

## **The Effect of Courses, Training and Entrepreneurship Seminars To Student's Entrepreneurship Interest Of Study Program DIII Kebidanan STIKes Pamenang**

**Ratna Feti Wulandari\*, Luluk Susiloningtyas, Sukma Amperiana**

*STIKES Pamenang, Indonesia*

*\* Correspondent Author: [regianaia2014@gmail.com](mailto:regianaia2014@gmail.com)*

### **ABSTRACT**

Higher education has a role in fostering entrepreneurial interest for students by providing courses, training and seminars. This research aims to determine the effect of entrepreneurship courses, training and seminars on student interest in entrepreneurship. This quantitative research was descriptive approach. There were three variables, the independent variables were courses, training and entrepreneurship seminars. The dependent variable was entrepreneurship interest. This research started from September 2017 to September 2019. Data were collected from students of the DIII Midwifery Study Program at Stikes Pamenang and the sample size was 135 female students. The sampling technique used purposive sampling. The instrument for this study was questionnaire and it has been tested for validity and reliability. Data analysis using multiple linear regression analysis. The results stated that courses, training and seminars respectively affect student's interest in entrepreneurship. Suggestions for this study is maintaining quality of entrepreneurial learning process and increasing the training and seminars conducted to foster an entrepreneurial spirit and self-confidence.

**Keywords:** Entrepreneurship, Courses, Interest, Training, Seminar

Received March 17, 2021; Revised April 7, 2021; Accepted April 28, 2021



STRADA Jurnal Ilmiah Kesehatan, its website, and the articles published there are licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

**BACKGROUND**

The study program of Diploma III Stikes Pamenang has a vision to obtain professional midwives in providing midwifery care based on midwifery ethics and excellence in the field of entrepreneurship in 2039. To realizing this vision, a mission is set, one of which is to develop human resources with entrepreneurial spirit. One of the reasons for the formulation of this vision is to reduce the number of unemployed people in Indonesia and open business opportunities.

According to the Central Statistics Agency in February 2020, the number of unemployed reached 6.68 million people. There was an increase of 60.000 people from February 2019 to February 2020. Open unemployment rate according to primary school (SD) was 2.64%, Secondary school (SMP) was 5.02%, Senior high school (SMA) was 6.77%, vocational high school (SMK) was 8.49%, Diploma I / II / III at 6.76% and the University at 5.73% (Central Statistics Agency, 2020). These data indicated that college graduates are not yet capable of entrepreneurship. The high number of unemployed is caused by the number of job seekers who are not balanced with the number of job vacancies. The industrial / business world is unable to absorb a comparable number of college graduates, resulting in unemployment problems (Rusdiana, H.A. 2014).

Higher education as a expectancy for students, parents and society to achieve the future, this proves that universities have a strategic role in preparing future generations. Higher education has a great potential and competency in empowering the community's economy by preparing the younger generation for entrepreneurship.

Higher education has a big role and opportunity to embed an entrepreneurial mental attitude. As an implementation of entrepreneurship development in Higher Education is 2 credits. The Diploma III Midwifery Study Program at Stikes Pamenang implements a program to instill entrepreneurial spirit not only giving courses but also entrepreneurial training activities and entrepreneurship seminars. The implementation of giving courses is not much different from teaching of other courses with a limited duration so that its effectiveness in increasing entrepreneurial interest is not optimal, consequently it needs additional entrepreneurship training and seminars. Student interest must be developed first to get an entrepreneurial spirit because there are several benefits, including being an entrepreneur giving his devotion to reinforce the process of production, distribution and consumption. Entrepreneurship conquers employment difficulties, increases community income and national resilience (Rusdiana, H.A. 2014).

Higher education efforts to foster students' entrepreneurship interest by providing courses, training and seminars. Interest in learning is an individual's tendency to have a sense of pleasure without coercion so that it can cause changes in knowledge, skills and behavior.

**METHOD**

The research design was quantitative research with descriptive approach. this study implemented from September 2017 to September 2019. There were 3 research variables, the independent variables were courses, training and entrepreneurship seminars. The dependent variable was Entrepreneurship interest. Data sample collected from 135 female students. The sampling technique was purposive sampling. The instrument used was a questionnaire developed by researchers and has been tested for validity and reliability. Data analysis using multiple linear regression.

