

Analysis of Entrepreneurial Readiness in Tidar University Students

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ABSTRACT. Universities as higher education institutions have an important role in the process of encouraging the growth of entrepreneurs. Tidar University is always trying to create new entrepreneurs. However, Tidar University has not yet evaluated how much the effectiveness of entrepreneurship education on students' entrepreneurial readiness. The research was conducted at Tidar University from March to April 2020. The population of this study was students of the Faculty of Agriculture from Semester 2 to Semester 8 in the 2019/2020 academic year. The number of samples is 120 students. Data were analyzed using descriptive statistics. The results showed that the more students get training, the more ready they are to become entrepreneurs. Students suggest the following training to complement their existing skills: a) digital marketing, b) practical work training, c) success story seminars, d) business risks, e) business basics and soft skills, f) facing global markets and innovation, g) performance management, h) entrepreneurial mentality and spirit, i) how to capture business opportunities, j) marketing, k) time management and money management, l) agrosociopreneurs, m) building networks, and n) business tips and tricks. Students with high entrepreneurial education intentions have relatively less entrepreneurial readiness.

Keywords: entrepreneurship; entrepreneurial readiness; higher education

ABSTRACT. Universitas sebagai lembaga pendidikan tinggi memiliki peran penting dalam proses mendorong tumbuhnya wirausahawan. Universitas Tidar selalu berusaha menciptakan wirausahawan baru. Namun, Universitas Tidar belum mengevaluasi seberapa besar efektivitas pendidikan kewirausahaan terhadap kesiapan berwirausaha mahasiswa. Penelitian dilakukan di Universitas Tidar pada bulan Maret hingga April 2020. Populasi dari penelitian ini adalah mahasiswa Fakultas Pertanian dari Semester 2 hingga Semester 8 Tahun ajaran 2019/2020. Jumlah sampel 120 mahasiswa. Data dianalisis menggunakan statistik deskriptif. Hasil penelitian menunjukkan Semakin banyak mahasiswa mendapatkan pelatihan maka mahasiswa semakin siap untuk berwirausaha. Mahasiswa menyarankan pelatihan berikut ini untuk melengkapi keterampilan yang telah mereka punya: a) digital marketing, b) pelatihan praktik kerja, c) seminar success story, d) resiko bisnis, e) dasar-dasar bisnis dan softskill, f) menghadapi pasar global dan inovasi, g) manajemen kinerja, h) mental dan jiwa wirausaha, i) cara menangkap peluang usaha, j) pemasaran, k) manajemen waktu dan pengelolaan uang, l) agrosociopreneur, m) membangun jaringan, dan n) tips dan trik berbisnis. Mahasiswa dengan intensi pendidikan kewirausahaan tinggi relatif lebih kecil kesiapan berwirausahanya.

Kata Kunci: kesiapan berwirausaha; kewirausahaan; perguruan tinggi

INTRODUCTION

The population growth makes an indicator that the state must be able to facilitate its people in obtaining jobs to achieve a decent life. Indonesia as a country with the fourth-biggest population in the world after China, India, and the United States (The World Factbook, 2020) should start preparing the increasing number of its population. The population of a country will affect competition in getting jobs, so a solution is needed to handle it. One solution to solving problems is to instill an entrepreneurial spirit. Universities as higher education institutions have an important role in the country's development process. Higher education has an important role in producing competent human resources.

The trend that occurs in students today is to want a stable job with a respectable status and generate lots of income after completing their education and not having an entrepreneurial plan. Efforts to motivate students to become entrepreneurs are felt to be necessary to analyze the factors that can affect student motivation and readiness to be entrepreneurial. Several experts have argued for reducing unemployment. Many think that choosing a career as an entrepreneur is against a pleasant life because they think that being an entrepreneur requires hard work and facing tough challenges and that is a contributing factor or unpleasant. The actual number of unemployed people can be reduced by having the courage to create their jobs or become entrepreneurs.

Given the importance of the spirit of entrepreneurship in the development of a nation, the role of universities as entrepreneurial incubators is very important. The college is expected to motivate entrepreneurship among students, building a mental attitude of entrepreneurship, improve student skills especially the sense of business, and creating a new business unit based science knowledge.

