

The Role of Entrepreneurship Study in Developing The Abilities of Students To Be Young Entrepreneurs: Empirical Study in Universitas Negeri Medan, Indonesia

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Abstract

Entrepreneurship courses can be vital in facilitating an entrepreneurial ecosystem among Universitas Negeri Medan students. An entrepreneurial ecosystem can be formed because the university itself has students from various disciplines who are allowed to have a meeting of demand and supply. This dynamic offers collaboration between entrepreneurs by creating a value chain between them to grow up together. This study will focus on developing standard manuals related to the achievement of Universitas Negeri Medan entrepreneurship learning, namely, determining the situation of entrepreneurial learning practices in initiating students to establish their own business through entrepreneurship courses. This study uses a quantitative approach to survey research methods. The sample in this study were Universitas Negeri Medan students using a questionnaire online. The questionnaire was filled in by contacting the respondents via cellular phone as many as 108 respondents. The results show that of the seven question items as a whole still do not answer the needs of students in creating and developing entrepreneurial learning practices in initiating students to have the ability to be entrepreneurial independently.

Keywords: Entrepreneurship Study, Young Entrepreneurs, Universitas Negeri Medan

1. INTRODUCTION

Various studies have revealed that entrepreneurial practices in a country will contribute to the economic development of that country, including in Indonesia (See: Peters and Waterman, 1982; CDASED, 1999; Mazzarol et al., 1999; Amini, 2004; Indarti and Langenberg, 2004; Radam et al, 2008, Indarti and Rostiani, 2008). Entrepreneurship is seen as being able to animate transactions of goods and services as well as absorb unemployment in a country. At the macro level, according to data from the Ministry of Cooperatives and Small and Medium Enterprises, small entrepreneurs who are grouped into MSMEs alone have been able to contribute to GDP by

59.08% in 2012 and 60.34% in 2013 with an increase of 1.26% (KUKM, 2013). However, on the other hand, the number of entrepreneurs in Indonesia is still lagging behind Asian countries with 3%, while Malaysia is at 5%, Singapore 7%, and Japan 10% (Putra, 2019). Furthermore, the Indonesian Ministry of Industry also stated that the contribution of Indonesian MSMEs to exports in 2015 was very far behind when compared to other Southeast Asian countries, which was only 15.8% where compared to Thailand at 29.5%, the Philippines 20% and 55.9% and 53.8% respectively for Germany and Japan (Ministry of Industry, 2015). The same thing also happens in the e-commerce sector, data from the Yusof-Ishak Institute (2017) states that Indonesia has the largest e-commerce market in ASEAN. Unfortunately, Indonesia is still producing retail sales with e-commerce worth 5 million dollars while there are still 20-25 million dollars that have not been explored by e-commerce (Yusof-Ishak Institute, 2017). These findings certainly indicate that there is still great potential for developing entrepreneurial practices in Indonesia. Kamarkar et al, (2014) revealed that the increasing recognition of the role of entrepreneurs in building the economy and the large potential for entrepreneurial development has led to increased interest in the world of education to design programs that encourage entrepreneurial growth. From a higher education perspective, Medan State University (Unimed) has taken a strategic step by establishing entrepreneurship as a compulsory university subject. This is intended to instill an entrepreneurial spirit in all Unimed students from any major. So that when they graduate they are able to become job creators in their respective fields of knowledge. This view is in line with Iscaro, Castaldi and Sepe (2017) who believe that the university system will practically and effectively advance entrepreneurship, especially in this increasingly competitive situation. Higher education is seen as having aspirational and progressive goals to achieve national advantage by supporting innovation and economic growth (Martin and Turner, 2010).

