses SPSS software, so that researchers can measure entrepreneurial interest before and after entrepreneurship lectures.

Test Statistics

The general procedure for the Wilcoxon signed rating test is as follows:

1. Calculate the difference between group 1 and group 2 and the median for each observation, $D_i = \text{Pre to } i - \text{Post to } i$
2. Rate the | in |. If there are equal values (called ties), give the middle rank (mid-rank).
3. Place 'plus' and 'minus' signs on the rank according to the value in the first step.
4. Compute: the number of ratings marked with 'plus' (T^+), and the number of ratings marked with 'minus' (T^-).

The test statistics used for each hypothesis are:

$$T' = \min(T^-, T^+)$$

Hypothesis testing

The basis for making decisions, namely:

1. If the value of Asymp.Sig (2-tailed) < than 0.05, then H_a is accepted
2. Conversely, if the value of Asymp.Sig (2-tailed) > than 0.05, then H_a is rejected. Then for a qualitative approach to data analysis using the Spradley concept. Data were analyzed first with domain analysis, then taxonomic analysis, component analysis and theme analysis. To find the domain, it is used semantic relationship analysis between categories (semantic relationship)

Table 1 . Ranks

	N	Mean Rank	Sum of Ranks
Negative Ranks	8 ^a	6.06	48.50
Post Test - Positive Ranks	9 ^b	11.61	104.50
Ties	3 ^c		
Total	20		

a. Post Test < Pre Test

b. Post Test > Pre Test

c. Post Test = Pre Test

Furthermore, triangulation was carried out to increase the validity of the data by triangulating sources by crosschecking with other sources. In addition, method triangulation was carried out by collecting in-depth interview data with informants and reviewing policies, as well as triangulating data with the data obtained then analyzed based on reasoning and thinking patterns in connecting information facts and then drawing conclusions and presented in a matrix the variables studied

RESULTS and DISCUSSION

Quantitative Research Results

1. Negative Ranks or the difference (negative) between entrepreneurial learning outcomes for the Pre-Test and Post Test are: where the N Value is 8, the Mean Rank is 6.06 and the Sum Of Rank is 48.50 which means that there is a decrease (reduction) of the Pre-Test -Test to Post Test Value
2. Positive Ranks or the difference (positive) between entrepreneurial learning outcomes for the Pre-Test and Post-Test. Here there are 9 positive data (N), which means that 9 students experienced an increase in entrepreneurial learning outcomes from Pre-Test scores to Post-Test scores. The mean rank or the average increase is 11.61, while the number of positive ranks or Sum of Ranks is 104.50.

3. Ties is the similarity of the Pre-Test and Post Test values, here the Ties value is 3, so it can be said that there is the same value between the Pre-Test and Post-Test

Hypothesis testing

The basis for making decisions, namely:

3. If the value of Asymp.Sig (2-tailed) < than 0.05, then H_a is accepted

4. Conversely, if the value of Asymp.Sig (2-tailed) > than 0.05, then H_a is rejected

Table 2. Test Statistics^a

	Post Test - Pre Test
Z	-1.326 ^b
Asymp. Sig. (2-tailed)	.185

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

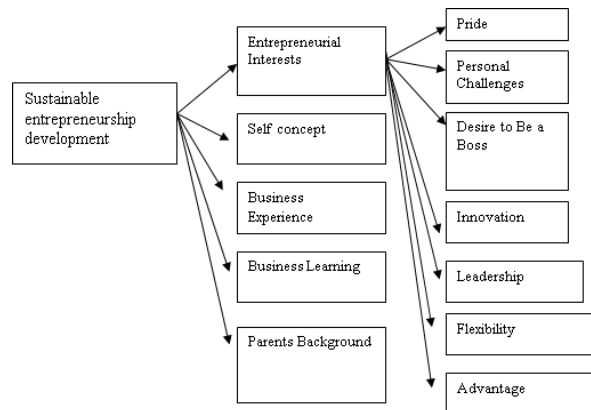
Based on the output "Test Statistic" above, it is known that Asymp.Sig (2 tailed) is 0.185. Because the value of $0.0185 < 0.05$, it can be concluded that " H_a is accepted". This means that there is a difference between entrepreneurial learning outcomes for the Pre-Test and Post-Test, so it can also be concluded that "sustainable entrepreneurial development for students based on entrepreneurship courses can be applied

