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Impact of the Entrepreneur Course and Technology for University Students

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Abstract— Indonesia so far still needs many entrepreneurs, as the president of Indonesia said, written at national media in April 2018. Bina Nusantara University has implemented Entrepreneur lesson for all university students, so the case study of this research objective to see the impact of the courses and technology that have been taught to university students who do business after receiving the lesson. This study uses time series to gather the multi year's data for about 158 university students who do business after the students receive entrepreneur lessons. The method of quantitative descriptive analysis, with bivariate correlation to see the correlation variables and this study found 17 significant relationships that are very useful for the development of the creation of entrepreneurs in the future.

Keywords—entrepreneur, the quantitative method

I. INTRODUCTION

The need for a current entrepreneur in Indonesia is very much needed as stated by the President of the Republic of Indonesia at the time that at least 14% of the proportion of entrepreneurs in the population is needed to make Indonesia a development country[1]. The survey conducted by Global Entrepreneurship Monitoring (GEM) in 2013, entrepreneurs located in Indonesia only reached 1.6% of the proportion of the population in Indonesia and still far below Singapore country, with a proportion of 7%, Malaysia with a proportion of 5% and Thailand with a proportion of 3%. While the United States is in the proportion of 12% and Japan 11%[2], the entrepreneur is one of the key success factors to develop the country to improve the social development and economic[3].

The purpose of this study is to determine if the entrepreneurial lessons that have been studied have an impact on the university students doing the business they administer and if the business is done using technology as a tool in the conduct of the university student business? The case study performed at Bina Nusantara University as one of the private university in Indonesia has implemented Entrepreneurship

lessons that apply to all university students. This research uses the quantitative method with a descriptive analysis, the SPSS application used in this research to perform the validation and reliability test and the bivariate correlation measurement performed to see the correlation relationship between the variable. In this study, 17 variables were found that have a very significant relationship and are useful for the development of entrepreneur lessons in the future.

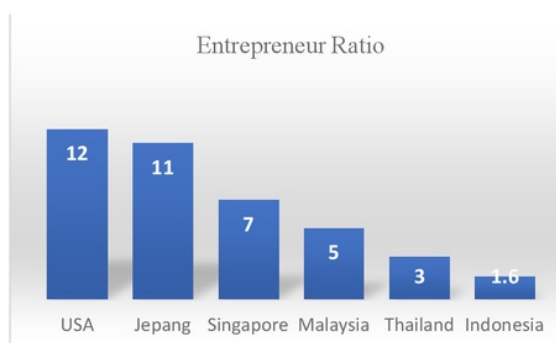


Fig. 1. Entrepreneur Ratio
Source : databoks.katadata.co.id 27 April 2017 [2]

Today's university students have been using Information Technology(IT) in their daily lives such as smartphone used for playing the game[4], learning and social activities[5][6]. However, university students entrepreneurship lessons have become part of the lessons to be learned during the lectures[7][8][9].

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II. LITERATURE REVIEW

A. Entrepreneur

The meaning of an entrepreneur is a person that manage and organize the business also take the risk of it. The word of entrepreneur brought by an economist from France named Ricard Cantillon[8].

B. Entrepreneurship

Entrepreneurship means as a multidimensional phenomenon of varying degrees of analysis that covers individual at the state level.[3]

C. The Student Entrepreneur

The student entrepreneur means active university students who perform the entrepreneurial activity. The student entrepreneur is very possible contemporary due to the technology used by the university student in their daily life [5]. The university student entrepreneur utilizes the social network (or know as Digital Academic Entrepreneurship)[10] to support the daily business activity.

III. DATA CHARACTERISTIC

The data was gathered only to a university student who own and doing the business (Student Entrepreneur) and have learned Entrepreneurship. A short discussion was performed before asking the respondent to fill out the survey to ensure the right respondent.

TABLE I. DATA CHARACTERISTIC

No	Respondent		
	Description	#n	%
1	Gender (R1)		
	Male	85	53.8%
	Female	73	46.2%

N = 158

A. Validation of data

The SPSS application tool used to validate the data, if Correct item-total correlation (CI-TC) is greater than the value of r table, it means valid result, see the table II below in detail.