According to (Iscaro, Castaldi and Sepe, 2017) argued that students should be given an entrepreneurial training program followed by a strong network to stimulate progress from a business idea to a start-up or business embryo. Meanwhile, the laboratory as an entrepreneurial learning medium must be able to increase individual competence to make a business debut (Matricano, 2014). Entrepreneurship laboratories must be able to become the center of business networks, entrepreneurial research centers, business partners, and incubators which are innovative ecosystems in creating new entrepreneurs (Andersson, et al., 2009). Thus, the Entrepreneurship Laboratory can inspire students and break down the flow of thought for students to reduce their ideas into products and prepare their products to enter the market (Castaldi and Sepe, 2017). Along with technological developments, Iscaro, Castaldi and Sape (2017) have explored entrepreneurship courses to increase entrepreneurial activities in universities. The laboratory is seen as being able to provide support to students to actualize their business ideas to become start-ups (Iscaro, Castaldi and Sape, 2017). The concept of the entrepreneurial laboratory certainly opens up opportunities for new entrepreneurial learning innovations by providing an efficient and accessible digital platform for all campus communities. Thus in one act of innovation, universities can provide learning services for students from all faculties and departments. Of course, this opportunity must be further studied and developed in an effort to increase the actual growth of new entrepreneurs at the State University of Medan. Entrepreneurship courses can be key in facilitating an entrepreneurial ecosystem among students (see: Stam, 2015; Stam and Spigel 2017). An entrepreneurial ecosystem can be formed because Unimed itself has students from various disciplines who are possible to have a meeting of demand and supply. These dynamics offer collaboration between entrepreneurs by creating value

chains between them so that their businesses can grow together (Borissenko and Ron Boschma, 2017). This environment is expected to be created from the entrepreneurship entrepreneurship course so that each other can supply relevant information to improve entrepreneurial attitudes and the competitive advantage of collaboratively entrepreneurship (Indarti, 2010). This study will focus on developing standard manuals related to the achievement of Unimed entrepreneurship learning, namely to find out the situation of entrepreneurial learning practices in initiating students to establish their own businesses through entrepreneurship courses.

2. THEORITICAL FRAMEWORK

Many definitions of entrepreneurship are different because entrepreneurship comes from multiple disciplines, but also because the phenomenon of entrepreneurship focuses on four different elements (Sciascia and De Vita, 2004). The idea is given by Shane and Venkataraman (2000: 218), defines the field of entrepreneurship as a scientific matter of how, who, and the effects and opportunities to find goods and services in the future, evaluated, and exploited. This definition considers the process of finding and exploiting opportunities and also takes into account the individuals who discover, evaluate and take advantage of these opportunities. This is consistent with Sarasvathy's (2001) research on the impact of entrepreneurship. The study assumes that entrepreneurship comes from resources through the goal of making a profit. The causal process is based on a given effect and focuses on the selection of resources based on a given set of resources and the focus is on selecting the effects that these resources can produce such as firms and other organizations are among the entities created by the process (Sarasvathy, 2001). In particular, it is necessary to consider and pay attention to the influence of the environment in the transformation of creating entrepreneurship into an effective goal (Fayolle et al., 2014). If the environment becomes important for turning entrepreneurship into a goal, universities can be key players in this process, acting either to entrepreneurs who have a tendency and feedback about future entrepreneurs or connections with the social and economic environment thanks to their networks and collaborative bases. These observations lead to the notion of entrepreneurial universities and their third mission - namely, the role of universities in Indonesia to promote economic and social development and entrepreneurship as an essential element of the development process (Di Gregorio and Shane, 2003; Etzkowitz, 2003, 2004; Etzkowitz and Dzisah, 2015. ; Etzkowitz and Leydesdorff, 2000; Friedman and Silberman, 2003; Henrekson and Rosenberg, 2001; Rothaermel et al., 2007; Siegel et al., 2003). In fact, as highlighted by Etzkowitz and Leydesdorff (2000), the future role of entrepreneurial universities will be built on the alignment of the academic mission of teaching and research with the structures and functions associated with real economic growth. It's no longer enough to train students for a career. Universities must prepare students to work in a dynamic entrepreneurial and rapidly changing global environment (Wilson, 2008). If the university's new mission is a strategic, dynamic combination of teaching and research to enhance economic development, the way to teach entrepreneurship is paramount: Universities are not entrepreneurial simply because they help aspiring entrepreneurs to use the various facilities that have been developed (e.g. patents and licensing, incubators and science parks), but also because it educates future generations of entrepreneurs. In this context, this research focuses on the adoption by university of experimental laboratories (represented here by Experimental Labs) to support students in learning how to turn ideas into new companies in the most realistic way possible. This is achieved through simulations with role-playing that align learning, play and participation while exposing students to challenges in a risk-free environment (Neck and Greene, 2011). This study contributes to the literature by analyzing how to build and manage experimental laboratories as

new means of supporting entrepreneurship education and exploiting the University's network, collaboration and relational base.

