



Analysis of the Impact Education to Interest and Effected to Entrepreneur Success for Student

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Abstract : *The aims in this research to determine the learning effect of entrepreneurship education has impact to entrepreneurial interest and Effected to entrepreneur success for studnent. This research uses descriptive quantitative method. Data obtained from the results of questionnaires that have been filled in by respondents who are students at universities or colleges as the research samples. The population used in this study was determined to be students and female students who have received entrepreneurship courses. The use of samples in this research is using the Slovin method. The sample used in this study who are currently taking higher and moderate education or who have received entrepreneurship-learning material. Meanwhile, data analysis it was performed using descriptive statistics and PLS-Structural Equation Modeling (PLS-SEM) using SmartPLS software. The results have showed that entrepreneurship education (X) had significant effect to Y (Interest) of 0.513 and Y (Interest) has impact to (Z) Entrepreneur Success is 0.597. So it can be concluded that in this research it was found that entrepreneurship education has significance for entrepreneur interest and entrepreneur interest has has significance for entrepreneur success for students.*

Keywords : *Entrepreneur Education, Entrepreneur Interest and Entrepreneur Success.*

I. INTRODUCTION

This can be seen from our entrepreneurial ratio based on data from the National Statistics Agency (BPS) nationally, the number of entrepreneurs increased by 3.10 percent. Previously 1.67 percent of the 225 million populations have shown. It should be the development of youth entrepreneurship, in this case student, which is a positive activity to develop the potential both in terms of skills and in terms of business independence. In addition, it also requires the development of youth entrepreneurship and pioneering. Students in this case are among the youths and pioneers to start entrepreneurship. The variety of entrepreneurial activities on each campus is certainly different from one another. It was triggered by differences in the rules, mechanisms and standards set by each campus where students gain knowledge. Thus, it is necessary to have an approach to entrepreneurship education for students. This is inseparable from both the capital resources needed in entrepreneurship; of course, there is also a need for assistance, training on how to be entrepreneurial. The need for an effective and good entrepreneurship education approach has expected to have a positive impact on desires to be entrepreneurial.

True interest can be nurtured during education, both formal and informal. For this reason, it is necessary to increase entrepreneurial interest among students in the field of entrepreneurship. The impact of the lack of student interest in entrepreneurship is due to lack of knowledge, training, access to capital because there is no guarantee from banks for business and the attention of the Government, in this case the South Tangerang City Government. In addition, the student mindset may still not grow well to think critically, advance and independently. However, of course with a good entrepreneurial education approach it is hope that it can attract interest and motivation to be entrepreneurial. Thus, the motivation of students to become entrepreneurs also can be seeing how. One of the motivations of students wanting to become entrepreneurs is of course to want an improvement in their economic conditions. In addition, one of the successes of entrepreneurship cannot be separated from education, both formal and informal, motivation, and influencing interests.

Departing from this phenomenon, the specific purpose of this study is to analyze and find out and evaluate how was effective entrepreneurship education is and in the future, students' interests and motivation can be identify, so that they can measure the level of entrepreneurial success. The approach of entrepreneurship education has an impact on interest and motivation in entrepreneurship. The urgency of research if the entrepreneurial education approach is ineffective, the learning and teaching process, especially in the field of entrepreneurship, has not been able to have a positive impact on student interest and success in entrepreneurship. Therefore, what kind of educational approach has expected to help and increase student interest and motivation to become entrepreneurial so that it is successful?



Entrepreneurship Education, according to Wisnu (2015), entrepreneurship education aims to shape human beings as a whole as a person who has a character, understanding and skills. According to Wibowo (2011) entrepreneurship education is a way or an effort to foster an entrepreneurial spirit and mentality for someone through educational institutions and other institutions, such as training institutions, training and so on. Meanwhile, according to Endang Mulyani (2011), several assessment indicators for entrepreneurship education include: (1) creative; (2) Innovative; (3) independent; (4) realistic and (5) communicative

Entrepreneurial Interest, according to the Big Indonesian Dictionary (KBBI), interest is a tendency towards something high in the heart; passion; desire. Someone's interest in an object usually starts from the tendency of one's heart to that object. Santoso (1993 in Agustina and Sularto, 2011) provides an understanding of entrepreneurial interest as a psychological symptom to focus attention and do something about the entrepreneur with a feeling of pleasure because it brings benefits to him. Someone who is interested in entrepreneurship will have a heart tendency to create a business to be regulated, take risks, organize and develop the business it has been created (Subandono, 2017). Alma (2013) said there are several factors that affect the interest in entrepreneurship, namely family environmental factors. Educational environment and personality. So that interest will grow and develop according to the factors that influence it.

Entrepreneurial success has understanding business success according to Moch. Kohar Mudzakar (1998) is a condition or condition that describes more than others of its equivalent or class. In another understanding, entrepreneurial success is an activity of exerting energy and thoughts for better changes and advancing forward, both from a qualitative and quantitative point of view according to the goals set at the beginning. According to Suryana (2009) indicators of entrepreneurial success include: (1) capital; (2) income; (3) sales volume; (4) production output; and (5) labor. Furthermore, Suryana (2013) presents 3 factors that cause the success of an entrepreneur: (1) ability and willingness; (2) determination and hard work; (3) opportunities and opportunities. Starting from the research background above, it is interesting to see "The determinants of entrepreneurial success that are studied, namely in entrepreneurship education, interest and motivation can provide a level of success in entrepreneurship in students in South Tangerang City" who have received and / or received entrepreneurship education.

