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The Influence of Entrepreneurship Learning and Career Guidance on Economic Education Students' Entrepreneurial Interest

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ABSTRACT

Purpose of the study: This research was conducted to determine whether or not there was an influence of entrepreneurship learning and career guidance on economic education students' interest in entrepreneurship.

Methodology: This research uses quantitative research with descriptive research type. The population in this study were all Economic Education students, totaling 57 students. The data collection technique used in this research is a questionnaire to determine Entrepreneurship learning and Career Guidance in fostering interest in entrepreneurship. The data analysis technique used in this research is multiple linear regression analysis with a significance level of 0.05.

Main Findings: The research results can be concluded that there is a positive and significant influence of Entrepreneurship learning and Career Guidance learning together on Economic Education students' entrepreneurial interest with a simultaneous contribution value of 43.5%.

Novelty/Originality of this study: The novelty of this research is that it is an incentive for lecturers to carry out learning as interestingly as possible in order to increase understanding of entrepreneurship and foster students' interest in entrepreneurship.

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1. INTRODUCTION

Indonesia is a developing country. This can be seen from the large amount of development being carried out in various sectors, one of which is development being carried out in the economic sector. In the economic sector, there is a problem that the government must pay attention to, namely that there is still a lot of unemployment which is the result of the imbalance between employment opportunities and the number of job seekers [1].

The problem in the economic sector is the imbalance between employment opportunities and the number of job seekers, resulting in an increasingly high number of unemployed. Efforts to reduce unemployment in order to face the challenges of the Asean Economic Community (AEC) era must be carried out by improving human resources through education. This is reinforced by previous research which states that the weaknesses of human resources in Indonesia in facing the AEC are low productivity, low education and mastery of foreign languages, as well as inadequate skills and expertise. Low education, skills and expertise are a weakness for human resources in Indonesia. One way to improve these weaknesses is through adequate education.

Education is aimed at obtaining human resources who are knowledgeable and have good skills and have a strong mental attitude, especially mental attitudel [2], [3].A form of government effort to reduce educated unemployment, especially at the higher education or university level, is by providing entrepreneurship education which is implemented into entrepreneurship learning. The Faculty of Economic Education is responsible for providing education, skills and motivation regarding entrepreneurship, so that each student develops an entrepreneurial spirit and the courage to make the decision to become an entrepreneur as an alternative career. Efforts to provide entrepreneurship learning are also expected to enable students to create their own businesses. Entrepreneurship is one effort to reduce unemployment.

Fostering interest in entrepreneurship in students is one of the efforts to reduce unemployment in Indonesia. Another effort by the government to foster interest in entrepreneurship is providing Career Guidance lessons [4].Career Guidance learning plays a role in helping students understand themselves and understand the environment or world of work in a particular lifestyle and is able to increase student career maturity. This is in line with the results of previous research indicating that there is a positive influence regarding students' mature career understanding and high career competence on work in a professional field.

Entrepreneurship learning and Career Guidance learning that students receive during lectures is a student's initial preparation in starting a new business. In reality, efforts to provide Entrepreneurship learning and Career Guidance learning are also not easy because there are some students who are less than optimal in carrying out their learning activities. This is in line with the results of interviews with several students regarding student attitudes while participating in Entrepreneurship learning activities and Career Guidance learning activities, that there are still some students who are late entering class to take part in learning activities. The lack of attention of students during the process of being given theories about entrepreneurship and career, namely talking to friends beside them, as well as the collection of assignments not on time by some students.This research hopes that Entrepreneurship learning and Career Guidance learning will be able to grow and increase students' interest in entrepreneurship in the AEC era, so that it can change students' mindsets to start creating their own businesses and eliminate the paradigm of thinking oriented as job seekers considering that the number of job opportunities is less than optimal in comparison. with the number of job seekers.

