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EDUCATION AND ENTREPRENEURSHIP MOTIVATION: DO THEY INFLUENCE STUDENTS' ENTREPRENEURIAL INTEREST?

ENDANG¹, MUHAMMAD AZIS², MUKHAMMAD IDRUS³

^{1,2,3}Endang (Pendidikan Akuntansi, Ekonomi, Universitas Negeri makassar)
endangendang050899@gmail.com, mazis@unm.ac.id,
mukhammad.idrus@unm.ac.id

Abstrack

This research aims to determine the influence of entrepreneurship education and entrepreneurial motivation on the entrepreneurial interest of class X students at SMA Negeri 2 Pangkep. The population of this study was all class X students of SMA Negeri 2 Pangkep. Samples from the population are obtained from the entire population with a sample of 72 students. Data collection techniques are questionnaires and documentation. The data analysis techniques used are Descriptive Statistical Analysis, instrument testing, classical assumption testing and hypothesis testing. The results of this research show that: (1) based on the results of descriptive statistical analysis, entrepreneurship education of 73.93 percent is in the high category, entrepreneurship motivation of 73.65 percent is in the high category, and entrepreneurship interest is 76.70 percent in the high category. tall. (2) Based on the multiple linear regression analysis carried out, the multiple linear regression equation $Y = 1.108 + 0.760X_1 + 0.586X_2$ is obtained, which means that for each additional value of entrepreneurship education there will be an increase of 0.760 and entrepreneurial motivation will increase by 0.586. (3) Based on the results of the f-test, the value of the entrepreneurship education variable is $546.119 > 0.235$ with a significance level of $0.000 < 0.05$. (4) Based on the results of the coefficient of determination (R²) for entrepreneurship education, the value obtained is $(R^2) = 0.281$ or 28 percent. Meanwhile, the results of the coefficient of determination (R²) for entrepreneurial motivation obtained a value of $(R^2) = 0.47$ or 47 percent. From the results of the coefficient of determination (R²), this means that the influence of entrepreneurship education on interest in entrepreneurship is 28 percent, while the influence of entrepreneurial motivation on interest in entrepreneurship is 47 percent. The remaining 25 percent is influenced by other factors that have not been studied. (5) Based on the t-test on the entrepreneurship education variable, a t value of 7,207 was obtained with a significance level of $0.000 < 0.05$ and entrepreneurial motivation was a t value of 5,460 with a significance level of $0.000 < 0.05$. Because both variables have a significant value that is smaller than alpha, namely 0.05, the hypothesis has a positive and significant effect on interest in entrepreneurship.

Keywords: Entrepreneurship Education, Entrepreneurial Motivation, Entrepreneurial Interest

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pendidikan kewirausahaan dan motivasi berwirausaha terhadap minat berwirausaha siswa kelas X SMA Negeri 2 Pangkep. Populasi dari penelitian ini adalah seluruh siswa kelas X SMA Negeri 2 Pangkep. Sampel dari populasi diperoleh dari seluruh seluruh jumlah populasi dengan sampel sebanyak 72 siswa. Teknik pengumpulan data adalah angket dan dokumentasi. Teknik analisis data yang digunakan adalah Analisis Statistik Deskriptif, uji instrument, uji asumsi klasik dan uji hipotesis. Hasil penelitian ini menunjukkan bahwa: (1) berdasarkan hasil analisis statistic deskriptif, pendidikan kewirausahaan sebesar 73,93 persen tergolong dalam kateri tinggi, motivasi berwirausaha sebesar 73,65 persen tergolong dalam kategori tinggi, dan minat berwirausaha sebesar 76,70 persen tergolong dalam kategori tinggi. (2) Berdasarkan analisis regresi linear berganda yang



dilakukan diperoleh persamaan regresi linear berganda $Y = 1.108 + 0,760X_1 + 0,586X_2$ yang berarti tiap penambahan satu nilai pendidikan kewirausahaan akan mengalami peningkatan sebesar 0,760 dan motivasi berwirausaha akan mengalami peningkatan sebesar 0,586. (3) Berdasarkan hasil uji-f diperoleh nilai variabel pendidikan kewirausahaan sebesar $546,119 > 0,235$ dengan taraf signifikansi $0,000 < 0,05$. (4) Berdasarkan hasil koefisien determinasi (R^2) pendidikan kewirausahaan diperoleh nilai (R^2) = 0,281 atau 28 persen. Sedangkan hasil koefisien determinasi (R^2) motivasi berwirausaha diperoleh nilai (R^2) = 0,47 atau 47 persen. Dari Hasil koefisien determinasi (R^2), hal ini berarti bahwa pengaruh pendidikan kewirausahaan terhadap minat berwirausaha sebesar 28 persen, sedangkan pengaruh motivasi berwirausaha terhadap minat berwirausaha sebesar 47 persen. Sisanya 25 persen dipengaruhi oleh faktor lain yang belum diteliti. (5) Berdasarkan uji-t pada variabel pendidikan kewirausahaan diperoleh nilai t sebesar 7.207 dengan taraf signifikan $0,000 < 0,05$ dan motivasi berwirausaha diperoleh nilai t sebesar 5.460 dengan taraf signifikan $0,000 < 0,05$. Karena kedua variabel memiliki nilai signifikan yang lebih kecil dari *alpha* yaitu 0,05, maka hipotesis berpengaruh positif dan signifikan terhadap minat berwirausaha.