II. RESEARCH METHOD

This type of research data is quantitative because the data presented is in the form of numbers from the results of data collection questionnaires and indicators, using descriptive quantitative methods which are limited to revealing a problem and situation as it is (factual). Descriptive research intends to make descriptions of situations and events so that it can be concluded that this study can describe the current situation at that time which is based on facts obtained from direct respondents. Interpretation is also carried out to explain the results of the research. The population of this research is active students who are registered in universities / colleges in the city of South Tangerang who have received entrepreneurship courses that will be sampled from the population. Determination of the sample using the Slovin formula as follows:

$$N = \frac{N}{N \cdot d^2 + 1}$$

Where:

N = total population

n = Number of Samples

d² = The percentage of leeway inaccuracy due to sampling errors that can be tolerated or desired is 10% with a confidence level of 95%

The data collection method uses a questionnaire or questionnaire which contains a list of questions that have been compiled to be filled in by respondents with indicators according to predetermined variables. The statistical technique of this research uses Structural Equation Modeling (SEM) which is used to build and test statistical models in the form of a causal model with an explanation of the following framework:

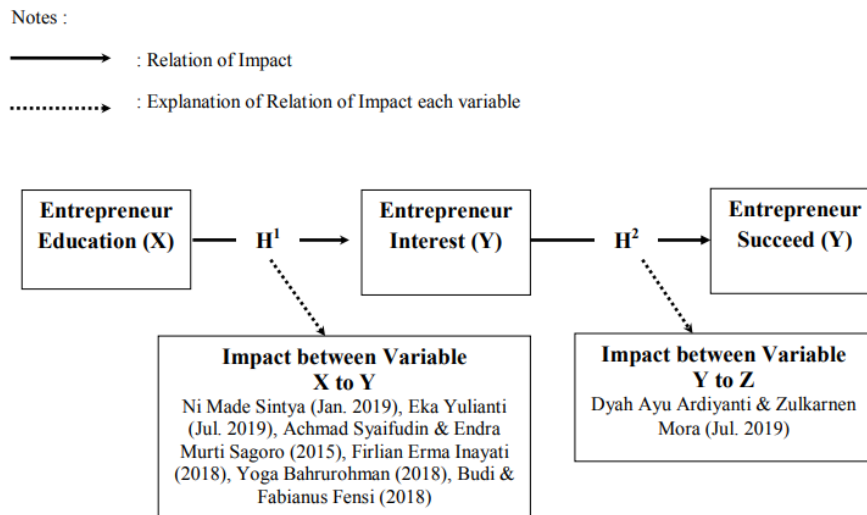


Figure 1 : Frame Work of Reseach

Based on a study of theories and frameworks of thought, the researcher wants to test the hypothesis including entrepreneurship education has a positive effect on student entrepreneurial motivation in South Tangerang. Entrepreneurship education has a positive effect on student entrepreneurial interest in South Tangerang. Entrepreneurial motivation has a positive effect on the entrepreneurial success of Students in South Tangerang. positive effect on student entrepreneurial success in South Tangerang.

Entrepreneurship education according to Wisnu (2015) entrepreneurship education aims to form a whole human being as a person who has a character, understanding and skills. According to Wibowo (2011) entrepreneurship education is a way or an effort to foster an entrepreneurial spirit and mentality for someone through educational institutions or other institutions, such as training institutions, training and so on. According to Endang Mulyani (2011), several indicators of assessment of entrepreneurship education include: (1) creative; (2) Innovative; (3) independent; (4) realistic and (5) communicative.

Entrepreneurial interest according to the Big Indonesian Dictionary (KBBI) interest is a tendency towards a high heart towards something; passion; desire. Someone's interest in an object usually starts from the tendency of one's heart to that object. Santoso (1993 in Agustina and Sularto, 2011) provides an understanding of entrepreneurial interest as a psychological symptom to focus attention and do something about the entrepreneur with a feeling of pleasure because it brings benefits to him. Someone who is interested in entrepreneurship will have a heart tendency to create a business to be regulated, take risks, organize and develop the business that has been created (Subandono, 2017). Alma (2013) stated that there are several factors that influence interest in entrepreneurship, namely family environmental factors, educational environment and personality. So that interest will grow and develop according to the factors that influence it.

Understanding of business success according to Moch. Kohar Mudzakar (1998) is a condition or condition that describes more than others of its equivalent or class. In another understanding, entrepreneurial success is an activity of exerting energy and thoughts for better changes and advancing forward, both from a qualitative and quantitative point of view according to the goals set at the beginning. According to Suryana (2009) indicators of entrepreneurial success include: (1) capital; (2) income; (3) sales volume; (4) production output; and (5) labor. Furthermore, Suryana (2013) presents 3 factors that cause the success of an entrepreneur: (1) ability and willingness; (2) determination and hard work; (3) opportunities and opportunities.