This research is in line with research conducted by Putri [5] where the results obtained were that educational entrepreneurship had a significant effect on the interest in entrepreneurship among Economic Education Students. Researchby Rahmadi & Heryanto regarding the analysis of factors that influence students' interest in entrepreneurship with the finding that the factors that influence students' interest in entrepreneurship are innovation and creativity factors as well as the technological environment [6].The difference between this research and previous research lies in the variables used by researchers, namely up to the hypothesis testing stage.This research is important to carry out because it can be used as reading material or a source of information regarding the influence of entrepreneurship learning and career guidance on economic education students' interest in entrepreneurship.This research was conducted with the aim of finding out whether or not there is an influence of entrepreneurship learning and career guidance on economic education students' interest in entrepreneurship.

2. RESEARCH METHOD

2.1. Research Types

This research is a quantitative descriptive research. Descriptive research is a research method that reveals the facts of events, objects, activities, processes and people as they are at the present time [7]–[9]. The research uses a descriptive survey type. The survey method is used to obtain data from certain natural (not artificial) places, but researchers carry out treatments in collecting data, for example by distributing questionnaires, tests, structured interviews, and so on (treatment is not like in experiments). This research uses quantitative research with a descriptive survey type of research with data obtained from questionnaires.

2.2. Research Population and Samples

The population is all research objects, each of which has certain qualities and characteristics that are in accordance with the researcher's determination to be studied or researched and then conclusions are drawn [10]–[12].The population in this study were all Economic Education students with a total of 57 respondents. The sample is part of the number and characteristics of the population [13]–[15]. The sample in this study was taken from the total number of economic education students with a total of 57 respondents.

2.3. Data Collection Techniques

The method or technique used to collect data in this research is using a questionnaire. A questionnaire is data collection carried out by giving a set of questions or written statements to respondents to answer [16]–[18]. Data collection through questionnaires in this research was aimed at obtaining data regarding Entrepreneurship

learning, Career Guidance learning, and Economic Education students' interest in entrepreneurship as measured using an attitude scale, namely the Likert scale.

2.4. Data Analysis Techniques

The data analysis techniques used in this research are descriptive statistical analysis techniques and inferential statistical analysis techniques. Descriptive analysis technique is a type of data analysis that is intended to reveal or describe the situation or characteristics of each research variable [19]–[21]. Before carrying out hypothesis analysis, analysis prerequisite tests are carried out, namely normality test, linearity test, multicollinearity test, and heteroscedasticity. The inferential statistical analysis used in this research is multiple regression analysis and coefficient of determination analysis.

3. RESULTS AND DISCUSSION

There are three variables in this research consisting of two independent variables and one dependent variable. The independent variables are Entrepreneurship learning (X1) and Career Guidance learning (X2), while the dependent variable is interest in entrepreneurship (Y).

The entrepreneurial learning variable is measured using indicators consisting of: 1) understanding entrepreneurship and entrepreneurial problems, 2) having an entrepreneurial mindset and mental attitude, 3) developing business negotiation strategies, 4) understanding the ins and outs of establishing a business, and 5) being skilled at creating business feasibility study. Data was obtained by distributing research questionnaires to 57 Economic Education students. The results of the data description of the entrepreneurial learning variable are shown in the table below.

Table 1. Data Description Results for Entrepreneurship Learning Variables

	N	Min	Max	Mean	Std. Deviation
X1	57	61	115	89,96	11,718
Valid N (listwise)	57				

Based on the table above, it can be seen that the number of respondents in this study was 57 people. Data on the entrepreneurial learning variable was obtained through a questionnaire consisting of 23 statement items. The ideal score given is a maximum of 5 and a minimum of 1 for each statement item, so that the highest ideal score is 115 and the lowest score is 23. The minimum score obtained from the entrepreneurship learning variable questionnaire is 61 and the maximum score is 115 with the mean being 89.96 and standard deviation of 11.718. The standard deviation value has a correlation with the mean or average score of the entrepreneurial learning variable.

