



Entrepreneurship Training and Factors That Affect The Interest in Entrepreneurship

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ABSTRACT

This study aims to determine the results of entrepreneurship training and the factors that influence the interest in entrepreneurship. Training activities were carried out at PKBM Bandung City with material on entrepreneurial theory and practice. with a research approach using a quantitative approach. Training results data were analyzed using multiple linear regression. The results of the research show that the results of the training can improve entrepreneurial knowledge, attitudes, and skills. The success rate of entrepreneurial practice is 62.5% and the regression purchase is obtained $Y = 3.694 - 0.297 X_1 + 0.005 X_2 - 0.076 X_3$ which indicates that technology and capital variables do not affect interest in entrepreneurship, while educational variables affect interest in entrepreneurship. Simultaneously the third factor namely technology, education and capital together does not affect the interest in entrepreneurship.

Keywords: Entrepreneurship, training, entrepreneurial theory, entrepreneurial practice, capital

Introduction

Entrepreneurship is a person who can create a business and dares to take risks from the business being done, while entrepreneurship is a science that studies how people are entrepreneurial. Thus a person who wants to become an entrepreneur can learn in advance the knowledge of entrepreneurship, guidance in business startups, as well as work on his business independently. Entrepreneurial guidance is carried out in schools, and training institutions. Teaching and Learning Activity Centers, offered online to be studied independently so that a person's opportunity to learn entrepreneurship is very wide. Some universities carry their vision of producing graduates who can become entrepreneurs, so that their alumni can try and even create jobs for others. Output and outcome learning can be achieved if there is a commitment from all parties, both from the foundation, and the school committee, the academic community and from stakeholders. The inhibiting factor in school management from the perspective of total management quality, namely the presence of students and educational staff who lack discipline in terms of meeting administrative needs (Hadiati et al., 2022).

Potential resources and local wisdom can be utilized for the development of business groups fostered by non-formal education. An area can be formed into business centers based on cultural values and regional potential. (Hayat, 2019). Non-formal education gives one the intellectual capacity to acquire the necessary competencies and skills to deal with the potential of nature. The result of entrepreneurial research among Nigerian youth that produces independence. Factors that influence the success of small businesses, namely the internet, external environment, marketing strategy, resources and finance, cooperation, markets and customers, services and products, management and knowledge, characteristics of SMEs and entrepreneurial

characteristics (Ensari & Karabay, 2014). Small and Medium Business Owners need entrepreneurial skills, for the development of their business (Njoroge & Gatungu, 2013)

Entrepreneurial training is needed for people who want to start their business, that will be done because of needs, difficulty finding a job, increase income and even fill time. Post-Covid 19 economic recovery is carried out through an empowerment program according to regional potential. Entrepreneurship training for students shows that students have the skills to produce and market Lampung coffee (Azizah, 2021).

An entrepreneur needs assistance in carrying out his business so indirectly helps to create jobs and reduce unemployment. Therefore, every country provides wide opportunities for its people to become entrepreneurs. Entrepreneurship offers greater flexibility compared to wage and salary contracts (Matysiak & Mynarska, 2020). Overall, the development of entrepreneurs throughout the country has increased. According to international standards, a country will stabilize its economy if the population that becomes entrepreneurs is at least 2% of the total population. Although the number of entrepreneurs in Indonesia has exceeded international standards, which is 3.47% of the total population, Indonesia is still lagging behind other countries. For this reason, it is very important to motivate people to want to be entrepreneurial. Entrepreneurial development of small businesses can reduce poverty and have an impact on sustainable social and economic development, (Sakas et al., 2013)