In this study, the population used as the object / subject of the study were students who were studying in higher education. While the sample in this study is students / I who are currently and / or have taken education, especially entrepreneurship courses as a case study in the city of South Tangerang.

Data collection technique

For data collection techniques it is also a series of research methods, the difference is how the researcher gets the data how. In the research conducted, the techniques in collecting research data can be seen how the role or part is an important factor so that the research results are obtained properly and also so that the level of research success is obtained properly to support the research he is doing. Matters relating to the data collection process start from how to get / collect research data, how data sources can be obtained and finally how the tools used in the research are carried out.



The thing that is no less important in applying a data collection technique from any research is the method or technique used in collecting the research data. Data collection techniques by pointing or what can be done to show how the data collection is used. Several techniques in data collection in each study can be done by means of a questionnaire, interview, observation or observation, tests in accordance with the object of research, literature / documentation, literature review that has been done and others. As for obtaining and / or obtaining research data, of course it can be done by producing explanations and / or having the ability to be able to answer each of the research problems raised. This is in line with the definition from Arikunto (2006) in Indrarini, (2009) about how and / or how to collect research data, which are as follows:

The first is to use a printed or digital questionnaire or questionnaire (google form). In the application and / or use of the questionnaire method, the researcher can make a list of questions and / or statements which in the next process the questionnaire / questionnaire is distributed to research subjects / respondents who are an integral part of obtaining research data using the questionnaire method. very this. This is in line with Sugiyono (2006) who explains / defines a questionnaire as a technique in collecting research data that can be done in a way / direction to be able to provide a set of questions / statements that are relevant to the object of research which in the distribution process is carried out in writing to respondents to be answered. . Over time and with advances in technology, making a questionnaire / questionnaire can be in hard file / copy or in soft file form where the essence of the question / statement is the same. It is different from the definition put forward by Sekaran (2006), which explains that the questionnaire is a list of written questions that have been formulated and collected previously which in the next process the questionnaire / questionnaire will be given to the subject / respondent to be answered, generally defined alternatives. clearly so that respondents can understand and understand the material to be studied. From these two definitions it can be concluded that the questionnaire / questionnaire is a series / mechanism in presenting data / obtaining and collecting data conducted by researchers to be able to know well and on target what will be done and needed in order to measure the research variables carried out and questionnaires / questionnaires can be carried out and submitted to respondents in private, can be sent / mailed to respondents as needed and / or distributed electronically either in soft file or in digital form. It is the same as stated by Hasan (2002) who explains that a questionnaire is a technique in the research data collection process and is carried out by submission, sending in the form of a list of questions or statements that will be filled in by respondents in the research conducted.

The second is by collecting research data through direct or indirect interviews / interviews. This method can be done by the researcher / research team and others to be able to provide and / or conduct questions and answers to research subjects and / or respondents who are used as examples whose data can be used for the research being carried out. This is done in a way that can obtain information from the respondent himself from the topic being researched / researched. This method requires a long time to collect data, where this method must think about the implementation time.

Next, the third is being able to use direct observation or observation to the research location itself. Based on the understanding of observation or observation, it is a process of seeing, observing and observing directly the object of the research being carried out so that researchers are also brought directly from their research material to be reviewed from being equated with their needs. In line with (Nasution, 2008: 106), in general, observation can be carried out in two ways, namely first with participation, observers become participants and secondly without participation, namely where the observer becomes non-participant.

The fourth is the library / documentation method. This method is a method used to obtain and / or seek data on matters related to the research variables. Data obtained from the library / documentation method can be in the form of notes, transcripts, articles, scientific / definition or interpretation and strengthening of data in books, others can be in the form of newspapers, magazines both printed and digital in today's era. Other data can also be in the form of inscriptions, meeting minutes, and so on. All of this data is intended to support this research, so that researchers by conducting library studies get data according to their needs in the form of sources of information that are closely related to the material and / or material of this research. As for the library / documentation method carried out by researchers, it is also carried out with various existing references from the media mentioned earlier and can also be in the form of regulations both from legislation, central and local government regulations and other sources so that they can support the implementation of this research researchers have formulated.

In the process and / or mechanism and flow in the implementation of research, namely where the researcher conducted a study using this data collection technique with the media of a questionnaire / questionnaire which was carried out to students who received entrepreneurial education and added with other supporting data so that when the data was tested answer. For the tools in the data collection method used in this study, primary data is the questionnaire / questionnaire itself which has been prepared with closed questions / statements so that the respondent in the process of filling out the questionnaire / adopting it only has to choose an answer that is in accordance with what is felt and / or from what is felt. represents his own perception without being influenced by others. This is done to support, do the results to support the results of the research



conducted by researchers so that the data obtained is very good, so that from the data collected or obtained from the large number of supporting data, it will make the research results better / it can be said that the results will be better. .

The technique of testing data analysis in this study uses PLS-Structural Equation Modeling (PLS-SEM) which is used to build and test statistical models in the form of a causal model in accordance with the framework described in the previous chapter. The use of SEM is needed in order to get the right statistical results for this study so that the results of this study can meet the required needs. The use of SEM technique is known as a statistical tool which is expected to accommodate the variables in this research.

