

ISBN:

PROCEEDINGS

THE 1st INTERNATIONAL FORUM ON BUSINESS AND ECONOMY

IFBE 2019



13-14, NOVEMBER 2019
BANJARMASIN, INDONESIA

PROCEEDINGS

The 1st International Forum On Business And Economy – IFBE 2019

“Business and Economy in Disruptive Era”

Banjarmasin, 13-14 November 2019



Publisher :

**Fakultas Ekonomi dan Bisnis
Universitas Lambung Mangkurat**

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“Business and Economy in Disruptive Era”

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Fakultas Ekonomi dan Bisnis Universitas Lambung Mangkurat

Redaksi :

Fakultas Ekonomi Dan Bisnis ULM, Universitas Lambung Mangkurat, Jalan
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Cetakan Pertama, November 2019

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Tanpa ijin tertulis dari penerbit

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**STUDENT ENTREPRENEURIAL INTEREST
IN THE DEPARTMENT OF BUSINESS ADMINISTRATION AS A RESULT OF
MANAGEMENT AND ENTREPRENEURSHIP LEARNING ACHIEVEMENT**

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ABSTRACT

The purpose of this study is to determine the effect of Management Learning Achievement (Introduction to Business, Basic of Marketing, Financial Management, Production Management, Human Resources Management, Sales Management) and Entrepreneurship learning achievement on the interests of entrepreneurial students in the Department of Business Administration of Politeknik Negeri Banjarmasin. This research is descriptive with a quantitative approach. Data analysis techniques using multiple linear regression analysis. The results showed that Introduction to Business, Basic of Marketing, Financial Management, Production Management, Human Resource Management, Sales Management, and Entrepreneurship together had a significant influence on entrepreneurial interest by 41.9%, while the remaining 58.1% explained by other variables outside the research model. Learning achievement in Management and entrepreneurship partially does not significantly influence the interest of entrepreneurial students.

Key word: Learning Achievement, Management, Entrepreneurship, Student Entrepreneur Interests.

I. INTRODUCTION

The era of digital transformation resulting in changes in the structure of the labor market will threaten low-skilled labor and encourage the emergence of new types of work, and eliminating some of the existing work. These changes automatically lead to labor market demands that require college graduates to be ready to work or be able to create jobs in the era of disruption.

On the other hand, graduates become job seekers more than job creators. A solution is needed to overcome this problem. Organizing management and entrepreneurship learning in college is expected to be a solution to prepare students who are able to create jobs.

In an effort to improve the ability of students to create jobs after graduation from college, management and entrepreneurship education is essential. Management and Entrepreneurship courses are intended to broaden students' insights into the world of entrepreneurship and motivate them to be directly involved in the world of entrepreneurship as strong young entrepreneurs. Able to solve complex problems, the ability to think critically, creatively, people management, able to coordinate, and have emotional intelligence.

Entrepreneurship can be initiated and developed from many factors. One such factor is learning. Through entrepreneurship learning, it is expected to be able to generate interest and increase students' curiosity towards entrepreneurs so that they will form entrepreneurial attitudes in order to create new entrepreneurs. (Christianingrum and Rosalina, 2017).

Growing the entrepreneurial spirit of students in college is believed to be an alternative way to reduce the unemployment rate because educated young entrepreneurs will be able to start their own businesses. (Suharti and Sirine, 2011).

Students' interest in entrepreneurship needs to be known by the lecturers and students themselves considering this interest can lead students to make choices in determining their goals. The goals are the embodiment of interest in the future process / outreach relationship for students to plan and make choices about their desired education, position or occupation.

Interest in entrepreneurship is characterized by the presence of entrepreneurial attitudes and insights. Students who are interested in entrepreneurship will be interested in the knowledge or knowledge related to these interests. The greater the interest of students to be attracted to the field of entrepreneurship, the greater the effort and desire of students to make it happen (Januardi and Zubaimari, 2018).

Based on the above background, the writer raised the research on Student Entrepreneurial Interest in the Department of Business Administration as a Result of Management and Entrepreneurship Learning Achievement.

1.1.Problem Identification

Problem identification of this research are:

1. Is the Management Learning Achievement (Introduction to Business, Basic of Marketing, Financial Management, Production Management, Human Resource Management, Sales Management) effect simultaneously on the interest of entrepreneurial students in the Department of Business Administration?
2. Is the Management Learning Achievement (Introduction to Business, Basic of Marketing, Financial Management, Production Management, Human Resource Management, Sales Management) and entrepreneurship effect partially on the interest of entrepreneurial students in the Department of Business Administration?
3. Is Entrepreneurship Learning Achievements effects on entrepreneurial student interest in the Department of Business Administration?