The entrepreneurial learning variable is measured using indicators consisting of: 1) explaining the meaning and meaning of work and work objectives, 2) identifying the type of work, 3) explaining individual characteristics, 4) designing a cover letter and curriculum vitae (CV), 5) explaining the meaning interviews, 6) identifying skills at work, 7) identifying problems in the workplace, 8) explaining communication skills, and 9) explaining work ethics. The results of the data description of the career guidance learning variable are shown in the table below.

Table 2. Results of Career Guidance Learning Variable Data Description

	N	Min	Max	Mean	Std. Deviation
X2	57	88	170	131,18	21,290
Valid N (listwise)	57				

Based on the table above, it can be seen that the number of respondents in this study was 57 people. Career Guidance learning variable data was obtained through a questionnaire consisting of 34 statement items. The ideal score given is a maximum of 5 and a minimum of 1 for each statement item, so that the highest ideal score is 170 and the lowest score is 34. The minimum score obtained from the Career Guidance learning variable questionnaire is 88 and the maximum score is 180 with a mean of 131.18 and standard deviation of 21.290.

The learning variable interest in entrepreneurship in the AEC era is measured using indicators consisting of: 1) physical factors, 2) psychological factors, 3) environmental factors. The results of the data description of the variable interest in entrepreneurship in the AEC era are shown in the table below.

Table 3. Data Description Results for Entrepreneurial Interest Variables

	N	Min	Max	Mean	Std. Deviation
Y	57	28	55	47,46	6,262
Valid N (listwise)	57				

Based on table 4.3 Descriptive Statistics above, it can be seen that the number of respondents in this study was 57 people. Data on students' entrepreneurial interest variables were obtained through a questionnaire consisting of 11 statement items. The ideal score given is a maximum of 5 and a minimum of 1 for each statement item, so that the highest ideal score is 55 and the lowest score is 11. The minimum score obtained from the student entrepreneurship interest variable questionnaire in the AEC era is 28 and the maximum score is 55 with the mean being 47.46 and standard deviation of 6.262.

Before testing the hypothesis, the analysis requirements are tested first. The normality test is carried out to determine whether or not the distribution of a population of money data will be analyzed[22]–[24]. Normality test results can be detected using SPSS 23.0 for Windows, namely by looking at the Normal P-P plot of Regression Residual. Based on the data processing carried out on the data obtained, it is known that the regression model meets the normality assumption and is suitable for use to predict entrepreneurial interest variables based on Entrepreneurship learning and Career Guidance learning.

The linearity test is carried out to determine whether two variables have a linear relationship or not significantly[25]. In this study, the linearity test was used to find out whether variable X (entrepreneurship learning and career guidance learning) and variable Y (interest in entrepreneurship in the AEC era) had a linear relationship. The results of the linearity test show that there is a linear relationship between variable X (entrepreneurship learning and career guidance learning) and variable Y (interest in entrepreneurship).

The multicollinearity test is used to test whether in the regression model a correlation is found between the independent variables. The results of the multicollinearity test can be seen in the following table:

Table 4. Multicollinearity Test Results

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Entrepreneurship Learning	0,995	1,005
	Career Guidance Learning	0,995	1,005
a. Dependent Variable: Interest in Entrepreneurship			

Based on the results of the multicollinearity test, it can be seen that the tolerance value for the Entrepreneurship learning and Career Guidance learning variables is 0.995 and the VIF value for the Entrepreneurship learning and Career Guidance learning variables is 1.005. The VIF value of each variable is around 1, and the value of each tolerance is close to 1, so it can be concluded that there is no multicollinearity problem or no relationship between the independent variables.

The heteroscedasticity test is used to test whether a regression model has unequal residual variance from one observation to another. Based on the results of the heteroscedasticity test carried out, it was concluded that the regression model indicated that there was no heteroscedasticity problem, in other words in the model the residual variance from one observation to another was constant. The results of this research indicate that the regression model is suitable for predicting entrepreneurial interest variables based on the Entrepreneurship Learning and Career Guidance variables.

Hypothesis testing is a step to prove the statement expressed in the hypothesis. The hypothesis is accepted if the data collected supports the hypothesis statement and conversely the hypothesis is rejected if the data collected does not support the hypothesis statement.