The next stage is how to use or the data analysis method used in this research. This is or is a step so that in carrying out this research it can be found, developed and of course can find, test about a correct research related to the substance of this research. So that the resulting scientific work can be useful and can meet the next need and what is no less important is the achievement of precise and targeted research using scientific methods in accordance with this research. To collect data on the variable Entrepreneurship Education as a variable (X), while Motivation (Y1) and Interests (Y2) which are part of influencing Entrepreneurial Success as a variable (Z). Thus the number of questionnaires used for this study were 60 questions, where in the distribution of each indicator studied were 15 questions / statements about entrepreneurship education variables, 15 questions / statements about business success variables, 15 questions / statements about entrepreneurial motivation variables and the last one, namely as many as 15 questions / statements about the business interest variable examined in this study. Thus each of these variables can be tested how the results are.

Due to the research instrument carried out is a measurement with yield or purpose in the form of quantitative data which is expected to be more accurate, so in this study using a Likert scale. In general, this technique is by doing and / or giving a value / score that becomes the standard in use of this Likert scale technique. As stated by Sugiyono (2012: 231) the use that aims to be able to measure attitudes, opinions and perceptions of people or groups about social phenomena that occur can be tested with various mechanisms and scales. Furthermore, according to Sugiyono (2012: 231), he argues that the measurement scale used in a study is an example of the nominal scale, ordinal scale, interval scale, and ratio. The following is a table of scores from the Likert scale:

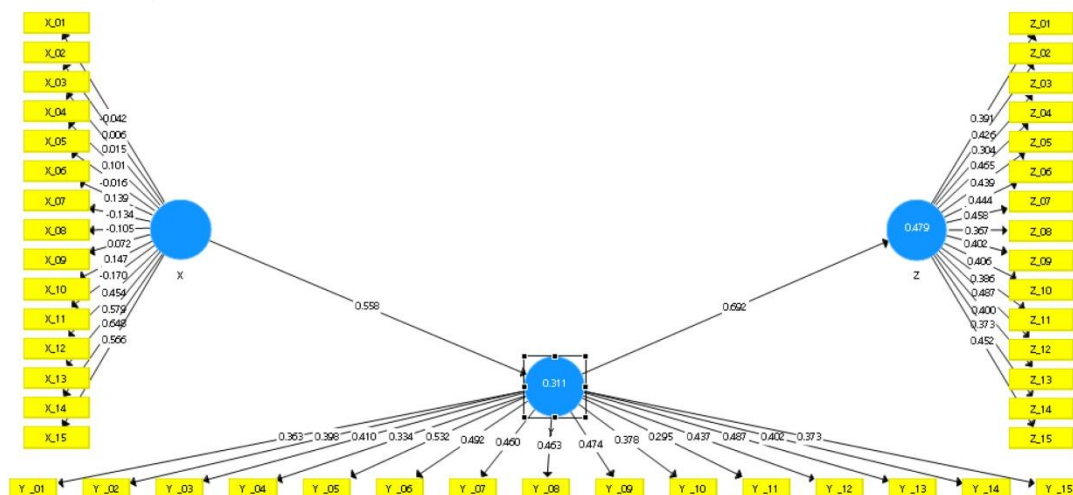
Table Skala Likert

Answers	Score
VA (Very Agreed)	5
A (Agreed)	4
U (Undecided)	3
DA (Disagreed)	2
VDA (Very Disagreed)	1

Resource: Sugiyono (2012:231), in (Anthoni & Faisal 2019).

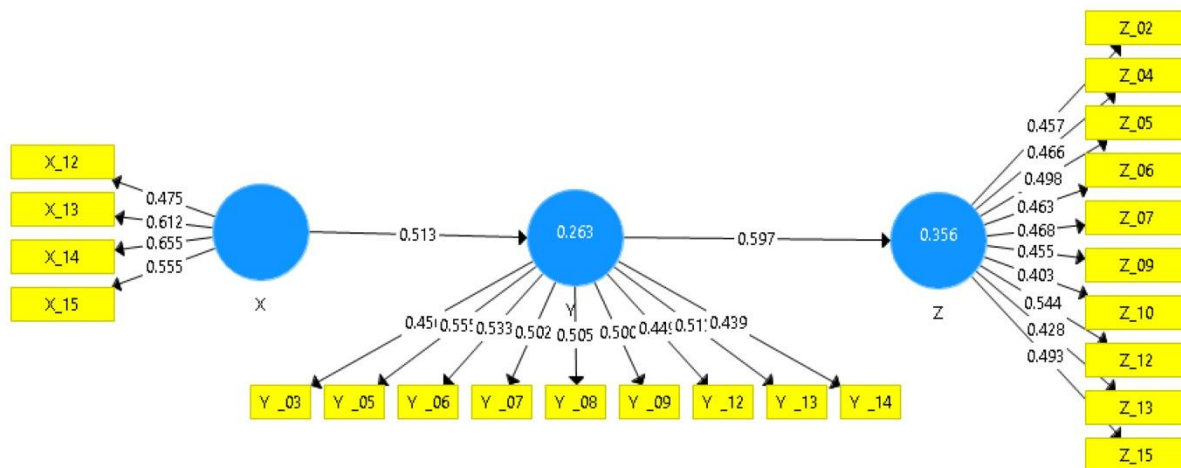
III. RESULT AND DISCUSSION

The row diagram in the image below is calculated using the SmartPLS application based on the loading factor value obtained for each indicator, and then the loading factor with a value below 0.4 will be removed from the model. (Hair et.al., 2011) so that the output is in the form of a lane diagram as shown below:





Loading factors that are less than 0.4 removed from the model, and then the estimation is carried out until all indicators in the PLS-SEM model have a loading factor greater than 0.4 as shown:



The final SmartPLS-SEM model in the image above has met the convergent validity, where the indicator with a loading factor of less than 0.4 has been issued which means it is not insignificant but the indicator has very little effect and does not reflect the latent variable.

The value of the outer loadings of the final PLS-SEM model produces the following table:

Table Outer Loadings

	X	Y	Z
X_12	0.475		
X_13	0.612		
X_14	0.655		
X_15	0.555		
Y_03		0.450	
Y_05		0.555	
Y_06		0.533	
Y_07		0.502	
Y_08		0.505	
Y_09		0.500	
Y_12		0.449	
Y_13		0.513	
Y_14		0.439	
Z_02			0.457
Z_04			0.466
Z_05			0.498
Z_06			0.463
Z_07			0.468
Z_09			0.455
Z_10			0.403
Z_12			0.544
Z_13			0.428
Z_15			0.493

Resource : Data procced, 2020



Based on the table the value of the outer loadings in the table above shows the effect of the latent variables on their respective indicators. Outer loadings for the first latent variable X with its 4 indicators with the interpretation of the latent variable X to X₁₂ of 0.475 indicates that the magnitude of the influence of the latent variable X on the X₁₂ indicator is 0.475. This value indicates that the magnitude of the influence of the entrepreneurial education variable on the X₁₂ indicator is 0.475. The second latent variable X to X₁₃ is 0.612, indicating that the magnitude of the influence of the latent variable X on the X₁₃ indicator is 0.612. This value also shows that the magnitude of the influence of the entrepreneurial education variable on the X₁₃ indicator is 0.612. The third latent variable X to X₁₄ is 0.655, indicating that the magnitude of the influence of the latent variable X on the X₁₄ indicator is 0.655. This value shows that the influence of the entrepreneurial education variable on the X₁₄ indicator is 0.655. The last latent variable X to X₁₅ is 0.555, indicating that the influence of the latent variable X on the X₁₅ indicator is 0.555. This value indicates that the magnitude of the influence of the entrepreneurial education variable on the X₁₅ indicator is 0.555.

In outer loadings for the latent variable Y with its 6 indicators with the interpretation of the latent variable Y to Y₀₃ of 0.450, indicating that the magnitude of the influence of the latent variable Y on the Y₀₃ indicator is 0.450. This value indicates that the magnitude of the influence of the entrepreneurial education variable on the Y₀₃ indicator is 0.450. The first latent variable Y to Y₀₅ is 0.555, indicating that the influence of the Y1 latent variable on the Y₀₅ indicator is 0.555. This value indicates that the magnitude of the influence of the entrepreneurial education variable on the Y₀₅ indicator is 0.555. The second latent variable Y to Y₀₆ is 0.533, indicating that the magnitude of the influence of the Y latent variable on the Y₀₆ indicator is 0.533. This value shows that the magnitude of the influence of the entrepreneurial education variable on the Y₀₆ indicator is 0.533. The third latent variable Y to Y₀₇ is 0.502, indicating that the magnitude of the influence of the Y latent variable on the Y₀₇ indicator is 0.502. This value shows that the magnitude of the influence of the entrepreneurial education variable on the Y₀₇ indicator is 0.502. Also the fourth latent variable Y to Y₀₈ is 0.505, indicating that the magnitude of the influence of the Y latent variable on the Y₀₈ indicator is 0.505. This value indicates that the magnitude of the influence of the entrepreneurial education variable on the Y₀₈ indicator is 0.505. Fifth latent variable Y to Y₀₉ is 0.500, indicating that the magnitude of the influence of the Y latent variable on the Y₀₉ indicator is 0.500. This value shows that the magnitude of the influence of the entrepreneurial education variable on the Y₀₉ indicator is 0.500. Next sixth latent variable Y to Y₁₂ is 0.449, indicating that the magnitude of the influence of the Y latent variable on the Y₁₂ indicator is 0.449. This value indicates that the magnitude of the influence of the entrepreneurial education variable on the Y₁₂ indicator is 0.449. Also the seventh latent variable Y to Y₁₃ is 0.513, indicating that the magnitude of the influence of the Y latent variable on the Y₁₃ indicator is 0.513. This value shows that the magnitude of the influence of the entrepreneurial education variable on the Y₁₃ indicator is 0.513. Last but not at least latent variable Y to Y₁₄ is 0.439, indicating that the magnitude of the influence of the Y latent variable on the Y₁₄ indicator is 0.439. This value shows that the magnitude of the influence of the entrepreneurial education variable on the Y₁₄ indicator is 0.439.