Higher education has a role in encouraging the growth of entrepreneurship through the implementation of entrepreneurship education for students (Zimmerer 2002). Higher education institutions are responsible for educating and imparting entrepreneurial skills to their graduates. Higher education institutions are also responsible for motivating their graduates to have the courage to choose entrepreneurship as a career choice (Suharti and Sirine 2011). Higher education institutions need to apply empirical experience-based entrepreneurial learning patterns to equip students to encourage students' entrepreneurial spirit (Yohnson 2003; Wu & Wu, 2008).

In line with that, Tidar University which has the vision to become a research-based university in developing science, technology, arts, and entrepreneurship strives to produce graduates who have an entrepreneurial spirit. Entrepreneurship is one of the compulsory courses for students at Tidar University. Through this course, Tidar University wants to realize its vision to become one of the real, is expected by the debriefing entrepreneurship can shape graduates who can compete in the business world.

Tidar University does not yet know how much the effectiveness of teaching and entrepreneurship incubation on students' entrepreneurial readiness. This is because no research analyzes the factors that affect the entrepreneurial readiness of Tidar University students. So, we need research that analyzes the readiness of entrepreneurship students and factors anything that can affect the readiness of student entrepreneurship.

According to Slameto (2015), several factors cause a person to have readiness, including (1) Conditions that can affect a person, such as physical conditions, mental conditions, and emotional conditions; (2)

There are needs, motives and goals to be achieved; (3) There are skills and knowledge acquired. Husnan (2017) states that provides children with the skills and experience from an early age will provide an opportunity to develop the business early on. According to Santi (2013), entrepreneurial readiness is formed through experience. The experience gained from the surrounding environment will provide provisions for entrepreneurship readiness.

Abang and Maryati (2011) in their research on the entrepreneurial readiness of Mechanical Engineering students at the Muhammadiyah University of Yogyakarta showed that entrepreneurial knowledge affected students' entrepreneurial readiness. According to Kasmir (2011), entrepreneurial knowledge is a source of knowledge about entrepreneurship that comes from within the individual. An entrepreneur will be successful in entrepreneurship if he has the knowledge, ability, and willingness.

Soft skills obtained from training or workshops can better direct a person in acting because soft skills are the characteristics of a person that determines their success (Abang and Maryati 2011). Sehabud d in et al (2020) in his research also proves the influence of entrepreneurship training for entrepreneurial readiness. Sehabuddin et al (2020) added that there is an influence entrepreneurship training has on the entrepreneurship readiness of prisoners in Lapaska Kendal. The training given to prisoners will provide insight and motivation on how to create a business. The entrepreneurship training provided will motivate inmates, especially creative ideas to open and run a business. The training provided was not only about how to open a business, but starting from business management, finance, and so on.

Entrepreneurial readiness is significantly influenced by learning achievement and achievement motivation (Fauzia 2013). Their learning achievement can improve or motivate students about what they are learning (Abang and Maryati 2011). GPA as a proxy for learning achievement may be a factor in students' entrepreneurial readiness.

Based on the description above, this study aims to analyze the entrepreneurial readiness of students at Tidar University. In particular, the research aims to obtain the results of the analysis of factors such as the level of formal entrepreneurship education, entrepreneurial experience, training experience, and GPA of students' entrepreneurial readiness. This research is expected to benefit the development of entrepreneurship in the world p Education and the world of work.

RESEARCH METHOD

Object of The Study

The research was conducted at Tidar University. The research was conducted from March to April 2020.

Sampling

The population of this study was students of the Faculty of Agriculture from Semester 2 to Semester 8 in the 2019/2020 school year. The population was 6443 people. The population of this study were active students, had taken entrepreneurship courses, and had attended entrepreneurship training. The number of samples to be taken uses the Slovin formula, which is a technique for determining the number of samples for social research.

$$n = \frac{N}{1 + Ne^2} = \frac{6443}{6443(0,1^2)} = 98,47$$

n = Sample

N = Population

e = Error

Based on these calculations, the number of students who became examples was 98 people. However, researchers added the study sample to 120 people.