## RESULTS

### Results of Multiple Linear Regression Analysis

To determine the effect of entrepreneurship courses (X1), entrepreneurship training (X2) and Entrepreneurship Seminars (X3) to Students' Entrepreneurial Interest (Y) of the D III Midwifery Study Program Stikes Pamenang were tested using multiple linear regression models. The data can be seen in the following table :

**Tabel 1. Model Summary**

Model Summary <sup>a</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	1,000 <sup>a</sup>	1,000	1,000	,000	1,763

a. Predictors: (Constant), seminar kewirausahaan, mata kuliah kewirausahaan, pelatihan kewirausahaan

b. Dependent Variable: minat berwirausaha

According to table 1, the value of R square = 1 = 100% of student entrepreneurship can be explained by entrepreneurship courses, entrepreneurship training and entrepreneurship seminars (the influence of entrepreneurship courses, training and seminars on student entrepreneurship is 100%).

**Tabel 2. ANOVA (Analysis Of Variance)**

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3316,933	3	1105,644	2E+016	,000 <sup>a</sup>
	Residual	,000	131	,000		
	Total	3316,933	134			

a. Predictors: (Constant), seminar kewirausahaan, mata kuliah kewirausahaan, pelatihan kewirausahaan

b. Dependent Variable: minat berwirausaha

Results of table 2. To see if there is / is not the effect of courses, training and seminars on variables. Interest in entrepreneurship (F test) Sig (p) = 0.000 < α = 0.05, then Ho is rejected, meaning that there was an effect of courses, training and seminars on student interest in entrepreneurship.

**Tabel 3. Coefficients**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2,13E-013	,000		,000	1,000		
	mata kuliah kewirausahaan	1,000	,000	,722	5E+007	,000	,083	12,120
	pelatihan kewirausahaan	1,000	,000	,835	6E+007	,000	,081	12,321
	seminar kewirausahaan	-1,000	,000	-,553	-3E+007	,000	,052	19,148

a. Dependent Variable: minat berwirausaha

### Multiple linear regression equation;

$$Y = 0,722 X_1 + 0,835 X_2 - 0,553 X_3.$$

X1 = entrepreneurship course, X2 = entrepreneurship training, X3 = entrepreneurship seminar, Y = student's interest in entrepreneurship.

By assuming that entrepreneurship training and entrepreneurship seminars are constant, every increase in 1 unit of entrepreneurship courses will increase the student interest in entrepreneurship by 0.722.

By assuming that entrepreneurship courses and entrepreneurship seminars are constant, each increase in entrepreneurship training unit 1 will increase the student interest in entrepreneurship by 0.835.

By assuming that entrepreneurship courses and entrepreneurship training are constant, every increase in 1 entrepreneurship Seminar unit will increase the student interest in entrepreneurship by - 0.553.

### Individual Regression Coefficient Testing.

The t test is used.

Results : Entrepreneurship courses sig (p) = 0,000, training sig (p) = 0,000 and seminars sig (p) = 0,000 <  $\alpha$  = 0.05, Ho is rejected, meaning that courses, training and seminars each have an effect to student's interest in entrepreneurship.

### Testing the Assumption of Multiple Linear Regression

**Table 4 Assumption of collinearity**

Collinearity Diagnostics <sup>a</sup>							
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	mata kuliah kewirausahaan	pelatihan kewirausahaan	seminar kewirausahaan
1	1	3,995	1,000	,00	,00	,00	,00
	2	,004	30,618	,75	,00	,01	,01
	3	,000	103,096	,12	,46	,72	,02
	4	,000	139,798	,13	,54	,27	,97

a. Dependent Variable: minat berwirausaha

Table 4. Assumptions of multiple or multicollinearity : correlation between variables in entrepreneurship courses, training, entrepreneurship seminars, seen from the VIF (Variant Inflation Factor), multicollinearity occurs if VIF > 10., all VIF results > 10 resulting in multicollinearity. (VIF MK = 12,120 etc.)

**Table 5 Autocorrelation**

Residuals Statistics <sup>a</sup>					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	45,00	80,00	69,02	4,975	135
Residual	,000	,000	,000	,000	135
Std. Predicted Value	-4,828	2,206	,000	1,000	135
Std. Residual	,000	,000	,000	,000	135

a. Dependent Variable: minat berwirausaha

Based on table 5. Autocorrelation assumptions: correlation between individuals. There is autocorrelation (self-correlation) if the value of Durbin Watson is <1 or > 3. The result is that durbin Watson = 1.763 means that there is no autocorrelation.

