

Application Students' Perceptions of The Contribution of Entrepreneurship Course In Shaping Entrepreneurial Attitudes Semondo

Dea Arme Tiara Harahap¹, Dorica Yudi Kedu², Yohanes Fantriyono Men³
^{1,2,3}Politeknik eLBajo Commodus, Indonesia

Article Info:

Submitted: 2 July 2023	Accepted: 10 July 2023	Approve: 18 July 2023	Published: 25 July 2023
---------------------------	---------------------------	--------------------------	----------------------------

Corresponding uthor:

Dea Arme Tiara Harahap,
Politeknik eLBajo Commodus,
Labuan Bajo, Indonesia.
Gang Ame Nompas, 10 Meter dari
Gerbang Kampus Politeknik Elbajo
Commodus, Labuan Bajo, Kec.
Komodo, Kabupaten Manggarai
Barat, Nusa Tenggara Tim. 86754

Email:

deaarme@poltekelabajo.ac.id

Abstract. The entrepreneurship course in the higher education environment is increasingly recognized as a crucial instrument in shaping students' entrepreneurial skills and attitudes. This study aims to depict students' perceptions regarding the contributions generated by the entrepreneurship course in cultivating entrepreneurial attitudes and skills. A quantitative approach utilizing questionnaires was employed to gather data from a population of students who have taken the entrepreneurship course. Through descriptive analysis, this research reveals the outcomes of the questionnaire survey completed by the students. Findings indicate that the majority of respondents acknowledge a positive influence of the entrepreneurship course on the formation of entrepreneurial attitudes, such as self-confidence, innovative spirit, and the ability to overcome challenges. Additionally, practical skills essential for entrepreneurship, such as business planning, market analysis, and financial management, are also perceived to have improved due to this course.

Keywords: entrepreneurship course, entrepreneurial skills, students' perceptions.

This is an open access article under the [CC BY SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



INTRODUCTION

Higher education plays a crucial role in equipping students with relevant knowledge and skills to meet the demands of an ever-evolving job market. In an increasingly competitive and innovative era, entrepreneurship courses have gained recognition as vital instruments in shaping entrepreneurial skills and attitudes in students. Entrepreneurship is not only about starting new businesses but also involves the ability to adapt to changes, innovate, take calculated risks, and effectively manage ventures (Ratten, 2016).

Entrepreneurship courses in higher education provide both theoretical and practical foundations necessary for understanding business dynamics and real-world challenges. Additionally, these courses have the potential to foster proactive and creative attitudes that are characteristic of an entrepreneur. However, despite the growing acceptance and integration of these courses into curricula, there has been limited comprehensive research analyzing their impact on shaping students' entrepreneurial attitudes and skills (Fayolle & Gailly, 2015).

Entrepreneurship involves not only initiating new ventures but also the ability to adapt to change, formulate and take calculated risks, as well as manage businesses effectively. Entrepreneurship courses provide essential theoretical and practical grounding to comprehend the complexities of the business world and its challenges. Moreover, these courses hold the potential to shape proactive, creative, and persistent attitudes that underlie the entrepreneurial spirit (Kuratko & Audretsch, 2018).

However, there is a need to further evaluate how entrepreneurship courses actually influence students in forming entrepreneurial attitudes and skills. In this context, this research aims to analyze students' perceptions of the contributions made by entrepreneurship courses. Through the use of survey methods and descriptive analysis, we will gather data from a population of students who have taken these courses.

Through this research, we hope to gain deeper insights into how entrepreneurship courses tangibly impact the development of entrepreneurial attitudes and skills in students. Our findings are expected to provide meaningful contributions to the development of higher education curricula that are more adaptive and relevant to the dynamics of the current business world.

LITERATURE REVIEW

Entrepreneurship courses are not only about starting new ventures but also about preparing individuals to become innovative and adaptive leaders. This aligns with the view that entrepreneurship involves the ability to identify opportunities, manage risks, and adapt to market changes (Fayolle & Gailly, 2015). Entrepreneurship courses provide essential theoretical and practical foundations for understanding various business aspects and overcoming challenges in business management. In this context, practical skills such as business planning, market analysis, and financial management become crucial focal points of these courses (Kuratko & Audretsch, 2018).

In addition to skills, entrepreneurship courses also play a role in shaping proactive, creative, and change-responsive attitudes. Students are provided insights into overcoming barriers and confronting challenges in the business world, which involves the ability to navigate uncertainty and take risks wisely. Despite the significant potential of entrepreneurship courses, challenges in implementing the learned concepts into real business practices need to be acknowledged. Students might face obstacles such as resource limitations, psychological risks, and lack of access to networks that can support their business development (Kuratko & Audretsch, 2018).

It's important for higher education institutions to continuously develop entrepreneurship course curricula to remain relevant to business dynamics and

technological advancements. Integrating practical elements, real-world case studies, and industry collaborations can enrich students' learning experiences in these courses. Entrepreneurial attitudes encompass aspects such as creativity, initiative, and self-reliance. Individuals with positive entrepreneurial attitudes are more likely to proactively identify opportunities, take calculated risks, and pursue their business goals. Shaping entrepreneurial attitudes and skills is a crucial component in meeting the demands of a dynamic business world. Entrepreneurship education within higher education environments plays a significant role in aiding individuals to develop proactive attitudes and practical skills required for entrepreneurial success.