3. METHOD

This study uses a quantitative approach to survey research methods. The sample in this study was the University students using a questionnaire. The questionnaire used to collect data is electronic. The questionnaire is filled out by contacting the respondent via mobile phone. Data collection is carried out by enumerators to maintain data independence. The sampling technique used is simple random sampling. The data collected was then analyzed using descriptive statistics to determine entrepreneurial learning practices in initiating students to establish their businesses.

4. RESULTS AND DISCUSSION

The data collected were 108 respondents (Table 1) who were used as data sources. From the total sample, 82 students were female, and 26 students were male. A total of 41 respondents entered in 2017, 38 respondents entered in 2018, 19 respondents entered in 2016, and 10 respondents entered in 2015. Fifty-nine respondents who had a background as entrepreneurs answered No, and 49 respondents answered Yes. Sixty respondents responded that they had been entrepreneurial before participating in the entrepreneurial court that said yes, and 48 respondents answered no. Respondents who answered owning a business after participating in the Entrepreneurship Court were 66 respondents who answered no, and 42 respondents answered Yes.

Table 1. Demography of Sample

No.	Variable	n	%
1.	Sex		
	Women	82	76%
	Men	26	24%
		108	100%
2.	Entry Year		
	2015	10	9%
	2016	19	18%
	2017	41	38%
	2018	38	35%
		108	100%
3.	Has a family background as an entrepreneur		
	Yes,	49	45%
	No,	59	55%
		108	100%
4.	Ever Entrepreneurial Before Taking Entrepreneurship Courses		
	Yes,	60	56%

	No,	48	44%
		108	100%
5.	Own a business after taking the Entrepreneurship Course		
	Yes,	42	39%
	No,	66	61%
		108	100%

Source: Data, 2020

This section will discuss the respondents' perceptions of the question items through the analysis of answers that have been given by respondents based on the questionnaire that has been given. The data collected from the respondents above are then tabulated and analyzed by their descriptive statistics. This study identifies the extent to which UNIMED students believe that the Entrepreneurship course is useful for fostering interest in opening new businesses, the value of which has been converted into percent (%) units with a maximum value of 100%.

Table 2. Results

Point	Got a Job	Improve performance at work	Improve analytical skills	Increase critical thinking skills	Increase the ability to think creatively	Increase creativity while learning / teaching	Increase sensitivity in taking initiatives
1	20,55%	13,70%	13,70%	12,33%	9,59%	12,33%	9,59%
2	17,81%	19,18%	15,07%	17,81%	13,70%	16,44%	24,66%
3	27,40%	31,51%	34,25%	32,88%	38,36%	35,62%	30,14%
4	17,81%	20,55%	20,55%	19,18%	17,81%	19,18%	17,81%
5	16,44%	15,07%	16,44%	17,81%	20,55%	16,44%	17,81%
	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%

Source: Data, 2020

Based on Table 2, it can be seen that in the first question item, in general, the question item is about getting a job after attending the Entrepreneurship Court. As many as 27.40% of respondents answered that they were doubtful about getting a job, as many as 20.55% responded that they were unsure about getting a job. The lowest was 16.44% of respondents who answered that they were sure that they would get a job after completing lectures. From these results, it is known that the average question item describes the real condition that unimed students are still hesitant in getting a job after completing lectures.

In the second question item, in general, the question item about Entrepreneurship Court can improve performance while working or owning a business. As many as 31, 51% of respondents answered doubt that the Entrepreneurship Court was able to provide an increase in performance while working, as many as 20.55% of respondents answered that they were quite sure that the Entrepreneurship Court was able to give an increase in performance while using, and 13.70% of respondents answered that they were not sure that the Entrepreneurship Court was able provides improved performance while working. From these results, it is known that

through the average question items about improving performance at work that unimed students are not yet convinced that the Entrepreneurship Court can enhance performance in the world of work and become an added value in self-development through the Entrepreneurship Court.

