

The Influence of Entrepreneurship Courses on Business Development (Case Study on Students of Management Department S1 Class of 2017/2018 at Widyatama University Bandung)

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ABSTRACT

This study aims to determine the effect of the application of entrepreneurship courses and business development on business development in S1 Management Students Class of 2017/2018 at Widyatama University, Bandung. The factors tested in this study are entrepreneurship as the independent variable and business development as the dependent variable. The research method used in this research is descriptive and verification methods. The population in this study were students of S1 Management Department class 2017/2018 at Widyatama University Bandung with a total of 1,012 students. The sampling technique used in this research is probability sampling technique with purposive sampling technique. In addition, the Slovin formula is also used in determining the sample so that 100 students who have business activities in the S1 Management Department class 2017/2018 at Widyatama University Bandung are selected. The analytical method used in this study is a simple linear regression analysis using the Statistical Package for Social Sciences (SPSS) version 19.00. The results of the study show that entrepreneurship courses have an effect on business development in the 2017/2018 Undergraduate Management Students at Widyatama University, Bandung. The magnitude of the influence of entrepreneurship courses on business development is 58.9%.

Keywords

Entrepreneurship and business development courses

Introduction

The high number of labor force and unemployment in Indonesia is still quite high, it is of particular concern to the government in overcoming the number of educated unemployment. Based on data from the Central Statistics Agency (BPS), in 2019 the open unemployment rate (TPT) of university graduates with an education range of S1 to S3 reached 737,000 people. In 2019 the number of university graduates' unemployment was 5.67% of the total labor force of 13 million, the unemployment rate was above the national average of 5.28%. Head of BPS, Sharyiyanto mentioned that the high unemployment rate occurred due to the increase in the labor force that was not absorbed as fully by employment (Rahayu, 2019). This condition is further exacerbated by the global competition, namely the implementation of the Asean Economic Community which makes the level of competition more competitive between Graduates of Indonesian universities and abroad. The unemployment rate of educated undergraduates is also feared to continue to increase if the high unemployment as a printer institution does not have the ability to direct students to create their

own jobs after graduation (Ramadhani & Nurnida, 2017).

The curriculum in universities must apply the Indonesian National Qualification Framework (KKNI) in the hope that it will strengthen the accountability of education implementation while ensuring the quality of college graduates. The Indonesian National Qualification Framework (KKNI) in the Higher Education Curriculum (KPT) Perpres No. 08 of 2012 states that students are able to apply their knowledge and skills in accordance with their areas of expertise in productive activities and services to the community with attitudes and behaviors in accordance with the common life system. Therefore, in the curriculum of the Indonesian National Qualification Framework (KKNI), one of the compulsory courses is entrepreneurship courses, so that it is expected to support the government to succeed in entrepreneurship programs. Entrepreneurship courses are very needed in universities, because with the compulsory courses of entrepreneurship in universities, it is expected that college graduates can create jobs (Suwarso, 2018).

Entrepreneurship courses in the current curriculum have the benefit of providing knowledge and education to students about entrepreneurship. Entrepreneurship is a discipline that learns about the value, ability and behavior of a person in facing life's challenges and how to gain opportunities by sharing the risks he may face (Suryana, 2017). One of the high-profile courses of entrepreneurship is Universitas Widyatama. Entrepreneurship courses, especially in universities Widyatama University Faculty of Business & Management is included in the curriculum of courses that must be taken by students. The role of this entrepreneurial course aims to increase students' insight into entrepreneurship and motivate students to become entrepreneurs and is expected to be an entrepreneur who can contribute in improving the global economy. In addition to providing theory, the education of entrepreneurial courses also forms the mindset of entrepreneurs, and that certainly helps students to be able to start a business.

Through entrepreneurship courses, college students are required to learn to be entrepreneurial through field practice as one of the graduation courses. The high development of technology can also be a means that can be utilized by college students who study for entrepreneurship. An important factor that needs to be considered by students in entrepreneurship is the ability to develop businesses. Business development is an effort made by business owners in developing their business activities by conducting various analysis, innovation, creativity, and others and utilizing business opportunities to achieve business goals. Therefore, the role of entrepreneurial courses is very important in developing the mindset of students in order to have motivation to be entrepreneurial. In addition, entrepreneurship courses are also very important to support the attitudes, knowledge and skills of students who have business activities in order to be able to develop their business.