Multiple regression is a technique for determining the correlation of two or more independent variables with an independent variable. In multiple regression, the model being prepared will involve more than one independent variable. Based on the results of data processing carried out on research data, the results of the multiple regression test were obtained as follows:

Table 5. Multicollinearity Test Results

Model		Unstandardized Coefficients		Standa rdized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,012	6,129		1,470	1,470
	Entrepreneurship Learning	0,311	0,055	0,581	5,668	0,000
	Career Guidance Learning	0,080	0,030	0,272	2,651	0,010

a. Dependent Variable: Interest in Entrepreneurship

Based on table 4.5, the results of the multiple regression test can be explained that the Constanta value is 9.012, the Entrepreneurship learning value is 0.311 and the Career Guidance learning value is 0.080. Based on this explanation, an equation can be created which is as follows:

$$Y=9,012+0,311X_1+0,080X_2$$

Information :
Y = Interest in Entrepreneurship
X1 = Entrepreneurship Learning
X2 = Career Guidance Learning

Based on the multiple regression equation, it can be interpreted as follows:

a) A constant value of 9.012 indicates that if entrepreneurship learning (X1), career guidance learning (X2) is 0 then the student's interest in entrepreneurship (Y) is 9.012.
b) The regression coefficient for the entrepreneurial learning variable (X1) is 0.311, meaning that the entrepreneurial learning variable has a positive influence on the entrepreneurial interest variable. for every one unit increase in the entrepreneurial learning variable assuming the other independent variables are constant, it will cause an increase in interest in entrepreneurship of 0.311.
c) c) The regression coefficient for the career guidance learning variable (X2) is 0.080, meaning that the career guidance learning variable has a positive influence on the entrepreneurial interest variable. for every one unit increase in the career guidance learning variable assuming the other independent variables are constant, it will cause an increase in interest in entrepreneurship by 0.080.

The F test is used to determine whether the independent variables together (simultaneously) have a significant effect on the dependent variable. The F test results can be observed in the table below.

Table 6. F Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	954,897	2	477,449	20,771	0,000b
	Residual	1241,243	54	22,986		
	Total	2196.140	56			

a. DependentVariable:Interest in Entrepreneurship
b. Predictors: (Constant), Career Guidance Learning, Entrepreneurship Learning

Based on the table above, it can be seen that Fcount is 20.771 and the probability value in the Sig column. is 0.000. Based on the Ftest, the F_{count} value is 20.771 and F_{table} is 3.17. This shows that $F_{count} > F_{table}$, namely 20.771 > 3.17. The probability value in the Sig column. < 0.05, which is 0.000, so it can be concluded that Ho is rejected and Ha is accepted. This means that there is a significant influence between the variables of entrepreneurial learning (X1) and career guidance learning (X2) simultaneously on interest in entrepreneurship (Y).

The t test is used to determine the significant influence of the independent variable partially on the dependent variable. The T test results are shown in the table below.

Table 7. T Test Results

Model		Unstandardized Coefficients		Standa rdized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,012	6,129		1,470	1,470
	Entrepreneurship Learning	0,311	0,055	0,581	5,668	0,000
	Career Guidance Learning	0,080	0,030	0,272	2,651	0,010
a. Dependent Variable: Interest in Entrepreneurship						

Based on table 7 T test results in the Coefficient table above, it can be seen that the t_{count} of the entrepreneurial learning variable is 5.668 with a probability value in the Sig column. is 0.000. The calculated value of the career guidance learning variable is 2.651 with a probability value in the Sig column. is 0.010.

The tcount value of the entrepreneurial learning variable (X1) is 5.668 and the t_{table} value is 1.67356, so $t_{count} > t_{table}$ (5.668> 1.67356). The probability value in the Sig column. < 0.05, which is 0.000. The t value and probability show that Ho is rejected and Ha is accepted, so it can be concluded that there is a significant influence between the entrepreneurial learning variable (X1) partially on entrepreneurial interest (Y).