TABLE II. DATA VALIDATION

No	Validation		
	Description	Corrected Item-Total Correlation	Status (r = 0.148 0.05)
1	Gender (R1)	-0.117	invalid
2	Entrepreneurship lesson should be updated (outdated)(R2)	0.162	Valid
3	Need to improve Entrepreneurship subject to learn IT aspect (R3)	0.310	Valid
4	Entrepreneurship lesson helps improve the business process (R4)	0.238	Valid
5	In business processes that use systems and applications,	0.524	Valid

No	Validation		
	Description	Corrected Item-Total Correlation	Status (r = 0.148 0.05)
	therefore students must learn IT for business process (R5)		
6	Technology has a significant contribution to business success; therefore, students must have IT courses (R6)	0.558	Valid
7	The background of the lecturer influences the way of learning and teaching the course(R7)	0.284	Valid
8	The purchase of goods/supply of raw materials for business can be done through technology (online system, email, chat etc) (P1)	0.289	Valid
9	Payment for the provider will be more efficient through the use of electronics (online transfer, etc) (P2)	0.415	Valid
10	In the process of services using technology to increase efficiency and productivity(P3)	0.505	Valid
11	In the process of promoting/offering product/services to the client, it will be better to use technology (P4)	0.521	Valid
12	Commercial transactions with customers are made using electronic (P5)	0.386	Valid

B. Reliability test

The data required to check for the reliability SPSS tools were used and the result of the test for the Cronbach alpha score is above 0.60, it means the data are reliable. The complete results of the reliability test show in the below table III.

TABLE III. DATA RELIABILITY TEST RESULT

No	Reliability Test		
	Description	Cronbach's Alpha is Item Deleted	Status
1	R1	0.725	Reliable
2	R2	0.714	Reliable
3	R3	0.688	Reliable
4	R4	0.698	Reliable
5	R5	0.660	Reliable
6	R6	0.656	Reliable
7	R7	0.690	Reliable
8	P1	0.691	Reliable
9	P2	0.671	Reliable
10	P3	0.663	Reliable
11	P4	0.656	Reliable
12	P5	0.675	Reliable

IV. RESULT AND DISCUSSION

A. The Correlations

In this research, there are 17 significant correlations found, as shown in below table.

TABLE IV. CORRELATION RESULT

	R1	R2	R3	R4	R5	R6	R7
P1	NS	NS	NS	0.220** 0.006	NS	NS	NS
P2	NS	NS	0.192* 0.016	NS	0.204** 0.002	0.259** 0.001	0.186* 0.020
P3	NS	NS	NS	0.245** 0.002	0.327** 0.000	0.401** 0.000	0.242** 0.002
P4	NS	NS	0.198* 0.013	0.213** 0.007	0.432** 0.000	0.358** 0.000	0.231** 0.003
P5	NS	NS	NS	0.207** 0.009	0.251** 0.001	0.249** 0.002	NS

* significant alpha 0.05 (95%), ** significant alpha 0.01 (99%)
NS = Not Significant

B. Description of the Correlation Results

1) Need to improve Entrepreneurship lesson to learn IT (R3) significant with payment for the provider will be more efficient through the use of electronic (online transfer, etc) (P2). The Pearson correlation value is 0.192, alpha 0.05 and significant score is 0.016 (< 0.05). It can be interpreted that updating entrepreneurship lessons by adding IT aspects will greatly affect electronic payment processing activity.

2) Need to improve Entrepreneurship lesson to learn IT (R3) with in the process of promoting/offering product/services to the client, it will be better to use technology (P4). The Pearson correlation value is 0.198, alpha 0.05 and significant score is 0.013 (<0.05). It means that updating entrepreneurship lessons by adding IT aspects will greatly affect promotional activities or product or service offerings to customers.

3) A significant correlation between Entrepreneurship lesson improve the business process (R4) and the purchase of goods/supply of raw material for business can be done through technology (online, email, chat, etc) (P1). The Pearson correlation value is 0.220, alpha 0.01 and the significant score is 0.006 (<0.05). It means that there is a close correlation between the lessons of entrepreneurship that improve the business process with the activity of buying goods or materials for a business that can be done through the use of technology.

4) A significant correlation between Entrepreneurship lesson improve the business process (R4) and In the process of services using technology to increase efficiency and productivity (P3). The Pearson Correlation value is 0.245, alpha 0.01 and significant score is 0.002 (<0.05). It means that there is a close correlation between the lessons of entrepreneurship that improve the business process for business processing using technology to improve efficiency and productivity.

5) A significant correlation between Entrepreneurship lesson improve the business process (R4) and in the process of promoting/offering product/services to the client, it will be better to use technology (P4). Pearson correlation value is 0.213, alpha 0.01 and significant score is 0.007 (<0.05). It means that there is a close correlation between the lessons of entrepreneurship that improves the business process and the promotion process to offer products or services to a client with technology.

6) A significant correlation between Entrepreneurship lesson improve the business process (R4) and Commercial transactions with customers are made using electronic (P5). Pearson correlation value is 0.207, alpha 0.01 and significant score is 0.009 (<0.05). It means that the learning of entrepreneurship will improve business processes and commercial transactions made through the use of electronic.