Kata Kunci: Pendidikan Kewirausahaan, Motivasi Berwirausaha, Minat Berwirausaha

INTRODUCTION

Indonesia is abundant in natural resources and is also one of the world's largest contributors to human resources. Because of this, human resource management is crucial, making education an indispensable part of human life. According to the Central Bureau of Statistics data on the open unemployment rate by education level, the number of unemployed in 2022, those who have never attended school/have not graduated and graduated from elementary school, was 3.59%, junior high school graduates 5.95%, high school graduates 8.57%, vocational high school graduates 9.42%, diploma I, II, III graduates 4.59%, and bachelor's degree graduates 4.80%. One indicator of a developed country is that at least 12-14% of its population is engaged in entrepreneurship. One way to reduce unemployment is through entrepreneurship. One of the things that need to be learned in education is entrepreneurship education, as it can motivate and provide various entrepreneurial knowledge that can minimize the occurrence of unemployment opportunities, as is currently the case in Indonesia, which is experiencing a shortage of jobs. This is supported by Suherman's opinion that 'entrepreneurship education is a process of cultivating creativity and innovation in addressing problems, overcoming various risks, and seizing opportunities for success' (Chastanti et al., 2022; Mansah & Safitri, 2022; Rezekiah et al., 2022; Safitri, Ansyari, et al., 2022; Safitri, Muti'ah, et al., 2022; Syahputra & Safitri, 2022). So that through entrepreneurship education a person can be encouraged to carry out business activities. needed an internal drive that can trigger to start entrepreneurship as stated by Majir "Entrepreneurial motivation is the willingness to do something, with a strong impulse from within a person to start actualizing objects or messages that can provide answers according to him (Majir, 2021). Therefore, entrepreneurship education and entrepreneurial motivation play an important role in fostering a person's interest in entrepreneurship, as stated by Sutrisno "Interest is a driving force that forces a person to pay attention to people in certain situations or activities and not to others."(Sutrisno, 2020). Entrepreneurship is everything related to the attitudes, actions, and processes carried out by entrepreneurs in pioneering, running, and developing a business or venture (Fajrillah, 2020).



Entrepreneurship education and entrepreneurial motivation are very important in fostering an educator's entrepreneurial interest because they can foster a person's interest in entrepreneurship. It can be concluded that better entrepreneurship education will further increase the interest in entrepreneurship supported by entrepreneurial motivations so that someone can set up a business. (Hendro, 2011)

SMA Negeri 2 Pangkep which is one of the high schools located in South Sulawesi. In this school, there are two majors, namely science and social studies. Based on the results of preliminary data collection conducted on class X students of SMA Negeri 2 Pangkep, using a questionnaire. the determination of the number of initial respondents refers to the opinion of (Arikunto, 2010) which states that “If the subject is less than 100 it is better to take all, if the subject is greater than 100 it can be taken between 10%-15% or 20%-25%.

Based on the results of the questionnaire distributed to students average indicators of entrepreneurship education (X1) to interest in entrepreneurship amounted to 70, 11% is high. Entrepreneurial motivation to interest in entrepreneurship amounted to 65, 33% which is also classified as high. While interest in entrepreneurship (Y) in students is fairly low with an average of 38, 94%. Based on these data it can be concluded that entrepreneurship education and entrepreneurial motivation negatively affect the interest in entrepreneurship in class X students SMA Negeri 2 Pangkep. Thus, this is not because the research conducted by Dewi (2022) shows that “entrepreneurship education and entrepreneurial motivation have a significant effect on entrepreneurial interest in the millennial generation in Makassar City”. Not only that, research conducted by Nuryatim Ngundiati and Dhiah Fitriyati (2020) shows that “entrepreneurship education and entrepreneurial motivation have a significant effect on the entrepreneurial interest of MAN 1 Mojokerto students (Fitriyati, 2020). Based on this background, researchers are interested in conducting research with the title “The Effect of Entrepreneurship Education and Entrepreneurial Motivation on Entrepreneurial Interest in Class X students of SMA Negeri 2 Pangkep”.