Outer loadings for the latent variable Z with its 10 indicators with the interpretation of the latent variable Z to Z₀₂ of 0.457, indicating that the magnitude of the influence of the latent variable Z on the Z₀₂ indicator is 0.457. This value indicates that the magnitude of the influence of the entrepreneurial education variable on the Z₀₂ indicator is 0.457. First, the latent variable Z to Z₀₄ is 0.466, indicating that the magnitude of the influence of the Z latent variable on the Z₀₄ indicator is 0.466. This value shows that the magnitude of the influence of the entrepreneurial education variable on the Z₀₄ indicator is 0.466. Second the latent variable Z to Z₀₅ is 0.498, indicating that the magnitude of the influence of the Z latent variable on the Z₀₅ indicator is 0.498. This value indicates that the magnitude of the influence of the entrepreneurial education variable on the Z₀₅ indicator is 0.498. Third, the latent variable Z to Z₀₆ is 0.463, indicating that the magnitude of the influence of the Z latent variable on the Z₀₆ indicator is 0.463. This value indicates that the magnitude of the influence of the entrepreneurial education variable on the Z₀₆ indicator is 0.463. Fourth, the latent variable Z to Z₀₇ is 0.468, indicating that the magnitude of the influence of the Z latent variable on the Z₀₇ indicator is 0.468. This value indicates that the magnitude of the influence of the entrepreneurial education variable on the Z₀₇ indicator is 0.468. Fifth, the latent variable Z to Z₀₉ is 0.455, indicating that the magnitude of the influence of the Z latent variable on the Z₀₉ indicator is 0.455. This value indicates that the magnitude of the influence of the entrepreneurial education variable on the Z₀₉ indicator is 0.455. Sixth, the latent variable Z to Z₁₀ is 0.403, indicating that the magnitude of the influence of the latent variable Z on the Z₁₀ indicator is 0.403. This value shows that the magnitude of the influence of the entrepreneurial education variable on the Z₁₀ indicator is 0.403. Seventh, the latent variable Z to Z₁₂ is 0.544, indicating that the magnitude of the influence of the Z latent variable on the Z₁₂ indicator is 0.544. This value shows that the magnitude of the influence of the entrepreneurial education variable on the Z₁₂ indicator is 0.544. Eighth, the latent variable Z to Z₁₃ is 0.428, indicating that the magnitude of the influence of the Z latent variable on the Z₁₃ indicator is 0.428. This value shows that the magnitude of the influence of the entrepreneurial education



variable on the Z₁₃ indicator is 0.428. The last latent variable Z to Z₁₅ is 0.493, indicating that the magnitude of the influence of the Z latent variable on the Z₁₅ indicator is 0.493. This value shows that the magnitude of the influence of the entrepreneurial education variable on the Z₁₅ indicator is 0.493.

Path Coefficients from the final PLS-SEM model produce the Path Coefficient table as follows:

Table Path Coefficients

	Y	Z
X	0.513	
Y		0.597

Resource : Data procced, 2020

The Path Coefficient value in the table above shows the magnitude of the influence of latent variables on latent variables that are directly connected to the path diagram. The interpretation of the path coefficient from the latent variable X to the latent variable Y is 0.513 indicating that the influence of the entrepreneurial education variable on the entrepreneurial interest variable is 0.513 and the influence of the interest variable on the entrepreneurial success variable is 0.597.

The total effect or total effect of the final PLS-SEM model in the figure below produces a total effect table as follows:

Table Total Effect

X → Y	0.513
X → Z	0.306
Y → Z	0.597

Resource : Data procced, 2020

The total effect value in the table above shows the magnitude of the influence of the latent variable X on the latent variable Z through the latent variable Y is 0.306. while the magnitude of the influence of the latent variable Y on the latent variable Z is 0.597, then the magnitude of the influence of the latent variable X on the latent variable Y is 0.513.

The value of R Square from the PLS-SEM model produces the R Square table as follows:

Table R Square

Y	0.263
Z	0.356

Resource : Data procced, 2020

The table above shows the value of R Square which shows the magnitude of the influence of the latent variable X with each indicator to Y of 0.263. Furthermore, the magnitude of the influence of the latent variable X with each indicator to Z through the Y variable is 0.356.

Average Variance Extracted (AVE) value which represents the indicators in its block. The AVE value for the latent variable X is 0.334, which illustrates that on average 33.4% of the information contained in each indicator can be reflected through the entrepreneurial education variable. This explanation applies as an illustration in the following table:

Table Average Variance Extracted (AVE)

	AVE
X	0.334
Y	0.246
Z	0.220

Resource : Data procced, 2020

To measure internal consistency, it can be seen from the Composite Reliability value, which must meet the requirements for the Composite Reliability value above 0.6 (Ghozali, 2014; Sarwono & Narimawati, 2015)

Table Composite Reliability

	Composite Reliability
X	0.665
Y	0.744
Z	0.737



Resource : Data procced, 2020

Based on the table of Composite Reliability values above for the latent variable X is 0.665, the latent variable Y is 0.744 and the latent variable Z is 0.737. The three values of composite reliability are above the value of 0.6 so that it can be explained that the measurement of internal consistency on these variables is all above the standard requirement value.