Data Generating Technic

The type of data used in this research is primary data. The data were taken in the form of gender, age, study program, entrepreneurship education, entrepreneurial readiness, entrepreneurial experience, and entrepreneurship training. The data were collected by distributing research questionnaires online to students and by interview.

Data Analysis

Data were analyzed using descriptive statistics. Descriptive analysis is used to analyze gender, age, study program, entrepreneurship education, entrepreneurial readiness, entrepreneurial experience, and entrepreneurship training. The validity of the descriptive analysis results will be strengthened by the results of the interviews.

RESULTS AND DISCUSSION

Respondent Profile

The respondents of this study were 120 students of the Faculty of Agriculture, Tidar University. Respondents are active students in semesters 2, 4, 6, and 8. Descriptive analysis was conducted to see comprehensively the research respondents. Descriptive analysis is strengthened by interviews with respondents to obtain support for the validity of the data obtained.

Entrepreneurship readiness is the willingness, desire, and ability to be entrepreneurial depending on the level of maturity, past experiences, mental and emotional states of a person (Nurbaya 2012). According to Frinck (2011), to be ready to become an entrepreneur, you must go through a process, starting from a change in identity, thinking patterns, and how to do or do something. There are various processes to become an entrepreneur, for example, occurs because it is formed through a formal/informal education process (training, workshops, special education training in specialized fields such as management, business, accounting, etc.).

In Figure 1, you can see the results of the survey on the entrepreneurial readiness of Tidar University students. The results show that around 48% of students are ready to become entrepreneurs. The results also show that 52% of students are not ready to become entrepreneurs. Students who are not ready to do entrepreneurship are bigger than students who are ready to become entrepreneurs. There is a gap between the efforts of Tidar University to make its students entrepreneurs with good quality, but there are still dominant students who are not ready to be entrepreneurs.

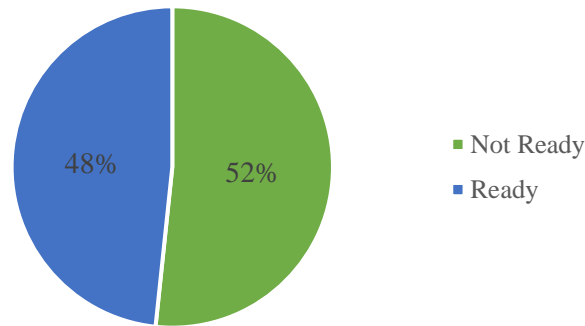


Figure 1 Student entrepreneurial readiness of the Faculty of Agriculture

Students who are ready to become entrepreneurs present different reasons regarding the factors that drive their entrepreneurial readiness. Students are ready to become entrepreneurs because they have sufficient material and non-material capital. The student explains the statement with the following information: "I am ready to become entrepreneurial because I already have material capital and knowledge capital". Students make this statement in terms of capital to start a business. Capital is needed to start a business, besides the availability of information and social networks also encourages entrepreneurial intentions (Indarti and Rostiani 2008).

Of course, access to capital is a classic obstacle, especially in starting a new business, at least in developing countries with less strong financial support (Indarti, 2004). Previous empirical studies have shown that difficulties in accessing capital, credit schemes, and financial system scandals are seen as major obstacles to business success, according to aspiring entrepreneurs in developing countries.

Students are ready to do entrepreneurship because there are great opportunities in entrepreneurship. Students believe that as long as humans need consumption, entrepreneurship in providing food needs still has a great opportunity. The student explains the statement with the following information: "I am ready to do entrepreneurship in agriculture because as long as people are still alive and need food, entrepreneurship in agriculture will continue". Students make these statements in terms of business opportunities.

Students are ready to become entrepreneurs because of their motivation to empower the community. Students want to empower the community so that they try to become entrepreneurs. Students explain the statement with the following information: "entrepreneurship can open job vacancies and can empower local human resources". Students make this statement from the motivation to give benefit to others.

Descriptive analysis directed towards entrepreneurial readiness based on gender is aimed at seeing how big the differences between the genders are related to entrepreneurship readiness. The results of the analysis show that 57% of male students who are ready to become entrepreneurs, while 43% are not ready for entrepreneurship (see Figure 2). The results of the analysis show that there are 42% of female students who are ready to become entrepreneurs, while 58% are not ready to do entrepreneurship. More male students are ready to do entrepreneurship than female students.