The t_{count} value of the variable between career guidance learning (X2) is 2.651 and the ttable value is 1.67356, so $t_{count} > t_{table}$ (2.651> 1.67356). The probability value in the Sig column. < 0.05, which is 0.010. The t value and probability show that Ho is rejected and Ha is accepted, so it can be concluded that there is a significant influence between the career guidance learning variable (X2) partially on interest in entrepreneurship (Y).

Simultaneous coefficient of determination analysis is used to determine how large the percentage contribution of the influence of independent variables simultaneously has on the dependent variable. The coefficient of determination used in this research is R Square because in this regression the sample is taken randomly from the specified population. The results of testing the coefficient of determination in this research can be seen in the following table.

Table 8. Simultaneous Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,659a	0,435	0,414	4,794
a. Predictors:(Constant),Career Guidance Learning, Entrepreneurship Learning				
b. Dependent Variable: Interest in Entrepreneurship				

Based on the table above, it is known that the R Square value is 0.435, so it can be concluded that the contribution made by the independent variable to the dependent variable is 43.5%. This can be interpreted that the independent variables Entrepreneurship learning (X1) and Career Guidance learning (X2) together (simultaneously) are considered weak in influencing the dependent variable entrepreneurial interest (Y) because it is less than 50% while the remaining is 56.5% (100 % - 43.5%) influenced by other factors not examined in this study.

Partial determination coefficient analysis is used to determine the magnitude of the contribution of each independent variable to the dependent variable. From the results of calculating the partial coefficient of determination, it can be seen the contribution of the influence of the Entrepreneurship learning variable (X1) on interest in entrepreneurship (Y) and Career Guidance learning (X2) on interest in entrepreneurship (Y) partially. The partial influence contribution is known from the partial value squared (r2). Based on the results of calculations using SPSS 23 for Windows software, it shows that for the Entrepreneurship learning variable (X1) a partial value was obtained of 0.611 which was then squared (r2) to become 0.6112 = 0.3733 = 37.33%. This means that the Entrepreneurship learning variable (X1) contributes to increasing interest in entrepreneurship (Y) by 37.33%, while the Career Guidance learning variable (X2) shows a partial value of 0.339 which is then squared (r2) to 0.3392 = 0 .1149 = 11.49%. This means that the Career Guidance learning variable (X2) contributes to increasing interest in entrepreneurship (Y) by 11.49%.

Based on the results of the data analysis tests used above, a positive influence has been found between the variables of entrepreneurial learning and career guidance learning on interest in entrepreneurship. The results of the data processing above will be explained in response to the hypothesis proposed in this research, namely as follows:

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The regression line equation obtained is Y= 9.012 + 0.311 in the MEA era, so that if the entrepreneurship learning variable and the career guidance learning variable are increased one unit, this will be followed by an increase in the interest in entrepreneurship variable. This shows that the higher the

entrepreneurship learning and career guidance learning, the higher the interest in entrepreneurship, and vice versa.

Testing the first hypothesis using the F test, obtained an F_{count} value of 20.771 and an Ft_{able} of 3.17. This shows that $F_{count} > F_{table}$, namely 20.771 > 3.17. The probability value in the Sig column. < 0.05, which is 0.000, so it can be concluded that Ho is rejected and Ha is accepted. This means that there is a significant influence between the variables of entrepreneurial learning (X1) and career guidance learning (X2) simultaneously on interest in entrepreneurship (Y). The magnitude of the contribution contributed by the Entrepreneurship learning and Career Guidance learning variables can be seen in an R Square of 0.435, so it can be concluded that the contribution made by the independent variable to the dependent variable is 43.5%. This can be interpreted that the independent variables Entrepreneurship learning (X1) and Career Guidance learning (X2) together (simultaneously) are considered weak in influencing the dependent variable entrepreneurial interest (Y) because it is less than 50% while the remaining is 56.5% (100 % - 43.5%) influenced by other factors not examined in this research, such as creativity factors, parental income, family encouragement factors, environmental and social factors, factors wanting to be more appreciated, compulsion factors and circumstances.