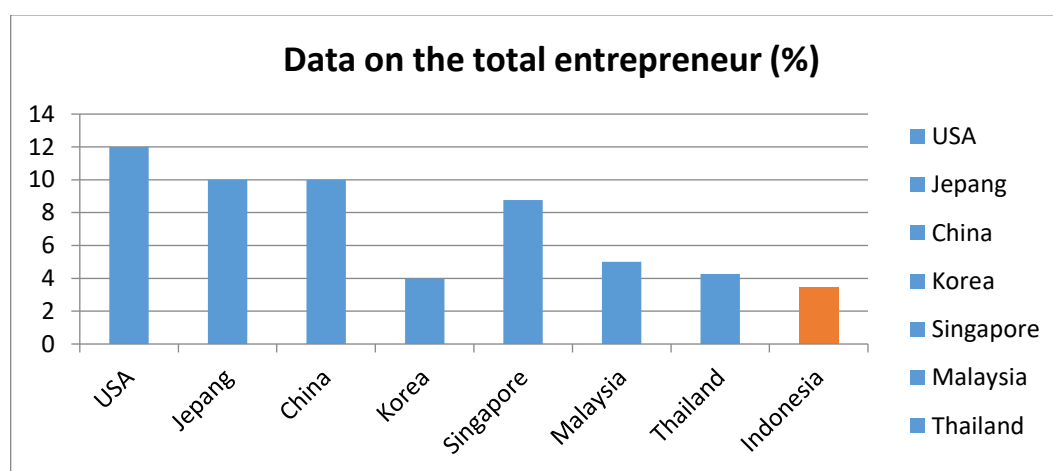


Figure 1. Data on the total entrepreneurs of different countries

Souerce : Merdeka.com (2021)

From the table above, it shows that the Indonesian state is among the low number of entrepreneurs. Entrepreneurship training and guidance is one of the alternatives in creating new entrepreneurs. . In higher education, entrepreneurship is one of the courses delivered so that students know, understand, and are skilled in entrepreneurship. the lack of entrepreneurs in Africa is a cause of limitations in economic development therefore stakeholders, educators and students build an entrepreneurial culture (Njoroge & Gatungu, 2013). Entrepreneurship training for small businesses has a positive impact and contributes 85% according to linear regression. (Mayuran, 2016)

In the Job Training Center, Center for Community Learning Activities, Course and Skills Institutes, they are taught the knowledge of entrepreneurship so that they are able to start a business according to the skills they have learned. Therefore, it is hoped that this entrepreneurship program will be able to grow new entrepreneurs and be able to reduce the number of unemployed which has an impact on the development of the surrounding economy. This research was conducted at the Bandung City Community Learning Activity Center, to find out the results of training and factors that affect the entrepreneurial interest of learning residents. Educators and learning residents are given the opportunity to plan, organize and evaluate entrepreneurship education activities that are carried out together (Tohani, 2021).

Literature Review

Entrepreneurship education produces individuals who have a good understanding of the risks and failures of the business, this makes individuals need a broad understanding of the entrepreneurship they will pursue. Entrepreneurship education provides knowledge to analyze the chances of success so that they can maximize it and can analyze the chances of failure to minimize the causes of failure and look for alternative problem solving.

Entrepreneurship research in students shows that self-esteem, personal challenges, innovation, leadership, flexibility, profit simultaneously have a significant effect on entrepreneurial interests, the variables whose highest influence is innovation, (Nosita, 2019)

The results of research conducted, entrepreneurial knowledge, family environment, and income expectations together have a significant effect on the interest in entrepreneurship in students. In universities, entrepreneurship courses are given in two semesters, so that it greatly affects students' interest in entrepreneurship. Factors that affect the interest in entrepreneurship include factors of innovation and creativity, and the technological environment affects significantly, while other factors such as the social and family environment, positive influences remain insignificant (Zakia, 2019). Simultaneously and partially composed independent variables from personal factors, sociological, environmental influencing variables dependent on entrepreneurial interest (Nina Isnani, 2017).

In the general public, entrepreneurship education is obtained from training or courses, the experience of others, one's own experience, the experience of parents that has a less measurable or directed impact, therefore entrepreneurship training activities are needed for the general public that are directed and measurable. Directed by providing theories related to entrepreneurship, entrepreneurial practice and measurable by evaluating output and outcome. Job Training Centers such as PKBM are institutions that organize non-formal education, one of the education carried out is entrepreneurship training for the general public.