**Normal P-P Plot of Regression Standardized Residual**

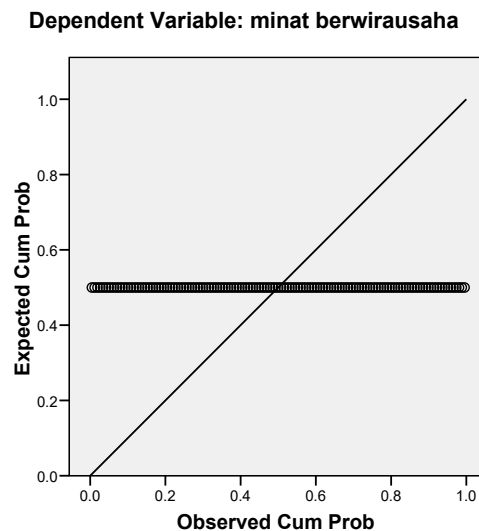


Figure 1. Assumption of Heteroscedasticity

Based on Figure 1, the Assumption of Heteroscedasticity. Standardized residual and standardized predicted scatterplots. Does not form a certain pattern, so that the residuals have constant variance (homoscedasticity) or heteroscedasticity does not occurred.

**Scatterplot**

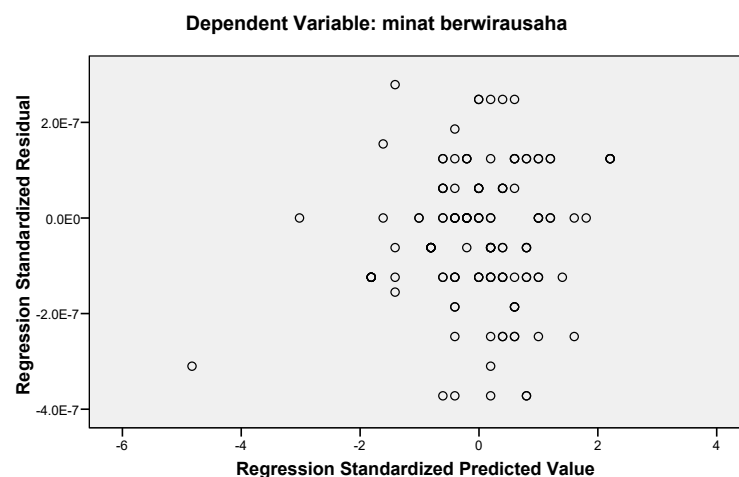


Figure 2 Normal Probability Scatterplot

Based on Figure 2. Normal probability plot showed the data points forming a linear pattern so that they were consistent with the normal distribution (in the transformed data).

---

**DISCUSSION**

Entrepreneurship learning is given not only for theory but also practical learning. Through entrepreneurship learning, students are provided with provisions regarding the attitudes, behavior and mindset of an entrepreneur so that it will lead students to become entrepreneurs. The results obtained : Entrepreneurship courses sig (p) = 0,000, sig training (p) = 0,000 and seminars sig (p) = 0,000  $< \alpha = 0.05$ ,  $H_0$  is rejected, meaning courses, training and seminars respectively - Each of them has an effect to students' interest in entrepreneurship.

**a. The influence of entrepreneurship courses on student interest in entrepreneurship**

The existence of entrepreneurship courses in higher education will provide knowledge and skills to students regarding entrepreneurship. The courses given by Diploma III Midwifery Study Program at Stikes Pamenang are intended as a mediation to foster students' intention to become entrepreneurs. Research conducted by Wedayanti, Ni Putu A.D, Giantari, I Gusti A, K. (2016) showed that subjective norms and entrepreneurship education have a significant positive effect on entrepreneurship interest and the role of entrepreneurship education on entrepreneurial intentions. So that the role of entrepreneurship education is able to mediate subjective norms on entrepreneurial intentions.

There are many factors that influence students' interest in entrepreneurship, including personality, environmental leadership and entrepreneurship education (Ambarita, I, Marpaung Iis, J.S. 2019). Another factor is the existence of motivation and innovation (Mahanani, Estu, Sari Bida. 2018). Apart from learning entrepreneurship, the family environment also affects student interest (Ningsih Dwi Lestari. 2017).

Entrepreneurship learning is a knowledge learned by students concerning the competence of students to develop their potential by manifesting themselves in creative, innovative and risk-managing behavior. Entrepreneurship course providing education to students in order to increase their interest in entrepreneurship. This is appropriate with the research of Widnyana, I Wayan, Widyawati S, R. Warmana O, G (2018) that entrepreneurship courses have a positive effect on the interest in creative entrepreneurship for students.

Interest is a tendency of someone who is attracted to something or likes something that makes that person happy, attracted or can even be called a person's strength or desire for an object. Entrepreneurship courses can foster student's interest in entrepreneurship moreover entrepreneurship courses and family environment has a significant effect on student's interest in entrepreneurship (Ghurfiana, Effa Laila, 2018). Entrepreneurship education has a positive effect to student's interest in entrepreneurship in accordance with the results of research by Syafii, Ahmad (2017) showed that entrepreneurship education, mental strength, financial intelligence, income expectations of the family environment have a positive influence on interest in entrepreneurship.