Qualitative Research Discussion (Spreadly Model)

Table 3. descriptive observations

Domain Details	Semantic Relations	Domain
Entrepreneurial Interests	Is Kind of	Sustainable entrepreneurship development
Self concept		
Business Experience		
Business Learning		
Parents Background		

Researchers collected qualitative data based on descriptive observations by asking questions to students of the Faculty of Economics, University of Medan Area online. Where questions are designed and compiled into google form, the researcher first conducts an intensive analysis in the form of analyzing the domain. In conducting domain analysis, Spradley suggested tracing universal systematic furthermore, the researcher conducts a taxonomic analysis by describing the domains that have been described in the Domain analysis in the form of a line diagram



Picture 1. taxonomic analysis

After carrying out the taxonomic analysis, the researcher proceeded to conventional analysis which was explained in

e form of a paradigm workshet

Table 4. thecontrasting dimension

Sustainable entrepreneurship development	Dimensions - Contrast Dimensions			
Entrepreneurial Interests	Pride	Personal Challenges	Desire to be boss	Innovation
Self concept	Attitude	Aspirations		
Business Experience	Entrepreneur	Organization		
Business Learning	Innovation	Research and development	Business sophistication	
Parents Background	Business man	employees		

Sustainable entrepreneurship development	Dimensions - Contrast Dimensions			
Entrepreneurial Interests	Pride	Personal Challenges	Desire to be boss	Innovation
Self concept	Attitude	Aspirations	Identity	Self family
Business Experience	Entrepreneur	Organization	Competence	Productivity
Business Learning	Innovation	Research and development	Business sophistication	Material concept
Parents Background	Businessman	employees	Economic level	Attitude of family towards social problems

The dimensions of entrepreneurial interest and business learning have in common the contrasting dimensions, namely: Innovation, as well as the dimensions of self concept and parental background have the same contrast dimensions, namely: Attitude.

CONCLUSIONS AND SUGGESTIONS

There is a decrease (reduction) in the Pre-Test value to the Post-Test Value where the Negative Ranks show an N Value of 8 and a Mean Rank of 6.069 students experienced an increase in entrepreneurial learning outcomes from Pre-Test scores to Post-Test scores. The mean rank or the average increase is 11.61. There is a difference between entrepreneurial learning outcomes for the Pre-Test and Post Test, it is known that Asymp.Sig (2-tailed) is 0.185 where the value is $0.0185 < 0.05$, so it can be concluded that "Ha is accepted". Which means "sustainable entrepreneurial development foster students based on entrepreneurship courses can be applied" There are similar contrasting dimensions to entrepreneurial interest and business learning, namely the innovation dimension. Likewise, the contrast dimension of self concept and parental background is the dimension of attitude contrast

REFERENCE

Ari Fadiati and Dedi Purwana, 2011. *Becoming Successful Entrepreneurs*, Rosda Publishers

Hendro, *Basics of Entrepreneurship*, Erlangga Publisher

J. Supranto, 2000. *Statistical Theory and Application* of Erlangga Publisher, Jakarta.

Leonardus Saiman, 2009. *Entrepreneurship Theory, Practice and Cases* of Salemba Empat Publishers.

Mulyadi Inti Susastro, 2009 *Entrepreneurship and Small Business Management* Alfabeta Bandung.

Rhenald Kasali, et al, 2010. *Entrepreneurship Module for Undergraduate Program I*, Publisher Wisdom, Bandung.