One of the factors that influence entrepreneurship is the growing interest in entrepreneurship. According to (Safitri & Meiranto, 2013) Interest in entrepreneurship grows because of innovative ideas and entrepreneurial motives, other characteristics that affect it are a person's personality, environment and personality. Intrinsic factors that influence a person's entrepreneurship are factors that come from within, including the need for income and the feeling of pleasure in running an entrepreneur. Extrinsic factors come from outside oneself, namely one's environment, both family, community, education, which encourages trying to become an entrepreneur. (Efendi et al., 2018) The combination of entrepreneurship training education received and motivation from residents to learn is expected to be able to grow new entrepreneurial entrepreneurs who can help reduce the number of unemployed post-Covid 19.

Capital is a very important component of doing a business. Without capital, a business will not run well, therefore an entrepreneur will try to get capital in order to meet his business needs. Business capital can be obtained with own capital, giving, inheritance, credit and investment. The availability of capital will trigger a person's interest in entrepreneurship. In addition, the ease of obtaining capital such as ease of credit, ease of obtaining investors, ease of obtaining capital assistance information will trigger a person to become an entrepreneur (Devi, 2021). The ability of technological skills and understanding of the concept of entrepreneurship is called technopreneurship (Putra, 2018). In this 4.0 era, the existence of technology is very supportive for entrepreneurship on a wide scale to accelerate the growth of the product market that is being pursued.

In previous research as a source of respondents were students, who had obtained entrepreneurship courses for two semesters, with more material advantages, longer time and tested with Midterm Exams, Final Semester Exams and entrepreneurial practices. In this study, entrepreneurship training was carried out on the general public, with limited time and practice, expected can be entrepreneurial interest and become a reference in entrepreneurship training for the general public.

Research Method

This research was carried out at the Bandung City Community Learning Activity Center (PKBM Bandung), using a quantitative approach with a saturated sampling case study method, all residents learned to be respondents. Participant is a course participant who comes from the City of Bandung totaling 41 people between the ages of 19-25 years. The instruments used are in the form of questionnaires distributed to the participants. The treatment given is entrepreneurship training. The data taken is a description of the results of the training and analysis of factors that influence the motivation to carry out entrepreneurship including technological knowledge, entrepreneurship education, and business capital. Linear regression analysis is used to analyze the influence of knowledge of marketing technology, entrepreneurship education, and business capital on entrepreneurial interests.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e_i$$

Y = Entrepreneurial interest

α = Constanta

$\beta_1, \beta_2, \beta_3$ = Coefisien Regresi variabel *dependent*

e_i = *Standart Error*

X_1 = Technological knowledge

X_2 = Entrepreneurship education

X_3 = Business capital

The magnitude of the constant is indicated by α and the magnitude of the regression coefficient of each independent variable is indicated by β_1 , β_2 , and β_3 . This regression analysis is used to determine the existence of a relationship between independent variables and dependent variables.

Result and Discussion

Description of the results of entrepreneurship training

Entrepreneurship training was carried out on 41 participants, each high school graduate with the age of 19-25 years, entrepreneurship training activities were carried out for 6 days, namely 4 days of theory and 2 days of practice, the training material presented was as follows:

1. Day I
 - Pree test
 - Building Learning Comitmen
 - Definition of entrepreneurship
 - Motivation an interest in entrepreneurship
2. Day II
 - Business ethics
 - Types of business
 - Requirements for the establishment of an individual or joint business
3. Day III
 - Capitalization : Procurement and use of capital
 - Business opportunities
 - Market opportunity analysis
 - Financial feasibility analysis
4. Day IV
 - Entrepreneurial innovation/online marketing
 - Strategic bisnis plan
 - Strategic marketing plan

5. Day V

The practice of selling packaged snacks, a total of 20 participants were divided into 4 groups, which were given the capital of each snack group as much as 5 Kg, then packaged a small 250 grams so that a total of 20 packages to be marketed.

6. Day VI

The practice of selling household kitchen needs, a total of 21 participants divided into 4 groups were given capital in the form of goods, namely laundry soap, bath soap, dish soap, and toilet cleaners, each group received 20 packages of goods.