**b. The Effect of Training on Student Interest in entrepreneurship**

Entrepreneurship interest can be carried out through a skills training guidance program. The training carried out by the Stikes Pamenang Midwifery Study Program makes students interesting in entrepreneurship. Research conducted by Pitriasari (2016) which stated that entrepreneurship training has a positive and significant effect on the student's interest in entrepreneurship in management study program students, Faculty of Economics, UNP PGRI Kediri..

Entrepreneurship training has more practice than theory so that it provides more experience and it can improve skills, independence attitudes, self-confidence which can contribute to interest in entrepreneurship. Training will influence interest in entrepreneurship starting with perceptions of entrepreneurship, willingness and enthusiasm for entrepreneurship (Yuwono Susatyo and partini. 2008).

The training focuses on providing an understanding of entrepreneurship, especially in seeing entrepreneurship positively as an individual need, this is in accordance with the results of Pitriasari, D (2016), which stated that entrepreneurial interest is motivated by the family environment, training and motivation. Thus, entrepreneurship training increases students' interest in entrepreneurship because according to Damanik E, learning interest is an individual's tendency to have a sense of pleasure without coercion so that it can cause changes in knowledge, skills and behavior. The training aims to improve the knowledge, attitudes and skills of students in order to achieve something desired by using a more organized method. Thoyib M, Kessi, Febriana F, U. believed that training is an action to increase knowledge and skills. The value of the direct effect of skills training on entrepreneurial interest is greater than the value of the indirect effect of skills training on entrepreneurial interest through self-entrepreneurial motivation (A.R, Vembri, A.H Roziana. 2019). Maryani, H, Asriati N, Achmadi stated that Entrepreneurship Training and Work Motivation have a positive effect on Entrepreneurial Interest.

#### **c. The influence of seminars on student's interest in entrepreneurship**

Seminar is a scientific meeting that systematically studies a special topic by inviting experts that has an authority in that field. Seminar are activities as a process of solving a problem or a process finding ways to develop. The results of this study indicate that the presence of a seminar on entrepreneurship can increase student's interest in entrepreneurship.

Fostering interest in entrepreneurship can be done with a touch of attention, feeling and motivation. One way to grow motivation is to hold seminars that bring motivators and enthusiasm to motivate students, this is in accordance with Martanti's research (2017) which states that the supporting factor for entrepreneurial interest is the enthusiasm of participants to be independent. The national seminar held by the Diploma III Midwifery Study Program of Stikes pamenang with speakers who are successful in starting entrepreneurship aims to increase motivation and inspiration for students where students have received entrepreneurship courses then the skills obtained from training are added with seminars, aiming to further strengthen student interest for entrepreneurship, this is in accordance with Malebana's research (2014) which states that the motivation to start entrepreneurship depends on a role model. The role model considers when someone can imitate and can be a source of inspiration and learning for other individuals.

Thus the seminar can increase student's interest in entrepreneurship. According to Mahanani, Estu, Sari Bida (2018) someone who has an interest in entrepreneurship means having self-confidence can take risks, be creative and innovative, disciplined and hard work oriented to the future, have curiosity, honest and independent.



---

**CONCLUSION**

Entrepreneurship courses sig (p) = 0,000, training sig (p) = 0,000 and seminars sig (p) = 0,000  $< \alpha = 0.05$ ,  $H_0$  is rejected, meaning that courses, training and seminars each affect student interest in entrepreneurship. Giving entrepreneurship courses, training and seminars to students affects students' interest in entrepreneurship.

**SUGGESTION**

Higher education institutions should maintain the quality of entrepreneurial learning process and increase the training and seminars conducted to foster an entrepreneurial spirit and self-confidence. Research is needed on other factors that influence student's interest in entrepreneurship.