Literature Review

Entrepreneurship courses are lessons that form the character of entrepreneurship or at least students

increase students' knowledge about the intricacies of business both in terms of soft skills and hard skills so that students are able to take advantage of the opportunities around them in creating their own business after graduation and while still in college (Directorate General of Learning and Students, 2013). Universitas Widyatama Bandung (2019) mentions several indicators in entrepreneurship courses based on its syllabus as follows:

1. Accuracy of the definition of entrepreneurial concept, theory and principle of entrepreneurship, characteristic entrepreneurship.
2. Accuracy of the definition of the concept of Creativity and innovation
3. Accuracy of the definition of the concept of entrepreneurial process.
4. Accuracy explains the concept of pioneering the business and its development model.
5. Accuracy of explanation of leadership concept in entrepreneurship
6. Accuracy to explain the concept of ethics in entrepreneurship and forms of advertising promotion and consumer protection in using entrepreneurial products.
7. Accuracy of business plan concept.
8. Accuracy in making business executive summary in business plan.
9. Accuracy of creating company description.
10. Accuracy of making marketing plan.
11. Accuracy of making SWOT analysis
12. Accuracy of creating a business development model.
13. Accuracy in the practice of managing risks for cases experienced by an entrepreneur in running his business.
14. Accuracy of making MSME financial statements

Business Development

Business development is a form of business made for the business itself in order to develop for the better to achieve at one-point success and profit. The development of the business will be seen from the process of the business itself and the possibility of the business growing and developing (Arsyad, 2008). Hendro (2011) stated that the strategies in business development are as follows:

1. The need for capital to develop the business
2. Analyze the risk of business failure.
3. Analyze the profit level and return time of his investment and predict his cash flow when deciding to invest in the business.
4. Market trends and how long the business grows.
5. Factors of change and their modifiers.
6. Human resources and skills needs.
7. Operational level of business difficulties.

The Influence of Entrepreneurship Courses on Business Development

Entrepreneurship courses in the current curriculum have the benefit of providing knowledge and education to students about entrepreneurship. Entrepreneurship courses are lessons that form the character of entrepreneurship or at least students increase students' knowledge about the intricacies of business both in terms of soft skills and hard skills so that students are able to take advantage of the opportunities around them in creating their own business after graduation and while still in college (Directorate General of Learning and Students, 2013). The implementation of entrepreneurial education in universities is very necessary because it relates to building entrepreneurial character, entrepreneurial mindset, and entrepreneurial behavior that is always creative and innovative, creating value added or good values, taking advantage of opportunities and daring to take risks. Facing the challenges of a highly competitive future, entrepreneurial behavior is necessary for all areas of employment or profession. Therefore, entrepreneurship education can be implemented in universities and applied to all students regardless of the field of science studied (Susilaningih, 2015).

The purpose of entrepreneurship courses is to change the mindset of students from job seekers to job creators and it is expected that students are able to make business plans independently (based on the syllabus of the course). This entrepreneurial education is not only aimed at changing the soul or attitude to meet the criteria of entrepreneurial people, but also aims to be able to improve certain skills and skills so that it can support a person or a society in entrepreneurship

(Ramadhani & Nurnida, 2017). Therefore, the role of entrepreneurial courses is very important in developing the mindset of students in order to have motivation to be entrepreneurial. In addition, entrepreneurship courses are also very important to support the attitudes, knowledge and skills of students who have business activities in order to be able to develop their business. Based on the description above, the hypothesis formed is:

Ho: Entrepreneurship courses have no effect on business development.

Ha: Entrepreneurship courses affect business development.

Methodology

This research is included in quantitative research. The research methodology used is descriptive and verificative. The population of this research is students' department of management S1 class of 2017/2018 at Widyatama University Bandung which amounted to 1,012 students. The sample determination technique used is probability sampling with purposive sampling method, and using Slovin formula to calculate the amount of sample. The sample in this study was 100 students who had business activities in department of management S1 class of 2017/2018 at Widyatama University Bandung. Types and data sources are primary data. Data announcement techniques used are questionnaires. Independent variables are entrepreneurial courses, while dependent variables are business development. The data analysis used is a simple linear regression analysis using SPSS Version 25.

Results and Discussion

Simple linear regression

Model	Coefficient of Regression
(Constant)	0,467
Entrepreneurship Courses	0,810

$$Y = 0,467 + 0,810 X + e$$

From the regression equation above shows that entrepreneurial courses have a positive influence on business development. This means that the higher the entrepreneurship course, the higher the business development of students / Department of

Management S1 class of 2017/2018 at Widyatama

University Bandung.