7. Day VII

- Post test
- Answering the questionnaire

Based on the material presented, it seems that it has met the needs of knowledge for residents to learn to start a business. Knowledge about online marketing, provided so that residents learn to be able to adjust to current technological developments . The growth of an industrial society is a technological change that adapts and expands the skills of online based marketing technologies developed to support broader marketing . The backbone of the economy is small and medium enterprises with a total of 90% of registered companies and covering 65% of employment in the private sector, therefore the owners or managers need to be given training in decision-making strategies (Simuth, 2015). The selection of training materials has paid attention to current business needs, so that citizens learn to advance their business startups, namely Strategic Management Education for SME managers/owners, creating an e-learning format. The entrepreneurial approach is one of the solutions that can be applied in a non-formal educational environment, namely PKBM (Center for Community Learning Activities). In the 21st century, educators and the public can plan, organize an applicable learning process. (Tohani, 2021)

Table 1. Pre test and post test results

No	Material	Average Pre test	Average Post test
1	Definition of entrepreneurship	33,5	92,25
2	Motivation an interest in entrepreneurship	34,5	91,5
3	Capitalism	32,5	80,5
4	Business opportunities	35,5	91,75
5	Market opportunity analysis	33,25	77,25
6	Financial feasibility analysis	36,5	72,25
7	Enterprenial innovation	33	80,5
8	Strategic Bisnis Plan	32,75	69,5
9	Strategic Marketing Plan	34,25	68,5

The increase in value points between the pre-test and the post-test shows that entrepreneurship training activities are getting the attention of respondents. They are trying to understand the knowledge of entrepreneurship described by the training instructor. Training in entrepreneurship should be seen as a 'double-sided coin'. One side is one story of knowledge, and the other side tells about his experiences (Efobi & Orkoh, 2018). As a follow-up to the training can be carried out coaching or proceed to prepare in-house training . Increasing entrepreneurial competence for high school students can be done with entrepreneurship training programs, our research results show that the value of entrepreneurship training is related to age and success (Ho et al., 2018). Furthermore, the development of soft skills education, certain entrepreneurial skills, personality skills, and social skills is very important and needs to be developed (Hikmah & Hafsyah Siregar, 2017)

The increase in pre-test and pos test value points can be described as follows:

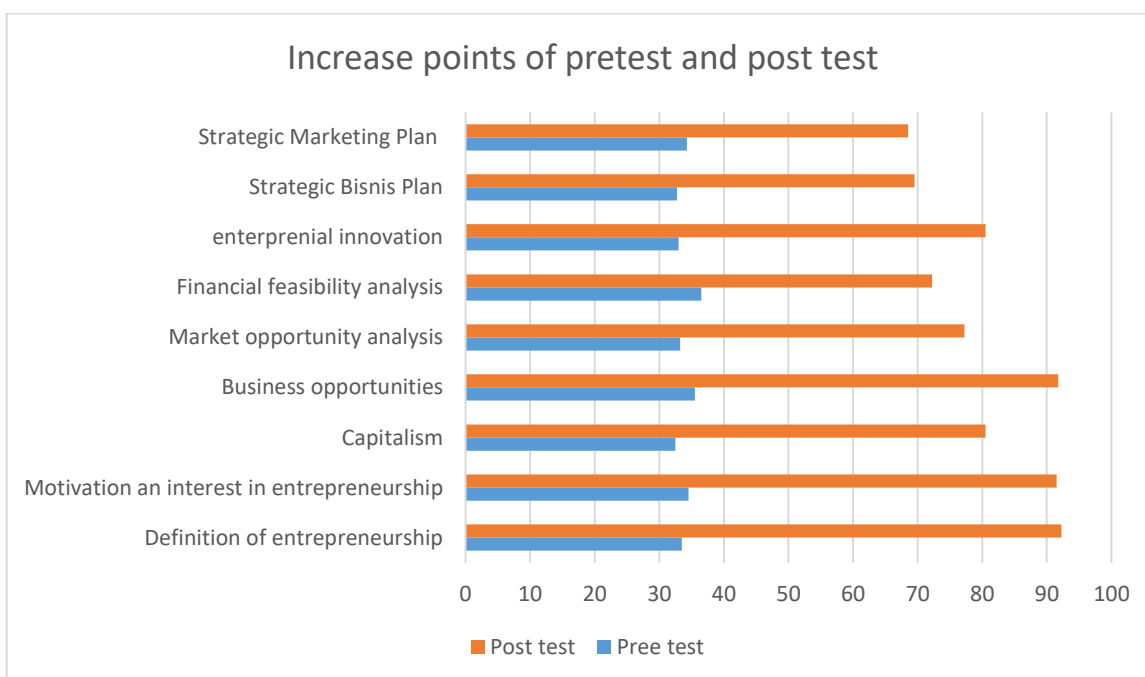


Figure 2. The increase in pre-test and pos test value points

Entrepreneurship training activities were well attended by the participants as indicated by the post test mean score of 80.44. Residents studying at PKBM are actively looking for their own materials to complement the results of the training as a basis for pioneering entrepreneurship. The stages of learning skills include learning micro skills, observation and reflection, application, and analysis of the results of the application of these micro skills (Tohani, 2021). Appreciating student work, motivating students, encouraging students to actively ask questions is the teacher's job, the learning process can be supported by teaching aids, model books, laboratories and other facilities (Nelmira et al., 2022). The entrepreneurship training program is carried out in stages: strategy formulation (identification of needs and potential, formulation of vision, mission, institutional goals, conducting SWOT analysis, selecting and formulating strategies), implementation of entrepreneurial strategy (marketing, budget, information systems and performance measurement), strategy evaluation entrepreneurship (measuring the effectiveness of the entrepreneurial process) (Widodo et al., 2021).

Description of product marketing training results

The results of the practice of selling products carried out by 8 groups for 1 day with the number of products 20 packaging are as follows :

Table 1. Description of product marketing training results

No	Group	Total sold (packaging)	Percentage of sales (%)	Description of buyer's comments
1	Group I, snack	13	65	Needs packaging repair
2	Group II, snack	9	45	Lack of information on packaging
3	Group III, snack	8	40	Less interesting
4	Group IV, snack	12	60	Less varied
5	Group V, soap	14	70	Need
6	Group VI, soap	16	80	For supplies
7	Group VII, soap	13	65	Need small packaging
8	Group VIII, soap	15	75	Need a refill

The average sales are 12.5 packs or 62.5% of the products marketed, armed with materials obtained during the training, the residents have been able to practice entrepreneurship. The collaboration of formal and non-formal entrepreneurship education has a stronger effect in designing entrepreneurship. Personal attitudes and entrepreneurial behavior are influenced by entrepreneurial mindset and skills, while training is knowledge capital in entrepreneurship. (Debarliev et al., 2022). The success of the Community Learning Center program is shown by 90% of learning residents can complete the program, and at least 65% can start a business (Sholih & Dewi Assat, 2017)

Non-formal entrepreneurship education programs for adults are carried out by building partnerships with entrepreneurs to learn from their experiences and field visits to see the production process, while for young people it is carried out by apprenticeships in companies, projects, institutions or following more focused training.

(Pigozne et al., 2019).

Multiple linear regression analysis results

Simultaneous test results using the F test

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3,046	3	1,015	1,424	,251 ^b
1 Residual	26,386	37	,713		
Total	29,432	40			

a. Dependent Variable: Entrepreneurial interest

b. Predictors: (Constant), Teknologi, Education, Capital

From the table above, it can be seen that the calculated f value of 1.424 is smaller than the table f (5%) 4.36. The significance value of 0.251 is greater than 0.05. If f count is smaller than f of the table or the significance value is more than 0.05 then Ho is accepted and H1 is rejected. This means that the variables of technological knowledge, entrepreneurship education, and capital , together have an unreal effect on the respondents' entrepreneurial interests . From the results of the analysis, it shows that the positive influence comes from educational variables, namely entrepreneurship training. There is no relationship between education, technology or capital in motivating entrepreneurial interests. At the university level, entrepreneurship education strengthens the relationship between entrepreneurial intentions and behavior, with the act of creating a company, therefore it is necessary to transfer knowledge and develop entrepreneurial skills for students. (Lechuga Sancho et al., 2022)