**REFERENCES**

- Ambarita, I, Marpaung Iis, J.S. 2019. Faktor-Faktor Yang Mempengaruhi Minat Mahasiswa STIMK Kaputama Untuk Berwirausaha. Jurnal Ilmu Manajemen METHONOMIX. Vol.2 No.2 (2019-2020).
- A.R, Vembri, A.H Roziana. 2019. Efektivitas Pelatihan Ketrampilan dalam Menumbuhkan minat wirausaha wanita melalui motivasi diri berwirausaha. Fakultas Ekonomi dan Bisnis, Universitas Muhammadiyah Gresik. JMK 4 (1) 1-16 ISSN 2477-3166
- Badan Pusat Statistik. 2020. Berita Resmi Keadaan Ketenagakerjaan Indonesia Februari 2020. <https://www.bps.go.id/publication/2020/06/19/43f6d15bcc31f4170a89e571/keadaan-pekerja-di-indonesia-februari-2020.html>
- Damanik E. Dampak Seminar dan Workshop Accurate terhadap minat belajar software akuntansi. jurnal tekinkom Politeknik bisnis Indonesia.
- Ghurfiana, Effa Laila. 2018. Pengaruh Mata kuliah Pendidikan Kewirausahaan dan Lingkungan Keluarga Terhadap Minat Berwirausaha Mahasiswa IPS Universitas Islam Negeri Maulana Malik Ibrahim Malang. Skripsi. Pendidikan Ilmu Pengetahuan Sosial Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Mahanani, Estu, Sari Bida. 2018. Faktor-Faktor Yang Mempengaruhi Minat Berwirausaha Mahasiswa Fakultas Ekonomi Universitas Persada Indonesia Y.A.I. Jurnal IKRAITH-HUMANIORA, Vol.2, No 2 Maret 2018.
- Malebana, M.J. 2014. Entrepreneurial Intentions and Entrepreneurial Motivation of Shouth African Rural. Journal of Economics and Behavioral Studies, 6 (9), 709-726.
- Martanti, N.F. 2017. Upaya Menumbuhkan minat Berwirausaha warga Binaan Melalui program Bimbingan Ketrampilan di Balai Perlindungan dan Rehabilitasi sosial Wanita Yogyakarta. Jurnal Pendidikan Luar Sekolah, VI (6), 593-604.
- Maryani, H, Asriati N, Achmadi. Pengaruh Pelatihan Kewirausahaan dan Motivasi Kerja Terhadap Minat Berwirausaha Penghuni Lapas Perempuan Kelas II A Pontianak. Program Studi Magister Pendidikan Ekonomi FKIP Untan Pontianak.
- Ningsih Dwi Lestari. 2017. Pengaruh Pembelajaran Kewirausahaan dan Lingkungan Keluarga Terhadap Minat Berwirausaha Siswa kelas XI SMKN 7 Yogyakarta. Skripsi Program Studi Pendidikan Ekonomi Fakultas Ekonomi Universitas Negeri Yogyakarta.
- Pitriasari, Dwi. 2016. pengaruh pelatihan kewirausahaan, motivasi dan lingkungan keluarga terhadap minat berwirausaha pada mahasiswa prodi manajemen fakultas ekonomi universitas nusantara PGRI Kediri skripsi program studi manajemen fakultas ekonomi universitas nusantara PGRI Kediri



- Rusdiana, H.A. 2014. Kewirausahaan Teori dan Praktik. Bandung: CV Pustaka Setia.
- Syafii, Ahmad.2017. Faktor-Faktor yang mempengaruhi minat mahasiswa berwirausaha (Studi Kasus Mahasiswa Fakultas Ekonomi Dan Bisnis Islam UIN Sunan Kalijaga Yogyakarta). Program Studi manajemen Keuangan Syariah Fakultas Ekonomi Dan Bisnis Islam Universitas Islam Negeri Sunan Kalijaga Yogyakarta.
- Thoyib M, Kessi, Febriana F,U. Hubungan Pelatihan Tata Boga Dengan Minat Berwirausaha Warga balejar di Balai latihan kerja Batu Tulis Bogor
- Yuwono Susatyo dan partini.2008.Pengaruh pelatihan kewirausahaan terhadap tumbuhnya minat berwirausaha influence of entrepreneurship training on the growth of entrepreneurship interest fakultas psikologi universitas muhammadiyah surakarta jalan a. Yani tromol pos i surakarta 57102 telp. 0271-717417jurnal penelitian humaniora, vol. 9, no. 2, agustus 2008: 119 – 127
- Wedayanti, Ni Putu A.D, Giantari, I Gusti A,K. 2016. Peran Pendidikan Kewiausahaan dalam memediasi pengaruh norma subyektif terhadap niat berwirausaha. E-Jurnal Manajemen Unud,Vol 5 No 1 hal 553-560.
- Widnyana, I Wayan, Widyawati S,R. Warmana O,G. 2018. Pengaruh Pemberian Mata Kuliah Kewirausahaan Dan Pelatihan Wirausaha Terhadap Minat Wirausaha Ekonomi Kreatif pada mahasiswa UNMas Denpasar. Jurnal Bhakti Masyarakat Indonesia vol 1, No 1 Hal 171-177. ISSN 2620-7710 ISSN 2621-0398