1.2.Research Objectives

Research objective of this research are:

1. To know the Management Learning Achievement (Introduction to Business, Basic of Marketing, Financial Management, Production Management, Human Resource Management, Sales Management) effect simultaneously on the interest of entrepreneurial students in the Department of Business Administration.
2. To know the Management Learning Achievement (Introduction to Business, Basic of Marketing, Financial Management, Production Management, Human Resource Management, Sales Management) and entrepreneurship effect partially on the interest of entrepreneurial students in the Department of Business Administration.
3. To know Entrepreneurship Learning Achievements effects on entrepreneurial student interest in the Department of Business Administration.

II. LITERATURE REVIEW

2.1 Management And Entrepreneurship Learning Achievement

According to Suryabrata (2006), and Asmadiyanto (2013) learning achievement is a value which is the last formulation of the progress / student achievement during a certain period

According to Syah (2008) learning achievement is the whole domain of psychology that changes as a result of students' learning experiences and processes. According Sukmadinata (2004) learning achievement is the realization of a person's potential skills, in the form of mastery of knowledge, thinking skills and motoric skills.

From the various meanings above, it is concluded that learning achievement is evidence of the effort that has been achieved by students after participating in learning activities within a certain time in the form of changes in behavior, skills and knowledge.

Management in general is a series of activities including planning, directing, organizing and controlling to achieve goals effectively and efficiently. In the curriculum of the Politeknik Negeri Banjarmasin of Business Administration Department, a management course consists of: Introduction to Business, Basic of Marketing, Financial Management, Production Management, Human Resource Management, Sales Management. The following is the scope of material for each subject:

1. **Business Introduction.** Business introduction underlies the concept of strategy and formulation in the determination of direction in the form of vision, mission, values and goals of various business issues and the company's perspective in total.
2. **Basics of Marketing.** Some components included in the basis of marketing management are extracting information from the market both potential and actual, designing marketing programs and evaluating the company's marketing programs
3. **Financial Management.** Financial management is related to the process of entry and exit of good money and investments, production funds and other sources of funds
4. **Production Management.** Product is the output of a company or business that involves customer satisfaction, both in the form of goods and services. Production management is planned, managed and controlled based on the viewpoint of consumer desire and satisfaction
5. **Human Resource Management.** Human resources need to be planned and managed properly. In addition to meeting the quantity, and quality of Human Resources. In a business or company, there are three components that play a role in managing human resources, namely personnel, human resource development (HRD) and human resource management (HRM).
6. **Sales Management.** Sales Management is to achieve the results of planned business development, by motivating sales group members to carry out their duties to the best of their ability.

According to Suryana (2013), entrepreneurship is a discipline that studies the values, abilities, behavior of a person in facing life's challenges and how to obtain opportunities with the various risks they face. According to Soeharto Prawirokusumo in Suryana (2013: 2), states that entrepreneurship is an independent scientific discipline that has been taught as a separate scientific discipline that includes matters that contain the field of knowledge that is intact and real, namely there are theories, concepts, and scientific methods complete.

According to Daryanto (2013:5) entrepreneurship is a mental and attitude that is always actively trying to improve the results of his work in the sense of increasing income. This is similar to what Basrowi (2014: 2) stated, humanitarian processes related to creativity, and innovation in understanding opportunities, organize the sources, and manage them so that the opportunity is realized into a business that generates profits.

From the following understanding, it can be said that entrepreneurial knowledge is all information or various symptoms encountered and known by humans through their five senses and minds about an effort to build a value with ability, courage, determination and creativity, and dare to take risks for success opportunities to open a business in various opportunities by knowing what are the factors that become the base of that success

Some of the roles of entrepreneurship science in entrepreneurship development (Ramadhani and Nurnida, 2017) includes:

1. Motivating being able to do business comes true.
2. Directing someone to work systematically and focus in realizing their dreams.
3. Inspire everyone that every problem will gives opportunities to developed.
4. Entrepreneurship will reduce unemployment.