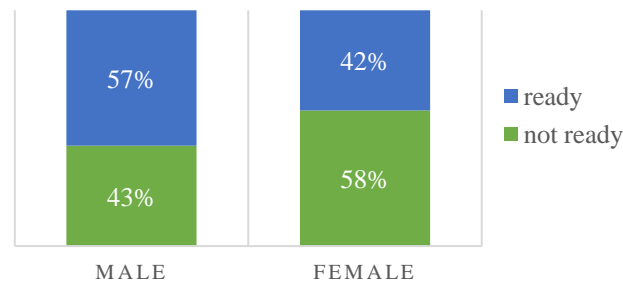


Figure 2 Entrepreneurial readiness based on gender

Gender factors in several studies show an influence on students' entrepreneurial readiness, namely male students have higher entrepreneurial readiness than female students (Rasheed, 2000; Nishanta, 2008). Krisnamurti (2017) states that the factors of gender and student field of study do not have a significant relationship with students' entrepreneurial readiness. This is an indication that educated young entrepreneur candidates are not differentiated by gender.

Descriptive analysis is directed towards entrepreneurial readiness based on the amount of entrepreneurship education that students have taken to see whether there is a difference in readiness between students who have received a lot of entrepreneurship education and those who have received less (see Figure 3). The results of the analysis showed that there were fewer students who received entrepreneurship education than students who received less entrepreneurship education. These results are in line with research by Nurbaya (2012) where entrepreneurial knowledge does not affect entrepreneurial readiness.

Respondents with less entrepreneurship education are more prepared to become entrepreneurs because respondents have less consideration for starting a business. Respondents who have received a lot of entrepreneurship education tend to be more careful and have a lot of consideration in starting a business. According to Nurbaya (2012) teachers in entrepreneurship education must be people who have had successful experiences. Teachers of entrepreneurship education from people who have experienced business and have proven successful can be examples for people so that people are confident in starting a business.

Sufficient knowledge is needed by an entrepreneur to direct himself in obtaining new opportunities from his business, compiling various business concepts to be established, compiling a business plan, running a business organizationally, and independently to develop himself to provide added value from his business. So that science can be a provision for fostering high creations and innovations in creating new opportunities that can be exploited and can be taken into consideration to achieve the future (Suryana, 2011).

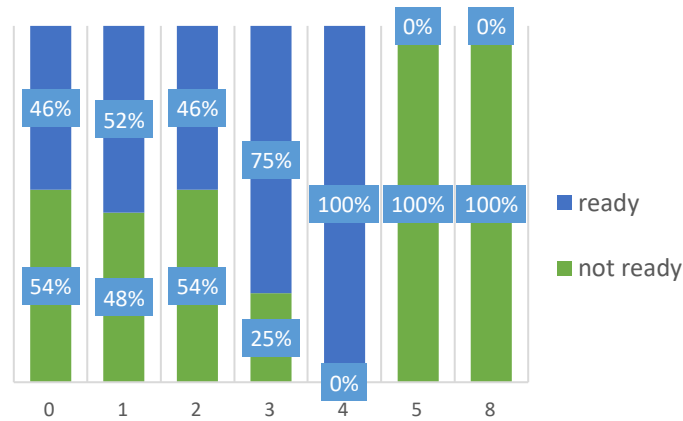


Figure 3 Entrepreneurial readiness based on the amount of entrepreneurship education

Work experience is always believed to be a good teacher who can equip someone with concrete things according to the real conditions of everyday life. With the same way of thinking, it is assumed that students who have concrete entrepreneurial experience (entrepreneurship or joining parents) tend to have stronger motivation to become entrepreneurs after graduating from college (Suharti and Sirine 2011).

The analysis is carried out on the readiness of students' entrepreneurial experience to see the differences between students who have and have never been an entrepreneur. In Figure 4, it can be seen that students who have already been entrepreneurs are more ready to be entrepreneurial again with a percentage of 49% who say they are ready. Students who have never been an entrepreneur have a smaller percentage of readiness with a percentage of 46% who say they are ready. Students who have previously become entrepreneurs tend to be more ready to entrepreneurship again than students who have never been entrepreneurs. This is because students who have been entrepreneurs have had enough experience in starting a business.