METHOD

The type of research used in this study is descriptive quantitative. According to Sugiyono (Sugiyono, 2018) quantitative is a research method based on positivistic (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem under study to produce a conclusion. This research was conducted at one of the universities in Labuan Bajo, West Manggarai Regency, East Nusa Tenggara Province.

Data collection in this study was through distributing questionnaires to respondents. The respondents in this study were students who had received entrepreneurship courses at one of the Labuan Bajo universities. The type of data used is primary data in the form of questionnaire results.

The data collection technique is through distributing questionnaires to respondents. Respondents in this study were students who had received an entrepreneurship course at one of the Labuan Bajo universities. The questionnaire was measured using a Likert scale. Then the respondent's answer can be developed with the formula, as follows:

$$((F1 \times 1) + (F2 \times 2) + (F3 \times 4) + (F4 \times 4) + (F5 \times 5))$$

Where F is the frequency of respondents' answers. then determine the index value by means of the accumulated value of the indicator divided by the number of scales used. Finally, using the range value criteria, namely using the Interval score per cent (I) method according to (Ferdinan, 2014) as follows.

0% – 25%	= Very Low
25.01% – 50%	= Low
50.01%– 75%	= Medium
75.01%-100%	= High

RESULTS AND DISCUSSION

1. Respondent Profile.

This research was conducted on 36 students who had received an entrepreneurship course at one of the Labuan Bajo universities. Of the 36 questionnaires distributed, 32 questionnaires returned and could be processed. The profile of respondents in this study is as follows.

Table 1 Respondent Profile

Description	Total	Percentage
By Gender		
Male	18	57%
Female	14	43%
Total	32	100%
Based on Age		
20-25 Year	30	93%
26-30 Year	2	7%
Total	89	100%

Source: Primary Data Processed (2023)

From the table above, it can be seen that the majority of respondents are male as much as 57%, then when viewed from age, ages 20-26 are the majority of respondents, namely 93%.

2. The level of contribution of entrepreneurship courses in shaping entrepreneurial attitudes

There are 5 statements on the contribution of entrepreneurship courses in shaping entrepreneurial attitudes, the results of the answers are as follows.

Table 2 Level of Contribution of Entrepreneurship Subjects in shaping entrepreneurial attitudes

Statement	Alternative Answer				Total Score	Index	Decision
	1	2	3	4			
1	0	2	57	44	103	80%	High
2	1	6	39	24	70	54%	Medium
3	0	2	75	20	97	75%	Medium
4	0	18	3	84	105	82%	High
5	2	2	36	64	104	81%	High

Source: Primary Data Processed (2023)

Based on the table above, three questions get a high category above 80%, while the other two questions get a medium category with a value above 70%, one question is medium, the other is close to 50%. The questions for this category are questions related to how effective the contribution of entrepreneurship courses is in improving students' entrepreneurial attitudes. From the table it can be concluded that this entrepreneurship course contributes enough but not too high in improving the entrepreneurial attitude of students in Labuan Bajo.

3. Students' level of understanding in entrepreneurship courses

There are 5 questions for the level of understanding of students in entrepreneurship through entrepreneurship courses. The distribution of respondents' answers is as follows.

Table 3 Students' level of understanding in entrepreneurship courses

Statement	Alternative Answer				Total Score	Index	Decision
	1	2	3	4			
1	2	2	75	16	95	74%	Medium
2	0	2	75	244	101	79%	High
3	0	2	84	12	98	77%	Highi
4	3	2	66	28	99	77%	High
5	1	4	84	4	93	73%	Medium

Source: Primary Data Processed (2023)

Based on the table above, there are two questions in the medium range with values above 70%, three other questions are in the high range but do not reach 80%. Questions in this category are questions that contain students' understanding of learning entrepreneurship courses both through practical skills that are important in entrepreneurship, such as business planning, market analysis, and financial management. Based on the table, it can be concluded that the level of student understanding of this course is quite high but has not reached 80%.

CONCLUSION

Based on the findings, it can be concluded that entrepreneurship courses contribute enough but not too high in improving the entrepreneurial attitudes of students in Labuan Bajo. This is supported by the level of understanding of this course being in the high category but not reaching 80%. So that the entrepreneurial attitude of students in Labuan Bajo has not reached an entirely high category.

Due to the limitations in this study, the suggestion is to add other objects as benchmarks to assess students' entrepreneurial attitudes. Also, the deepening of entrepreneurship courses needs to be further instilled because students' understanding is still not entirely high.

REFERENCE

- Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management*.
- Ferdinan, A. (2014). *Penelitian Manajemen*. Semarang: Badan Penerbit Universitas Diponegoro.
- Kuratko, D., & Audretsch, D. (2018). Clarifying the domains of corporate entrepreneurship. *Small Business Economics*.
- Ratten, V. (2016). *Entrepreneurship and business innovation: concepts, frameworks, and practices*. Springer.
- Sugiyono. (2018). *Metode penelitian*. Bandung: Alfabeta.