2.2 Entrepreneurial Interest

According to Slameto, interest is a feeling of preferability and a sense of interest in a thing or activity, without anyone asking. Djamarah defines interest as a settled tendency to pay attention to and remember some activities. According to Sadirman, interest is a condition that occurs when someone sees the characteristics or meanings of a situation that is associated with the desires or needs of their own needs. According to Mahesa and Rahardja, the interest in entrepreneurship is the tendency of the heart in the subject to be interested in creating a business that then organizes, bears the risk and develops the business that he created himself. (Tisa and Anggadwita, 2018).

According to Yuliyarningsih, interest in entrepreneurship is the desire, interest, and willingness of individuals to work hard in meeting their needs without fear of the risks that will occur. (Ruswati, 2014).

According to Fu'adi (2009) the interest in entrepreneurship is the desire, interest, and willingness to work hard or have a strong will to be independent or try to fulfill their needs without feeling afraid of the risks that will occur, and a strong will to learn from failure (Ramadhani and Nurnida, 2017).

2.3 Prior Research

There is a positive influence on income expectations, family environment and entrepreneurship education to entrepreneurial interest (Adhitama, 2014).

Entrepreneurship education, business experience, parents' work and ethnic origins have a significant effect on student interest in entrepreneurship mediated by *entrepreneurial self efficacy (ESE)* (Ariffin and Ziyad, 2018).

Entrepreneurship education has a significant effect on student interest in entrepreneurship at Universitas Samawa Sumbawa Besar (Merdekawaty and Ismawati, 2016).

Entrepreneurship learning has a positive effect on interest in entrepreneurship (Christianingrum and Rosalina, 2017).

Learning achievement in entrepreneurship and the implementation of industrial work practices influence the interest in entrepreneurship (Yuliyanti, 2012).

Entrepreneurial learning outcomes affect the interest in entrepreneurship by 28,8%. (Sari and Syabus, 2016).

Entrepreneurship learning affects the interest in entrepreneurship. Entrepreneurship learning influences student of SMKN 1 Selong entrepreneurship motivation (Jailani, Fahrurrozi and Rizqi, 2017).

The achievement of entrepreneurship subjects influences the interests of entrepreneurship (Abidin, 2016).

Entrepreneurship subjects contribute to changes in student entrepreneurial interest. Elective Expertise Subjects influence student interest in entrepreneurship. Entrepreneurship Subjects and Elective Expertise Courses jointly influence entrepreneurial interest. (Fadilah, 2016)

Entrepreneurship learning supports their interest in becoming entrepreneurs as big as 91% (Hanum, 2015).

Entrepreneurship, Introduction to Business, and Motivation has a positive and significant influence on student entrepreneurial interest. This proves that the subject of entrepreneurship and introductory business is needed at colleges to stimulate students to think creatively and innovatively in seeing business opportunities so that they are motivated to create a business and interested in becoming an entrepreneur (Suwarso, 2018).

2.4 Research Framework

Based on the background, objectives and theoretical basis, the framework for this research can be described as follows:



Gambar 2.1 Research Framework

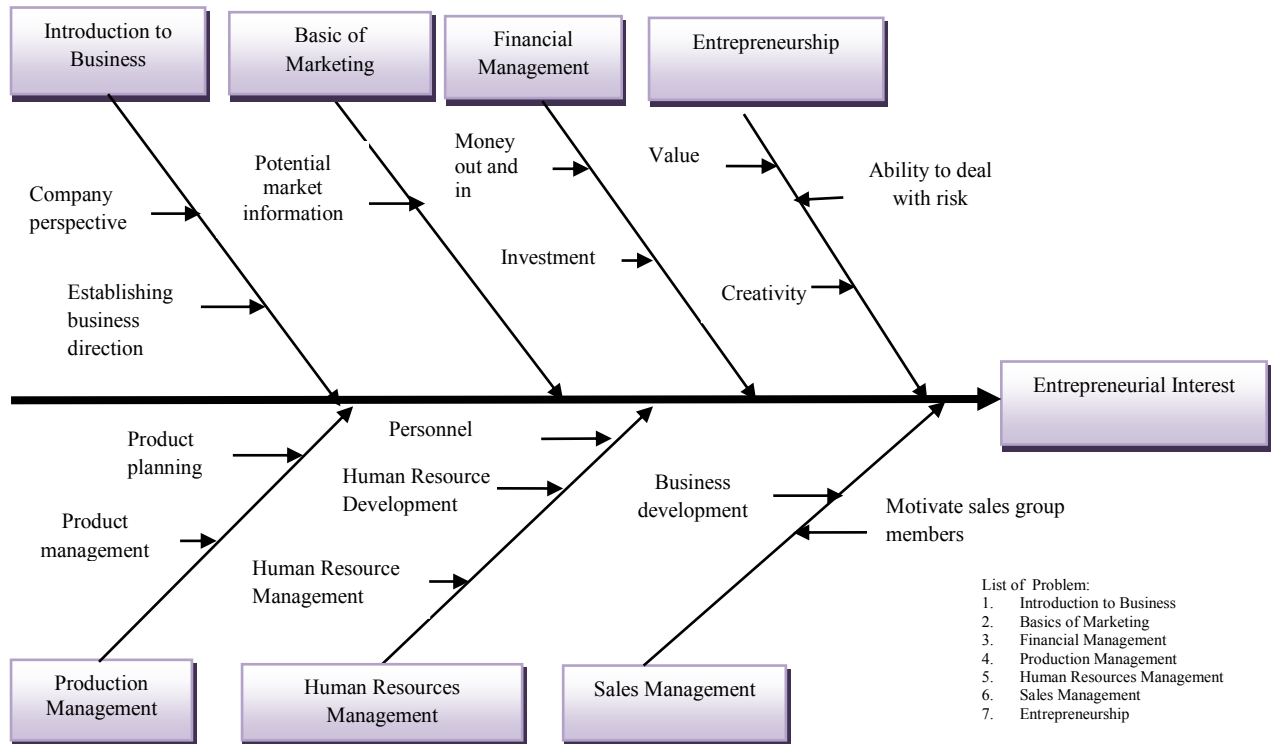
Based on the above framework, a study was carried out on the effect of Management and Entrepreneurship Learning Achievements on the interests of entrepreneurial students in the Department of Business Administration.

Research Hypothesis:

1. There is an influence of Management Learning Achievement (Introduction to Business, Basic of Marketing, Financial Management, Production Management, Human Resource Management, Sales Management) simultaneously on the Interest of Entrepreneurial Students in the Department of Business Administration
2. There is an influence of Entrepreneurship learning Achievement on Student Entrepreneurial Interest in the Department of Business Administration
3. There is an influence of Learning Achievement in Management and Entrepreneurship courses on Entrepreneurial Student Interest in the Department of Business Administration.

III. RESEARCH METHODS

This research is descriptive with a quantitative approach. The unit of analysis is students who have taken Management courses (Introduction to Business, Basic of Marketing, Financial Management, Production Management, Human Resource Management, Sales Management) and entrepreneurship. This research uses the documentation method and the questionnaire method. Data analysis techniques using Multiple Linear Regression Analysis.



Gambar 3.1 Fishbone Diagram Model

IV. RESULTS AND DISCUSSION

To find out the validity level of an item, $r\text{-count value} > r\text{-table}$. All items in this study were declared valid because they met the value of $r\text{-count} > r\text{-table}$. Item reliability can be seen from the Cronbach alpha value > 0.05 . In the study obtained an α value of $0.955 > 0.05$. Thus all items are declared reliable.

The regression model fulfills the normality assumption. The value of tolerance for the variable Introduction to Business, Basic of Marketing, Financial Management, Production Management, Human Resource Management, Sales Management, and entrepreneurship > 0.10 or tolerance values above 10%, while the VIF value < 10 or VIF is smaller than 10. This shows that there is no multicollinearity between independent variables.

Hypothesis Testing

Hypothesis testing is done using multiple regression analysis techniques. As a criterion of acceptance and rejection, in this test the level of significance is used 5%.

F Test (Simultaneously Test)

Table 5.1 ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	135845060,655	7	19406437,236	2,881	,021 ^b
	Residual	188625332,345	28	6736619,012		
	Total	324470393,000	35			

Source: processed primary data, 2019

Based on Table 5.1, obtained a significant F value of 0.021 which is smaller than 0.05. This shows that the variables Introduction to Business, Basic of Marketing, Financial Management, Production Management, Human Resource Management, Sales Management, and entrepreneurship together have a significant influence on entrepreneurial interest.