In the research of Mardiyarningsih et al (2015), there is an effect of entrepreneurial experience on students' entrepreneurial readiness. The evidence of this study is the *pre-post test* difference. Student entrepreneurial readiness is measured by their attitudes, knowledge, and skills. Students who have entrepreneurial experience have higher entrepreneurial intentions than students who have no prior entrepreneurial experience (Suharti and Sirine 2011).

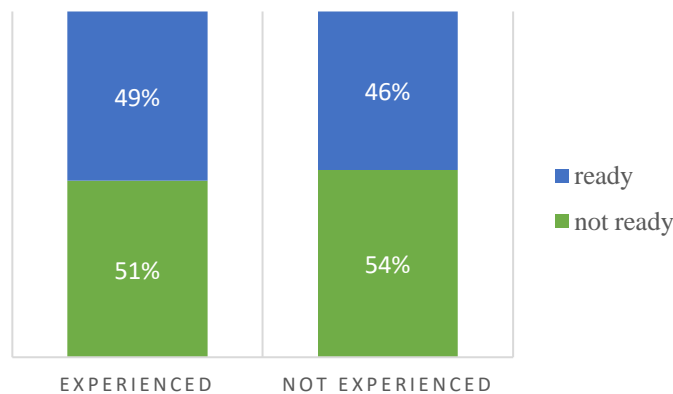


Figure 4 Entrepreneurial readiness based on entrepreneurial experience

Analysis of students' entrepreneurial readiness based on experience in training, workshops, and seminars. In Figure 5, it can be seen that the readiness of students shows an increasing trend along with the many training experiences, workshops, and seminars that have been attended by students. The more students experience participating in training, workshops, and seminars, the more students' readiness will increase.

Tahir and Rambulangi (2020) in their research stated that entrepreneurship training can increase entrepreneurial intentions. The methods used in this training are lectures, demonstrations, class discussions, and evaluations. The lecture delivers material about entrepreneurial opportunities and challenges; formulating business ideas; market finding strategy; select business opportunities and sources of funding and business analysis through slides.

Our respondent's interview and ask for advice from them on what types of training, workshops, and seminars they need to prepare them to be ready to become entrepreneurs. Students gave various responses regarding this question. Respondents suggested training in the form of: 1) digital marketing; 2) practical work training; 3) success story seminar; 4) business risk; 5) business basics and soft skills; 6) facing the global market and innovation; 7) work management; 8) entrepreneurial mentality and spirit; 9) how to seize business opportunities; 10) marketing; 11) time management and money management; 12) agrosociopreneur; 12) build a network; and 13) business tips and tricks

The training was suggested by the respondents based on the respondents' needs. Respondents felt that they conveyed the training they felt they needed to complement their entrepreneurial competencies. The more students have complete competencies, the more ready they are to become entrepreneurs.

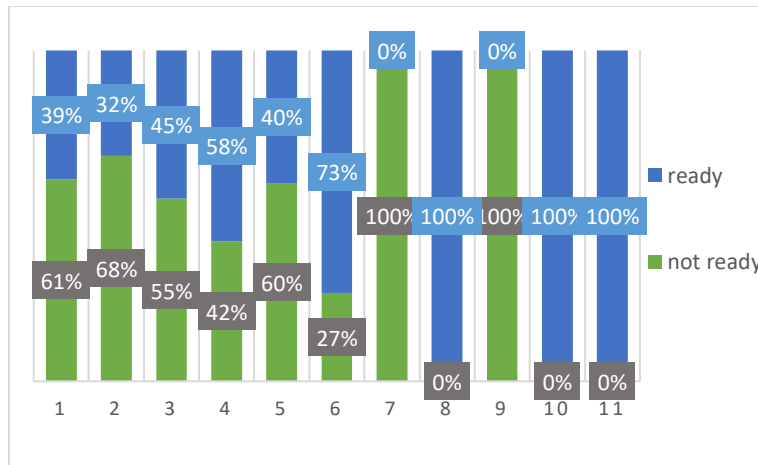


Figure 5 Readiness for entrepreneurship based on experience in training, workshops, and seminars

Respondents were asked about their perceptions of entrepreneurship readiness as seen from the grade point average (GPA) (see Figure 6). Respondents who answered that a good GPA does not guarantee a person's readiness for entrepreneurship was 93%. Respondents who answered that a good GPA guarantees a person's readiness for entrepreneurship was 7%. This shows that most respondents believe that the GPA does not guarantee a person's entrepreneurial readiness.