7) A Significant correlation between In business processes that use systems and applications, therefore students must learn IT for business process (R5) and payment for the provider will be more efficient through the use of electronic (online transfer, etc) (P2). The Pearson Correlation value is 0.240, alpha 0.01 and significant value is 0.002 (<0.05). It means that if the students learn IT in entrepreneur class, the commercial transaction tend to be done by using technology

8) A significant correlation between In business processes that use systems and applications, therefore students must learn IT for business process (R5) and In the process of services using technology to increase efficiency and productivity (P3). The Pearson Correlation value is 0.327, alpha 0.01 and significant score is 0.000 (<0.05). It means that learn IT in an entrepreneurship class, it will increase student efficiency and productivity in the business process by using technology.

9) A significant correlation between In business processes that use systems and applications, therefore students must learn IT for business process (R5) and in the process of promoting/offering product/services to the client, it will be better to use technology (P4). The Pearson correlation value is 0.432 with alpha 0.01 and the significant score is 0.000 (<0.05). It means that learning an entrepreneur and IT course will improve commercial and marketing activities through the use of technology.

10) A significant correlation between In business processes that use systems and applications, therefore students must learn IT for business process (R5) and Commercial transactions with customers are made using electronic (P5). The Pearson correlation value is 0.251, alpha 0.01 and correlation value is 0.001 (<0.05). It means that the university student needs to learn IT since the commercial transactions are done electronically.

11) A significant correlation between Technology has a significant contribution to business success, therefore, students must have IT courses (R6) and payment for the provider will be more efficient through the use of electronic (online transfer, etc) (P2). The Pearson correlation score is

0.259, alpha 0.01 and the significant score is 0.001 (<0.05). It means that IT has a great contribution to make more efficient the payment of the commercial transaction of the entrepreneur student.

12) A significant correlation between Technology has a significant contribution to business success, therefore, students must have IT courses (R6) and in the process of services using technology to increase efficiency and productivity (P3). The Pearson correlation value is 0.401, alpha 0.01 and the significant value is 0.000 (<0.05). It means the need for technological skills required by the entrepreneur student to increase the efficiency and productivity of commercial transaction.

13) A significant correlation between Technology has a significant contribution to business success, therefore, students must have IT courses (R6) and in the process of promoting/offering product/service to the client, it will be better to use technology (P4). The Pearson correlation score is 0.358, alpha 0.01 and significant value is 0.000 (<0.05). It means the need for technological skills required by the entrepreneur student to perform entrepreneurship activities.

14) A significant correlation between Technology has a significant contribution to business success, therefore, students must have IT courses (R6) and Commercial transactions with customers are made using electronic (P5). The Pearson correlation score is 0.249, alpha 0.01 and the significant score is 0.002 (<0.05). It means the need for the technological skill required of the entrepreneur student to support the commercial transaction.

15) Correlation between The background of the lecturer influence the way of learning and teaching the course (R7) and payment for the provider will be more efficient through the use of electronic (online transfer, etc) (P2). The Pearson correlation score is 0.186, alpha 0.05 and the significant correlation score is 0.020 (<0.05). It means that a lecturer's background has an impact on the use of utilization of FinTech.

16) Correlation between The background of the lecturer influence the way of learning and teaching the course (R7) and in the process of services using technology to increase efficiency and productivity (P3). The Pearson correlation value is 0.242, alpha 0.01 and significant value is 0.002 (<0.05). It means that the lecturer's background has an impact on the use of technology to increase the efficiency of business services

17) Correlation between The background of the lecturer influence the way of learning and teaching the course (R7) and in the process of promoting/offering product/service to the client, it will be better to use technology (P4). The Pearson correlation value is 0.231, alpha 0.01 and significant value is 0.003 (<0.05). It means that the lecturer's background has an impact on the use of technology to support business activities.

C. Result and Discussion

In this study found a similar result with early research reported as shown below

1) Agree with the early research result statement that entrepreneur course will improve understanding the university student of the business [9] as a similar result with our result show above on no 3, 4, 5 and 6.

2) Agree with the early research result statement that gender has no correlation with the entrepreneurship course and activities [8] as similar result show in our research that there is no correlation at all with gender.

3) Agree with the early research result statement that entrepreneurship education will improve knowledge of entrepreneurial qualities. [8]

V. SUMMARY AND FUTURE WORK

The conclusion of this research result can be said that entrepreneurship lesson is very important for university student and have a big impact to improve the skill and knowledge to become student entrepreneur, the technological skill is required for the student entrepreneur to support the commercial transaction, to support entrepreneur activities and increase efficiency of the service, lecturer background plays an important role in creating entrepreneurs in the future (Digital Academic Entrepreneurship) [10]

The research has limited regarding the respondent of the university student, entrepreneurship activities and do not discuss the specific topic of entrepreneurship course and the limitation of the respondent need to enhance in the future so the topic can be generalized. However, there is a significant result impact of entrepreneurship course found and the course needs to update in the proper stage of the current entrepreneurship level.

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