Hypothesis testing			
Model	t Value	Probability Value	Results
Entrepreneurship Courses	11,856>1,661	0,000<0,1	H _a Accepted

The table above shows that entrepreneurship courses affect the business development of students / Department of Management S1 class of 2017/2018 at Widyatama University Bandung.

Coefficient testing determination		
Description	Value	Percentage
R-squared	0,589	58,9%

The table above shows that the influence of entrepreneurial courses in contributing to the business development of students / department of management S1 class of 2017/2018 at Widyatama University Bandung amounted to 58.9%.

The results showed that in the entrepreneurial course variables obtained the total value of the actual score of 9355, the ideal total score of 14000, the percentage value of 66.82%, and the mean score of 3.34 fall into the category quite well. This shows that the entrepreneurship courses understood by students of the Management Department of S1 Class of 2017/2018 at Widyatama University Bandung fall into the category quite well.

The results showed that in business development variables obtained the total value of the actual score of 4748, the ideal total score of 7000, the percentage value of 67.83%, and the mean score of 3.39 fall into the category quite well. This shows that the business development carried out by students of the Management Department of S1 Class of 2017/2018 at Widyatama University Bandung belongs to the category quite well.

The results showed that entrepreneurship courses have an effect on the business development of students' department of management S1 class of 2017/2018 at Widyatama University Bandung. The influence of entrepreneurial courses on business development was 58.9%. The results of this research are supported by the basis of the theory in the previous discussion which states that entrepreneurship courses in the current curriculum

have the benefit to provide knowledge and education to students about entrepreneurship. Entrepreneurship courses are lessons that form the character of entrepreneurship or at least students increase students' knowledge about the intricacies of business both in terms of soft skills and hard skills so that students are able to take advantage of the opportunities around them in creating their own business after graduation and while still in college (Directorate General of Learning and Students, 2013).

The implementation of entrepreneurial education in universities is very necessary because it relates to building entrepreneurial character, entrepreneurial mindset, and entrepreneurial behavior that is always creative and innovative, creating value added or good values, taking advantage of opportunities and daring to take risks. Facing the challenges of a highly competitive future, entrepreneurial behavior is necessary for all areas of employment or profession. Therefore, entrepreneurship education can be implemented in universities and applied to all students regardless of the field of science studied (Susilaningsih, 2015). The purpose of entrepreneurship courses is to change the mindset of students from job seekers to job creators and it is expected that students are able to make business plans independently (based on the syllabus of the course). This entrepreneurial education is not only aimed at changing the soul or attitude to meet the criteria of entrepreneurial people, but also aims to be able to improve certain skills and skills so that it can support a person or a society in entrepreneurship (Ramadhani & Nurnida, 2017).

Therefore, the role of entrepreneurial courses is very important in developing the mindset of students in order to have motivation to be entrepreneurial. In addition, entrepreneurship courses are also very important to support the attitudes, knowledge and skills of students who have business activities in order to be able to develop their business. The results of previous

research conducted by Hermina et al. (2011), Hanum (2015), Sari and Habsari (2015), Suwarso (2018), Ramadhani and Nurnida (2017). The results showed that entrepreneurial courses have an effect on business development.

Conclusion

1. Entrepreneurship courses understood by students of the Management Department S1 Class of 2017/2018 at Widyatama University Bandung fall into the category quite well.
2. Business development conducted by Students of Management Department S1 Class of 2017/2018 at Widyatama University Bandung belongs to the category quite well.
3. Entrepreneurship courses affect the business development of students' department of management S1 class of 2017/2018 at Widyatama University Bandung.
4. Increase student creativity and innovation by finding out about knowledge about entrepreneurship. Analyze carefully about the success and failure factors in entrepreneurship. Apply a good leadership style that suits his business conditions. Increase knowledge about business plan and SWOT analysis. Anticipate the risks that will be faced, by identifying, analyzing, and managing risks. Learn how to prepare financial statements for business purposes.
5. Invite colleagues who have started a business, to share about entrepreneurial tips such as how to get the required business capital. Planning the possibilities that will occur to prepare for the risk of failure in the business. Learn about the factors that can influence the success and failure of the business. Selecting each employee employed to fit the desired qualifications, as well as conducting training to improve services to consumers. Solve existing problems with previous experience or by discussing with friends who have the same business. As well as conducting monitoring activities to his business directly in order to see the developments and weaknesses in his business.

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