Respondents stated that the GPA is not a measure of entrepreneurial readiness by providing the following statements: GPA does not guarantee readiness in entrepreneurship, because

entrepreneurship is not necessary. The most important thing in entrepreneurship is to have the intention, determination, and great effort. An entrepreneur must be disciplined. "Not necessarily a high GPA has high skills. GPA is not everything but in education everything uses GPA." "Experience and courage is the key to starting a business". "Entrepreneurial readiness requires skills, tenacity, hard work, innovation, and relationships for success."

It can be seen from these results that the respondents have principles of how the attitudes, skills, mentality, and abilities that entrepreneurs must-have. Respondents explained that the GPA is not a factor of entrepreneurial readiness. Other factors are more suitable in predicting entrepreneurial readiness. Respondents mentioned that maximum intention, determination, and effort were other factors that could predict entrepreneurial readiness. According to respondents, entrepreneurship readiness requires skills, persistence, hard work, innovation, and relationships for the success of the business to be run. This is supported by Slameto (2010) that three aspects affect readiness in entrepreneurship, namely: (1) physical, mental and emotional conditions; (2) needs, motives and goals; and (3) skills and knowledge.

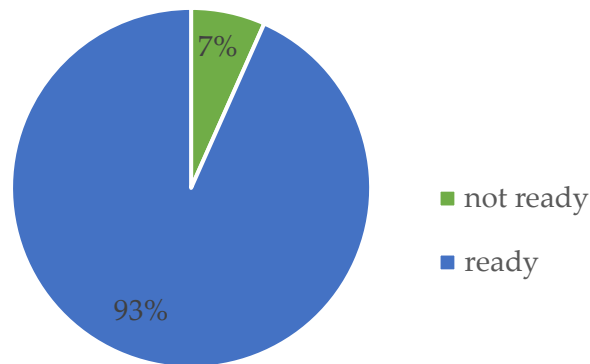


Figure 6 Perceptions of readiness based on GPA scores

CONCLUSION

The percentage of students from the Faculty of Agriculture, Tidar University, in entrepreneurship is smaller than those who are not ready. Students who declare ready because they already have sufficient financial capital and knowledge; Agricultural business opportunities are wide open and there is a belief in creating benefits for others. Male students tend to be more prepared than girls. However, in several studies, it has been proven that there is no difference in entrepreneurial readiness between the sexes. The more students who get entrepreneurship education, the readiness of students is small. This is because the amount of knowledge makes students more considerate to start a business.

More entrepreneurial experiences will increase students' entrepreneurial readiness. This is because students have a better understanding of the real conditions of entrepreneurship so that they are confident in dealing with it. The more students get training, the more ready they are to become entrepreneurs. students suggest the following training to complement the skills they already have: a) digital marketing, b) practical work training, c) success story seminars, d) business risks, e) business basics and soft skills, f) facing global markets and innovation, g) performance management, h) entrepreneurial mentality and spirit, i) how to capture business opportunities, j) marketing, k) time management and money management, l) agrosociopreneurs , m) building networks, and n) business

tips and tricks. Students have the perception that entrepreneurial readiness cannot be measured by the GPA value.

Tidar University needs to provide guest lecturers who come from successful entrepreneurs as evidence and student role models. Tidar University needs to make training a) digital marketing, b) practical work training, c) success story seminars, d) business risks, e) business basics and soft skills, f) dealing with global markets and innovation, g) performance management, h) entrepreneurial mentality and spirit, i) how to capture business opportunities, j) marketing, k) time management and money management, l) agrosociopreneurs, m) building networks, and n) business tips and tricks to complement students' entrepreneurial skills.

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