METHOD

Entrepreneurship education is an independent variable denoted by (X1), entrepreneurial motivation is an independent variable (X2), and entrepreneurial interest as the dependent variable denoted by (Y). This research is quantitative research, where quantitative research is research in the form of numbers or data whose values can change or are variable (sugiyono:2013:28). The location in this study was SMA Negeri 2 Pangkep. The population in this study were all class X students of SMA Negeri 2 Pangkep as many as 259 students. The data collection technique used a questionnaire where the questionnaire in many written questions was used to obtain information from respondents in the sense of reports about their personal, or things they know (Arikunto, 2010) and documentation Documentation is a data collection obtained from records or written sources from the object of research that can be trusted (Arikunto, 2010). The data analysis technique used in this study uses descriptive percentage analysis, an instrument test that consists of a validity test and reliability test (Sugiyono, 2018). Classical assumption test consisting of normality test, multicollinearity test, and heteroscedasticity test (Imam Ghazali, 2018) and hypothesis test (Ajat Rukajat, 2018) which consists of multiple linear tests, t-test (Sugiyono, 2016), F-test, determination coefficient test, and hypothesis testing then the results are obtained and conclusions are drawn.

In this study, quantitative analysis was used as a data analysis method. In class X students of SMA Negeri 2 Pangkep, with a sample size of 72 students from a population of 259 students, data processing was carried out to analyze the effect of entrepreneurship education and entrepreneurial

motivation on student entrepreneurship interest. Entrepreneurship education, entrepreneurial motivation, and entrepreneurial interest are assessed using a Likert scale and a questionnaire sheet distributed directly to students. With the help of SPSS Version 25 for Windows.

RESULT AND DISCUSSION

Descriptive analysis of the percentage of the results of distributing questionnaires about entrepreneurship education with a percentage of the total score of all respondents' answers obtained from three indicators, entrepreneurial motivation with a percentage of the total score of all respondents' answers obtained from three indicators and entrepreneurial interest with a percentage of the total score of all respondents' answers obtained from three indicators contained in the following table:

Table 1. Percentage Recapitulation of Entrepreneurship Education Variables

No	Item	Actual Score	Ideal Score	Percentage of Actual Score (%)	Description
1	Have entrepreneurial competence	559	720	77,63	High
2	Improving entrepreneurship education	536	720	71,46	High
3	Integrating entrepreneurship education curriculum	502	720	69,72	High
Total		1.597	2.160	73,93	High

Based on table 1, the percentage of the actual score for the entrepreneurship education variable is 73.93 percent with a high category according to Arikunto (Arikunto, Suharsimi, 2012)

Table 2. Recapitulation of Percentage of Entrepreneurial Motivation Variables

No	Item	Actual Score	Ideal Score	Percentage of Actual Score (%)	Description
1	Expectation	523	720	72,63	High
2	Valency	558	720	77,5	High
3	Equipment/needs	510	720	70,83	High
Total		1.591	2.160	73,65	High

Based on table 2, the percentage of the actual score for the entrepreneurial motivation variable is 73.65 percent with a high category according to Arikunto (2018:35).

Table 3. Recapitulation of Percentage of Entrepreneurial Interest Variables

No	Item	Actual Score	Ideal Score	Percentage of Actual Score (%)	Description
1	Inner motivation	556	720	77,22	High
2	Social motive	529	720	73,47	High
3	Emotional	1124	1440	78,05	High
Total		2.209	2.880	76,70	High

Based on table 3, the results of the percentage of actual scores for the entrepreneurial interest variable are 76.70 percent with a high category according to Arikunto (2018: 35).

The results of the validity test of the entrepreneurship education instrument have a rcount value of 0.493 to 0.691 greater than the rtable 0.235 so declared valid, for reliable test Cronbach's Alpha value of 0.649 greater than 0.60 so that the entrepreneurship education instrument is declared “reliable”. The results of the validity test instrument Entrepreneurial motivation has a rcount value of 0.546 to 0.753 greater than the rtable 0.235 so declared valid, for reliable test Cronbach's Alpha value of 0.675 greater than 0.60 so that the instrument of entrepreneurial motivation declared “reliable”. While the results of the validity test instrument Entrepreneurial interest has a rcount value of 0.312 to 0.686n greater than rtable 0.235 so declared valid, for reliable test value Cronbach's Alpha of 0.718 greater than 0.60 so that the instrument of entrepreneurial motivation declared “reliable”.