Description of product marketing training results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3,694	,621		5,945	,000
1 Teknologi	-,297	,153	-,304	-1,938	,060
Education	,005	,156	,005	,033	,974
Capital	-,076	,153	-,078	-,497	,622

a. Dependent Variable: Entrepreneurial interest

Based on the table above, the multiple linear Regression equation obtained :

$$Y = 3,694 - 0,297 X_1 + 0,005 X_2 - 0,076 X_3$$

Means:

1. The respondents' entrepreneurial interest is indicated by a constant value of 3,694 which means it is very high
2. The variable knowledge of online marketing technology is X1 with a coefficient of -0.297 which means that technological knowledge has a negative effect on the interest in entrepreneurship
3. The variable of entrepreneurship education, namely X2, has a positive effect on the interest in entrepreneurship
4. The variable of business capital, namely X3, negatively affects the interest in entrepreneurship

It can be said that the respondents' entrepreneurial interest is high supported by the entrepreneurship education received during the training. For them, knowledge of online marketing technology does not affect the interest in entrepreneurship because they have not mastered and can be done with off line marketing, in developed countries entrepreneurs immediately follow the development of information technology, such as the effective implementation of Digital Channel Marketing to penetrate in the business market (Terho et al., 2022), The CRM (Customer Relationship Management) application supports digital marketing which is used for communication and marketing (Saura et al., 2021).

Developing an attitude towards startup entrepreneurship can be divided into 4 aspects; 1) knowledge towards a novice entrepreneurial career, 2) attitude to be a novice entrepreneur 3) behavior that reflects a novice entrepreneur, and 4) students' self-awareness and social support components. For the results of the study, the score of attitudes towards entrepreneurship in these four aspects increased higher than before the experiment with a statistical significance level of 0.5 (Sompob, 2021). The main finding is that globalization and entrepreneurship have a positive impact on adult learners and that non-formal education provides entrepreneurial skills for students (Nwobi et al., 2018)

Business capital has no effect on business interest because it can be done on a small scale first, such as during practice, small and micro businesses with low income are not easy to get capital or financing from institutional banking due to lack of financial history (Ibrahim & Verliyantina, 2012). Entrepreneurs are chosen by unemployed mothers because this may be their only chance to enter the labor market (Matysiak & Mynarska, 2020), starting entrepreneurship is serving the environment and expanding to serve foreign markets such as Small and Medium Enterprises in the Czech Republic doing international marketing by serving foreign demand, which is due to lack of demand in the domestic market, so that customer expansion and sales increase are carried out, (Kubíčková et al., 2014). The characteristics of the products offered, services in marketing, industry characteristics, and competitive products are entrepreneurial strategies (Ensari & Karabay, 2014)

The findings show that entrepreneurship education, entrepreneurial desire, and entrepreneurial motivation are positively related to competencies, entrepreneurship education is the main determinant of entrepreneurial intention. Barriers to startups show a perceived negative effect, there are challenges in entrepreneurship education need more support from the government to promote business development (Tung et al., 2020). Entrepreneurs who are going to develop a new business or solve their business problems can join the entrepreneurship development program. This program is also intended for prospective business people who will build a business.

(Fayçal Boukamcha, 2015). The use of digital technology that needs to be studied in entrepreneurship is smartphone operations, capital market analysis and market opportunity surveys are also needed in innovation in entrepreneurship education (Tohani, 2021).

Conclusion

Entrepreneurship training is needed by the community. This is shown from the results of the high training post test, which is an average of 80.44. Training materials range from an introduction to entrepreneurship to online marketing. The training outcome is shown by the ability of the learning residents to market their products, namely 62.5%. The results of the regression analysis obtained the equation $Y = 3.694 - 0.297 X_1 + 0.005 X_2 - 0.076 X_3$ which shows a high interest in entrepreneurship among learning residents. Training has an effect on interest in entrepreneurship while knowledge of technology and venture capital has no effect on interest in entrepreneurship.

The results of this study can be implemented to deal with young people who have dropped out of school or are unemployed and intend to become entrepreneurs, high motivation and intention can overcome obstacles, namely technology and capital to start entrepreneurship. Further research can be carried out because the limitations of this research only examine education, technology and capital. It is necessary to examine other influential variables such as internal motivation, external motivation, experience, environment, as well as the ability to innovate in young people to reduce the number of unemployed.

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