Students need Entrepreneurship learning and Career Guidance so that their knowledge of entrepreneurship can increase. Entrepreneurship skills can also be obtained from entrepreneurial practices at the Economy Fair event so that students will be directly involved in facing and resolving problems that arise in business. Increasing interest in entrepreneurship can be done by increasing students' entrepreneurial knowledge by providing quality entrepreneurship learning [26]. Considering that job opportunities are increasingly narrow, students need to be given knowledge regarding career information so that students are not fixated on just one profession but also on another profession, namely entrepreneurship. Career Guidance learning is the university's way for students to understand themselves, understand what potential they have, and get to know the world of work, so that in the future they can help individuals choose and determine and know well what jobs suit them and what requirementsrequired in the job. With students who understand themselves, understand what potential they have, and know the world of work, it will make it easier for students to create a new business. Increased knowledge of entrepreneurship and a career as an entrepreneur will make students feel confident in solving problems in the business world, so that this self-confidence can foster students' interest in entrepreneurship [27].

This research succeeded in proving that there is a significant influence between entrepreneurship learning and career guidance learning on Economics education students' interest in entrepreneurship. It is known that entrepreneurship learning and career guidance have a positive and significant influence on economics education students' interest in entrepreneurship. Therefore, it is hoped that this research can provide insight into efforts to increase the entrepreneurial interest of Economics education students. The results of this research can also be used as a basis for developing further research in examining other variables related to entrepreneurial interest.

Entrepreneurial learning is an internal factor which can increase interest in entrepreneurship. This research shows that entrepreneurial learning contributes to universities, study program heads and lecturers to provide good quality entrepreneurial learning so that it can increase the value of the quality of entrepreneurial learning and increase knowledge about entrepreneurship and interest in entrepreneurship among Economics education students.Career guidance learning is an internal factor which can increase interest in entrepreneurship. This research shows that career guidance learning contributes to universities, study program heads and lecturers to provide good quality career guidance learning so that it can increase the quality of career guidance learning at universities and increase interest in entrepreneurship among Economics education students.

The implications of this research indicate the need for a comprehensive and integrated educational approach, combining entrepreneurial learning and career guidance. By doing this, educational institutions can equip students with the skills, knowledge and interests necessary to thrive in the economic field of social life.This research has limitations and considerations that need to be known, namely regarding generalization. This finding may be specific to the context of Economics education students in the ASEAN Economic Community (AEC) era. This may not be applicable to other disciplines or areas, thereby limiting the generalizability of the conclusions.

4. CONCLUSION

Based on the research results, the conclusions that can be put forward in this research are: 1) There is a positive and significant influence of the entrepreneurial learning variable on the entrepreneurial interest of Economics education students in the ASEAN Economic Community (AEC) era with a partial contribution value of 37.33%, so that if entrepreneurship learning is going well, then students' interest in entrepreneurship will also increase; 2) Career guidance learning has a positive and significant effect on students' interest in entrepreneurship with a partial contribution value of 11.49%, so that if career guidance learning goes well, students' interest in entrepreneurship will also increase. This is because career guidance learning is a tool for students to direct themselves in making career orientation; There is a positive and significant influence between the variables of entrepreneurship learning and career guidance learning together on the entrepreneurial interest of

Economics education students in the ASEAN Economic Community (AEC) era with a simultaneous contribution value of 43.5%. This means that if entrepreneurship learning and career guidance learning are carried out well, students' interest in entrepreneurship will also increase; and 4) The Entrepreneurship learning variable (X1) which has a partial contribution value of 37.33% has a greater influence on interest in entrepreneurship in the MEA era (Y) compared to the Career Guidance learning variable (X2) which has a partial contribution value of 11.49%.Based on the research results, recommendations can be given to improve entrepreneurial learning programs, improve career guidance programs, and prioritize entrepreneurial learning. This recommendation aims to utilize positive research findings to further increase the entrepreneurial interest of Economics education students in the era of the ASEAN Economic Community (AEC).

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