In the third question item, in general, the question item is about the Entrepreneurship Court's benefits in improving analytical skills. As many as 34.25% of respondents answered doubt that Entrepreneurship Court was able to improve analytical skills. As many as 20.55% of respondents answered that they were quite sure that Entrepreneurship Court could enhance analytical skills. As many as 13.70% of respondents answered that they were not convinced that Entrepreneurship Court was able to improve its ability. Analysis. From these results, it is known that unimed students are still not sure that the Entrepreneurship Court can improve analytical skills. Entrepreneurship Court still needs attention and provides unique material to support the analytical abilities of unimed students who have participated in the Entrepreneurship Court.

In the fourth question item, in general, the question item is about improving critical thinking skills after participating in Entrepreneurship Court. As many as 32.88% of respondents answered doubt that Entrepreneurship Court was able to improve critical thinking, 19.18% of respondents answered that they were quite sure that Entrepreneurship Court could 12.33% of respondents answered Entrepreneurship Court was able to improve critical thinking. From these results, students are still not convinced that the Entrepreneurship Court can enhance necessary thinking skills.

In the fifth question item, in general, the question item is about improving creative thinking skills after participating in Entrepreneurship MK. As many as 38.36% of respondents answered doubt that the Entrepreneurship Court was able to improve creative thinking, as many as 20.55% of the respondents answered that they were quite sure that the Entrepreneurship Court was able to improve creative thinking, and 9.59% of the respondents answered that the Entrepreneurship Court was able to improve creative thinking. From these results, students are still not sure that the Entrepreneurship Court can improve the ability to think creatively.

In the sixth question item, in general, the question item is about increasing creativity when learning/teaching after participating in Entrepreneurship MK. As many as 35.62% of respondents answered hesitating in increasing creativity when learning/teaching after participating in the Entrepreneurship Court, 19.18% of respondents answered that they were quite sure that the Entrepreneurship Court was able to increase creativity when learning/teaching, and 12.33% of respondents answered no sure that the Entrepreneurship Court could increase creativity when learning/teaching. Students are still not convinced that the Entrepreneurship Court can increase creativity when learning/teaching from these results.

In the seventh question item, in general, the question item is about increasing sensitivity in taking initiatives after participating in the Entrepreneurship Court. As many as 30.14% of respondents answered doubtfully in increasing sensitivity in taking the initiative to take part in the Entrepreneurship Court, 19.18% of respondents said they were not sure that the Entrepreneurship Court increased sensitivity in taking initiatives, and 9.59% of respondents answered that they were not sure that the Entrepreneurship Court was able to increase the sensitivity. In taking the industry. From these results, students are still not convinced that the Entrepreneurship Court can increase sensitivity in taking initiatives.

5. CONCLUSION

Overall the question items were able to answer the relationship between students and starting a new business after participating in a series of entrepreneurship courses at the faculty of

economics, unimed. First, it is known that the average question item describes the real condition that unimed students are still hesitant in getting a job after completing lectures. Second, the question about improving performance at work shows that unimed students are not yet convinced that the Entrepreneurship Court can enhance performance in the world of work and become an added value in self-development through the Entrepreneurship Court. Third, it is known that unimed students are still not sure that the Entrepreneurship Court can improve analytical skills. Entrepreneurship Court still needs attention and provides unique material to support the analytical abilities of unimed students who have participated in the Entrepreneurship Court. Fourth, students are still not sure that the Entrepreneurship Court can improve critical thinking skills. Fifth, the Entrepreneurship Court can enhance creative thinking. From these results, students were still not convinced that the Entrepreneurship Court could improve the ability to think creatively, and the Entrepreneurship Court was able to increase creativity when learning/teaching. Students are still not sure that the Entrepreneurship Court can increase creativity when learning/teaching from these results. Finally, students are still not convinced that the Entrepreneurship Court can increase sensitivity in taking initiatives from these results.

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