Table 4. Conclusion of Classical Assumption Test

Classical Assumption Test	Criteria	Result	Conclusion
Normality Test	If the Significant value > 0.05, then the data tested is normally distributed If the significant value < 0.05, then the data tested is not normally distributed	The significant value of each variable is 0.200 > 0.05.	Data is Normal distributed
Heteroscedasticity Test	If the significant value < 0.05, then there is no heteroscedasticity in the data being tested If the significant value > 0.05, then there is heteroscedasticity in the data tested.	The significant value of each variable is 0.000 < 0.05	No heteroscedasticity in the tested data
Multicollinearity Test	Variance Inflation Factor (VIF)	X1 = 1,244 < 10 X2 = 1,244 < 10	All variables do not have multicollinearity

Table 4 shows that the normality test on the data with a significant value of 0.200 > 0.05, so it can be concluded that the data tested is normally distributed. Furthermore, the heteroscedasticity test on the data with a significant value of each variable is 0.000 < 0.05, so the data tested does not occur heteroscedasticity. And the multicollonierity test on each variable has a VIF value of 1.244 < 10, so the data tested does not experience multicolonierity.

The results of hypothesis testing in this study using SPSS Version 25.0 for Windows, the results of multiple linear regression analysis obtained the equation $Y = 1.108 + 0.760X_1 + 0.586X_2$ which means that every addition of one value of entrepreneurship education, the interest in entrepreneurship has increased by 0.760. And every addition of one nikai entrepreneurial motivation, then the interest in entrepreneurship has increased by 0.586. The results of the t-test obtained significant value of each variable 0.000 < 0.05, which means that there is a positive and significant influence between



entrepreneurship education and entrepreneurial motivation on entrepreneurial interest of class X students of SMA Negeri 2 Pangkep.

This is in line with the theory put forward by Alma (2016: 16) “Stating that entrepreneurial expertise and skills are obtained from entrepreneurship education. Through entrepreneurship education teachers can instill entrepreneurial values to students, namely honesty, discipline, leadership, independence and perseverance so as to motivate students to foster interest in entrepreneurship “. In line with research conducted by Dewi (2022) which states that “entrepreneurship education and entrepreneurial motivation have a positive and significant effect on entrepreneurial interest in the millennial generation in Makassar city” (Fitriani et al., 2022; Handayani et al., 2023; Harahap et al., 2022; Nasution et al., 2023; Safitri et al., 2023). Not only that, research conducted by Nuryatim Ngundiati and Dhiah Fitrayati also states “entrepreneurship education and entrepreneurial motivation have a positive and significant effect on the entrepreneurial interest of XII grade students of MAN 1 Mojokerto”. So that in this study answers the hypothesis that has been proposed where entrepreneurship education and entrepreneurial motivation have a positive and significant effect on the entrepreneurial interest of Class X students of SMA Negeri 2 Pangkep.

Entrepreneurship education is a process of cultivating creativity and innovation in overcoming problems, obstacles, various risks and opportunities to succeed (Suherman, 2010). So that through entrepreneurship education someone can be encouraged to carry out business activities. needed a push within that can trigger to start entrepreneurship as stated by Majir (2021: 100) “Entrepreneurial motivation is the willingness to do something, with a strong impetus from within a person to start actualizing objects or messages that can provide answers according to him”. Therefore, entrepreneurship education and entrepreneurial motivation play an important role in fostering a person's interest in entrepreneurship, as stated by Sutrisno (2020: 10) “interest is a driving force that forces a person to pay attention to people in certain situations or activities and not to others” (Nasution et al., 2023; Safitri et al., 2023, 2024; Uswatun Hasanah et al., 2023). According to Fajrillah, et al (2020: 23) “entrepreneurship is everything related to the attitudes, actions and processes carried out by entrepreneurs in pioneering, running and developing a business or business.

CONCLUSION

Based on the results of data analysis and discussion that has been described in the previous chapter on the effect of entrepreneurship education and entrepreneurial motivation on entrepreneurial interest of class X students of SMA Negeri 2 Pangkep, it is obtained that entrepreneurship education of class X students of SMA Negeri 2 pangkep is in the high category and entrepreneurial motivation of class X students of SMA Negeri 2 Pangkep is in the high category and entrepreneurial interest of class X students of SMA Negeri 2 Pangkep is in the high category. Thus it can be concluded that the higher the entrepreneurship education and entrepreneurial motivation, the higher the entrepreneurial interest of students.

Considering the results and conclusions above, the researchers provide the following suggestions, 1) For schools: It is hoped that schools will further develop and provide adequate learning facilities such as providing supporting tools and appropriate product needs that can support and increase student entrepreneurial motivation. As well as integrating or updating the entrepreneurship education curriculum



using a complete scientific method so as to foster the entrepreneurial spirit of students, 2) For students: It is hoped that students will further increase their interest in becoming an entrepreneur, for example by mingling in a community environment that supports becoming an entrepreneur and instilling in themselves that being an entrepreneur is not difficult and can promise a brighter future, 3) For further researchers: It is hoped that this research can be developed by adding other variables that can also affect student entrepreneurial interest, such as school environment variables and community environment.

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