To find out the magnitude of the correlation between latent variables, it can be done by looking at the value of the latent variable correlations or the correlation between latent variables as in the following table:

Table *Latent Variable Correlations*

	X	Y	Z
X	1.000	0.513	0.422
Y	0.513	1.000	0.597
Z	0.422	0.597	1.000

Resource : Data procced, 2020

Based on the table above, the correlation between the latent variables X and Y is 0.513 which means that the X variable has a relationship of 0.513 with the Y variable. The correlation between the latent variables X and Z is 0.422 which means that the X variable has a relationship of 0.422 with the Z variable. The correlation between the Y latent variables where Z of 0.597 means that the Y variable has a relationship of 0.597 with the Z variable.

To test the discriminant validity of the indicator arrangement, it is necessary to display the value of cross loadings by using the provisions that the correlation between indicators and their latent variables is greater than the correlation between indicators and other latent variables.

Table *Cross Loadings*

	X	Y	Z
X_12	0.475	0.256	0.249
X_13	0.612	0.318	0.219
X_14	0.655	0.320	0.232
X_15	0.555	0.288	0.283
Y_03	0.177	0.450	0.254
Y_05	0.270	0.555	0.342
Y_06	0.281	0.533	0.321
Y_07	0.228	0.502	0.285
Y_08	0.331	0.505	0.285
Y_09	0.227	0.500	0.269
Y_12	0.254	0.449	0.279
Y_13	0.305	0.513	0.301
Y_14	0.180	0.439	0.317
Z_02	0.216	0.269	0.457
Z_04	0.238	0.298	0.466
Z_05	0.196	0.283	0.498
Z_06	0.210	0.254	0.463
Z_07	0.208	0.298	0.468
Z_09	0.159	0.262	0.455
Z_10	0.164	0.197	0.403
Z_12	0.223	0.318	0.544
Z_13	0.195	0.278	0.428
Z_15	0.163	0.314	0.493

Resource : Data procced, 2020



Based on the table cross loadings above, the discriminant validity test for the indicators of variable X shows the correlation between the X₁₂ indicator and the X variable is 0.475. This value is greater than the correlation value between the X₁₂ indicator with the latent variables Y and Z 0.256 and 0.249, respectively. First discriminant validity test for the indicators of variable X shows the correlation between the X₁₃ indicator and the X variable, which is 0.612. This value is greater than the correlation value between the X₁₃ indicator and the latent variables Y and Z, respectively 0.318 and 0.219. The second discriminant validity test for the indicators of variable X shows the correlation between the X₁₄ indicator and the X variable, which is 0.655. This value is greater than the correlation value between the X₁₄ indicator and the latent variables Y and Z, respectively 0.320 and 0.232. Third discriminant validity test for the indicators of variable X shows the correlation between the X₁₅ indicator and the X variable, which is 0.555. This value is greater than the correlation value between the X₁₅ indicator and the latent variables Y and Z, respectively 0.288 and 0.283. The fourth discriminant validity test for the indicators of variable Y shows the correlation between the Y₀₃ indicator and the Y variable, which is 0.450. This value is greater than the correlation value between the Y₀₃ indicator and the latent variables X and Z, respectively 0.177 and 0.254. Fifth discriminant validity test for the indicators of the Y variable shows the correlation between the Y₀₅ indicator and the Y variable is valued at 0.555. This value is greater than the correlation value between the Y₀₅ indicator and the latent variables X and Z, respectively 0.270 and 0.342. The sixth discriminant validity test for the Y variable indicators shows the correlation between the Y₀₆ indicator and the Y variable, which is 0.533. This value is greater than the correlation value between the Y₀₆ indicator and the latent variables X and Z, respectively 0.281 and 0.321.

The seventh discriminant validity test for the indicators of variable Y shows the correlation between the Y₀₇ indicator and the Y variable, which is 0.502. This value is greater than the correlation value between the Y₀₇ indicator and the latent variables X and Z, respectively 0.228 and 0.285. Eighth discriminant validity test for the Y variable indicators shows the correlation between the Y₀₈ indicator and the Y variable, which is 0.505. This value is greater than the correlation value between the Y₀₈ indicator and the latent variables X and Z, respectively 0.331 and 0.285. The ninth discriminant validity test for the Y variable indicators shows the correlation between the Y₀₉ indicator and the Y variable, which is 0.500. This value is greater than the correlation value between the Y₀₉ indicator and the latent variables X and Z, respectively 0.227 and 0.269. The tenth discriminant validity test for the indicators of variable Y shows a correlation between the Y₁₂ indicator and the Y variable, which is 0.449. This value is greater than the correlation value between the Y₁₂ indicator with the latent variables X and Z 0.254 and 0.279, respectively. The eleventh discriminant validity test for the Y variable indicators shows the correlation between the Y₁₃ indicator and the Y variable, which is 0.513. This value is greater than the correlation value between the Y₁₃ indicator and the latent variables X and Z, respectively 0.305 and 0.301. The twelfth discriminant validity test for the indicators of the Y variable shows the correlation between the Y₁₄ indicator and the Y variable, which is 0.439. This value is greater than the correlation value between the Y₁₄ indicator and the latent variables X and Z, respectively 0.180 and 0.317.