Table 5.2 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,647 ^a	0,419	0,273	2595,500

Source: processed primary data, 2019

Based on table 5.2 that R² (R Square) is 0.419 or 41.9%. This shows that the variables Introduction to Business, Basic of Marketing, Financial Management, Production Management, Human Resource Management, Sales Management, and entrepreneurship together have an influence of 41.9%, while the remaining 58.1% is explained by other variables outside this research model.

Table 5.3 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34461,209	11193,066		3,079	0,005
	Introduction to Business	-1,193	1,386	-0,157	-0,860	0,397
	Basic of Marketing	0,197	0,327	0,106	0,602	0,552
	Financial Management	-0,837	0,617	-0,255	-1,355	0,186
	Production Management	-1,366	0,682	-0,332	-2,004	0,055
	Human and Resources Management	-0,532	0,273	-0,350	-1,947	0,062
	Sales Management	-0,075	1,651	-0,009	-0,045	0,964
	Entrepreneurship	-0,040	1,581	-0,005	-0,025	0,980

Source: processed primary data, 2019

Multiple Linear Regression Equations ie:

$$Y = 34461,209 - 1,193X_1 + 0,197X_2 - 0,837X_3 - 1,366X_4 - 0,532X_5 - 0,075X_6 - 0,040X_7$$

T Test (Partially Testing)

1. Effect of the results of Management Learning Achievement (Introduction to Business, Basic of Marketing, Financial Management, Production Management, Human Resource Management, Sales Management) on Student Entrepreneurial Interest.
 - a. Influence of the results of learning achievement Introduction to Business on Student Entrepreneurial Interest with a regression coefficient of -1,193.
 - b. Effect of learning outcomes on Basic of Marketing on Entrepreneurial Student Interest with a regression coefficient of 0,197.
 - c. The effect of the results of financial management learning achievements on the interest of entrepreneurial students with a regression coefficient of -0,837.
 - d. The effect of the results of the learning achievement of Production Management on the Entrepreneurial Student Interest with a regression coefficient of -1,366.
 - e. The influence of the results of the learning achievements of Human Resource Management on Entrepreneurial Student Interest with a regression coefficient of -0,532.

- f. The effect of sales Management Learning Achievement on entrepreneurial student interest with a regression coefficient of -0,075.
2. The Effect of Entrepreneurship Learning Achievement on Entrepreneurial Student Interest.
Entrepreneurship variable has a negative effect on entrepreneurial interest with a regression coefficient of -0,040.

V. CONCLUSION

Conclusion

Based on the previous discussion, the following conclusions can be drawn as follow:

1. Introduction to Business, Basic of Marketing, Financial Management, Production Management, Human Resource Management, Sales Management, and entrepreneurship together have a significant influence on entrepreneurial interest. R Square is obtained at 0.419 (41.9%). This shows that the variables Introduction to Business, Basic of Marketing, Financial Management, Production Management, Human Resource Management, Sales Management, and entrepreneurship together have an influence of 41.9%, while the remaining 58.1% is explained by other variables outside the model.

Model of Multiple Linear Regression Equations:

$$Y = 34461,209 - 1,193X_1 + 0,197X_2 - 0,837X_3 - 1,366X_4 - 0,532X_5 - 0,075X_6 - 0,040X_7$$

2. Influence of the results of Management Learning Achievement on Student Entrepreneurial Interest.
 - a. Influence of the results of learning achievement Introduction to Business on Student Entrepreneurial Interest with a regression coefficient of -1,193.
 - b. Effect of learning outcomes on Basic of Marketing on Entrepreneurial Student Interest with a regression coefficient of 0,197.
 - c. The effect of the results of financial management learning achievements on the interest of entrepreneurial students with a regression coefficient of -0,837.
 - d. The effect of the results of the learning achievement of Production Management on the Entrepreneurial Student Interest with a regression coefficient of -1,366.
 - e. The influence of the results of the learning achievements of Human Resource Management on Entrepreneurial Student Interest with a regression coefficient of -0,532.
 - f. The effect of sales Management Learning Achievement on entrepreneurial student interest with a regression coefficient of -0,075.
3. The Effect of Entrepreneurship Learning Achievement on Entrepreneurial Student Interest: Entrepreneurship variable has a negative effect on entrepreneurial interest with a regression coefficient of -0,040.

Suggestions

Based on the conclusion, the following suggestions can be drawn as follow:

1. Further research needs to be carried out consisting of other variables outside this research model.
2. It is necessary to develop learning methods so that they can create more creative entrepreneurial learning so as to attract students' interest in entrepreneurship.

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