Based on the table cross loading also the discriminant validity test for the Z variable indicators shows the correlation between the Z₀₂ indicator and the Z variable, which is 0.457. This value is greater than the correlation value between the Z₀₂ indicator with the latent variables X and Y 0.216 and 0.269, respectively. The thirteenth discriminant validity test for the indicators of variable Z shows the correlation between the Z₀₄ indicator and the Z variable, which is 0.466. This value is greater than the correlation value between the Z₀₄ indicator with the latent variables X and Y 0.238 and 0.298, respectively. Fourteenth discriminant validity test for the indicators of variable Z shows the correlation between the Z₀₅ indicator and the Z variable, which is 0.498. This value is greater than the correlation value between the Z₀₅ indicator with the latent variables X and Y 0.196 and 0.283, respectively. The fifteenth discriminant validity test for the Z variable indicators shows the correlation between the Z₀₆ indicator and the Z variable, which is 0.463. This value is greater than the correlation value between the Z₀₆ indicator with the latent variables X and Y 0.210 and 0.254, respectively. The eighteenth discriminant validity test for the Z variable indicators shows the correlation between the Z₀₇ indicator and the Z variable, which is 0.468. This value is greater than the correlation value between the Z₀₇ indicator and the latent variables X and Y 0.208 and 0.298, respectively. The nineteenth discriminant validity test for the Z variable indicators shows the correlation between the Z₀₉ indicator and the Z variable, which is 0.455. This value is greater than the correlation value between the Z₀₉ indicator with the latent variables X and Y 0.159 and 0.262, respectively.

We know also the discriminant validity test for the Z variable indicators shows the correlation between the Z₁₀ indicator and the Z variable, which is 0.403. This value is greater than the correlation value between the Z₁₀ indicator and the latent variables X and Y, respectively 0.164 and 0.197 and then the discriminant validity test for the Z variable indicators shows the correlation between the Z₁₂ indicator and the Z variable, which is 0.544. This value is greater than the correlation value between the Z₁₂ indicator and the latent variables X and Y, respectively 0.223 and 0.318. Also discriminant validity test for the Z variable indicators



shows a correlation between the Z₁₃ indicator and the Z variable, which is 0.428. This value is greater than the correlation value between the Z₁₃ indicator and the latent variables X and Y, respectively 0.195 and 0.278. The last but at least discriminant validity test for the Z variable indicators shows the correlation between the Z₁₅ indicator and the Z variable, which is 0.493. This value is greater than the correlation value between the Z₁₅ indicator and the latent variables X and Y, respectively 0.163 and 0.314.

Hypothesis test

To test the hypothesis, a comparison is made between t_0 and t_α . Provisions for acceptance of the hypothesis provided that if $t_0 > t_\alpha$ then H_0 is rejected and H_1 is accepted, whereas if $t_0 < t_\alpha$ then H_0 is accepted and H_1 is rejected. To determine the value of t table, the significance level used or the alpha value is 0.1 or 10%. Meanwhile, the degree of freedom (df) is -2 or n-2, so with 417 data, the df value is 415. With these provisions, the t table or t_α value is 1.283.

Online T-Value Calculator

Degrees of Freedom (df):

Significance Level (α):

Results

T-Value (right-tailed): **1.283595**

T-Value (two-tailed): +/- **1.648534**

Table Hypothesis Test

No.	Items	t^0	$t^{\alpha*}$	Condition	Hipotesis
1	X ---> Y	16.169	1.283	$t^0 > t^\alpha$	H^0 Rejected; H^1 Accepted
2	Y ---> Z	21.077	1.283	$t^0 > t^\alpha$	H^0 Rejected; H^1 Accepted

Resource : Data proced, 2020

Notes :

- * = significance level 10%
- t tabel 2.335 (significance level 10%)

The table above is a table of research results of hypothesis testing with the explanation in point 1 showing that t_0 is greater than t_α , thus H_0 is rejected and H_1 is accepted. It can be concluded that the variable X has a significant effect on the Y1 variable. Point 2 shows that t_0 is greater than t_α , thus H_0 is rejected and H_1 is accepted. It can be concluded that the Y1 variable has a significant effect on the Z variable.

VI. SUMMARY AND SUGGESTION

Summary

Based on the explanation above, it shows that t_0 is greater than t_α , thus H_0 is rejected and H_1 is accepted. It can be concluded that variable X has a significant effect on variable Y. The results show that t_0 is greater than t_α , thus H_0 is rejected and H_1 is accepted. It can be concluded that the Y variable has a significant effect on the Z variable.

Suggestion

The improvement of entrepreneurship education learning materials in terms of methods and updates of problems, solutions and business information is assumed to have an influence on student science, knowledge and insights to succeed in entrepreneurship. Support from various parties in providing direction, counseling and outreach including entrepreneurship learning facilities and infrastructure is expected to provide new things in entrepreneurial endeavors.



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