The Impact Of Industrial Work Practices On Students Entrepreneurship Interests

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Abstract: Implementation of industrial working practices will indirectly provide knowledge and experience in working. It is expected that the student experience after implementing the practice of industrial work would open their interest in entrepreneurship as students are taught to work on their own, solve problems and find solutions to their business. This study aims to determine the effectiveness of the industrial working practices in increasing interest in entrepreneurship. The experiment was conducted at the Department of Mechanical Engineering Education in Universitas Negeri Makassar by taking samples of all students who have followed the industrial practice subject. Analysis of the data used to find the relationship between the effectiveness of the working practices of the industry in increasing student interest in entrepreneurship that is using the product-moment correlation equations rough numbers. The results showed that after conducting industrial working practices, most students have a high interest in entrepreneurship. From the correlation analysis, it obtained correlation coefficient of 0.706. It shows that the higher the value the industry working practices, the higher interest of students to entrepreneurship. This means that industry work practices have efficacy in increasing interest in entrepreneurship.

Index Terms: Creative, Entrepreneur, Economic Growth, Motivation, Students.

1. INTRODUCTION

Education plays a vital role in ensuring the survival of the State and nation because education is a vehicle to improve and develop the quality of human resources [1]. The more developed a country, the more people educated, and more people are unemployed, the more the importance of the entrepreneurial world is felt. The development will be more successful if it is supported by entrepreneurs who can open jobs because the government's ability is minimal. Therefore, entrepreneurship is development potential, both in quantity and in the quality of the entrepreneur itself. Now we face the fact that the number of Indonesian entrepreneurs is still small, and the quality cannot be said to be great, so the entrepreneurial development effort in Indonesia is an urgent issue for the success of national development. Someone who has an entrepreneurial spirit has a unique character that distinguishes it from others. In this case self-confidence, task and outcome-oriented leadership, creativity, and discipline determine the entrepreneurial spirit [2]. According to McCleland's theory [3], a country will prosper if there are only two percent of the total population being entrepreneurs, more or less the theory says this. The scientific logic of McCleland's theory explains that prosperity can only create through the economy. People will live well if they have achieved prosperity. Prosperity is a condition where people can quickly meet all their needs for life. When needing a variety of products, goods and services can also easily obtained. Apart from the fact that these products are available in the market, the public also has good purchasing power [4]. Entrepreneurship is a characteristic that can be observed in the actions of a person or institution [5]. Entrepreneurs in the fields of health, education, and business work the same way; they work better; they do it differently from the others. Referring to Drucker's opinion, then someone can be categorized as an entrepreneur or not, it can be observed from the actions of that person. Someone who always works better and is different from others, then that person is an entrepreneur, whatever the field of work [6]. Entrepreneurship is an innovator [7], [8]; therefore entrepreneurship includes a series of behaviors, skills, and traits that support the development of innovation and creativity [9], [10]. Stephen Covey revealed four potential sides of humans, which are as follows; a) attitude of awareness, introspective attitude; b) Conscience, sharpening the conscience to be a human with goodwill, and having a mission in life; c) Independent will, an independent outlook for action and the power to transcendence; and d) Creative imagination, transcendent thinking and forward-looking/long-term solutions to various problems with imagination, imagination and stimulating appropriate adaptation. Entrepreneurs are those who can actualize from the four potential sides precisely and sustainably [11]. Meanwhile Edward De Bono said that one of the factors that determined the company's success was its ability to manage its main assets. The main assets can be in the form of market positions, qualified people, distribution systems, technical capabilities (patents), and brands [12]. An entrepreneur can act as a trigger (creator) or inventor (inventor) who seeks to realize all ideas or ideas into a profitable reality, where because he is in the company or organization, then the benefits are primarily intended for the company. While entrepreneurs who play the same role as intrapreneurs, but because they are in the organization/business that they developed themselves, then the benefits derived from the creation of new ideas/products will. Entrepreneurship education in universities in Indonesia varies greatly, as well as entrepreneurship education in universities in several countries. Entrepreneurship education in Singapore was developed in the face of the globalization of the knowledge economy, using a knowledge-based strategy on economic growth. Through this strategy, there was a transition from investment-driven economy to innovation-driven economy, with an emphasis on building intellectual capital and commercializing it to create value and employment. During this economic transformation, the role of universities is increasingly evident in stimulating economic growth through research that is relevant to industry needs, technology commercialization, developing high-tech, attracting talented individuals from abroad, and instilling an entrepreneurial mindset in scholars [13]. Implementation of the industrial working practices for students will indirectly provide

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them with knowledge and experience in working. The experience gained may indirectly accelerate the transition of students from schools to the industry environment [14]. They do not only learn how to get a job but also learn how to have a job that is relevant to their talents and interests [15]. In this case, the experience is the one gained after implementing industry working practices [16]. It will foster student interest in entrepreneurship because, in practice, students are taught to work on their own so that they will become more independent [17]. Moreover, the achievement in experiencing industrial working practices is expected to improve the effectiveness of student interest in entrepreneurship. The interest in entrepreneurship will arise if previous student achievement is also excellent [18]. Interest in entrepreneurship is a willingness to work hard and diligently to improve business, to bear the various risks associated with the action to accomplish, to take the path and a new way, to live frugally, and to learn from failures [6]. In other word, it is the desire, interest, and willingness to work hard or willingness to make ways or trying to meet their needs without being afraid to risk it, and learning from failure. Students who graduate from Mechanical Engineering Education have equipped with knowledge and skills in the field of Engineering. Therefore, they are expected to be able to create their jobs, for example by opening workshops relating to the world of machinery [19]. Entrepreneurship subject is one of the characteristics that learned in the curriculum of Education Department of Mechanical Engineering Education now. By taking entrepreneurship subject in the curriculum, it will further increase student knowledge about entrepreneurship, entrepreneurial learning, and skills [20]. It expected that it would boost the interest of students to entrepreneurship so that after graduation, they can develop the business by creating their jobs by their skills [21].

1 RESEARCH METHOD

2.1 Research Approach
This research is a type of Ex-post Facto research. According to McMillan and Schumacher [22], ex post facto consists of three words ex interpreted by observation or analysis; post means after, facto, or the facts mean events. The overall meaning is the observations made after the incident occurred. Exploration classified as a descriptive study with a quantitative approach. Descriptive research because the research will look for influence between one variable with another variable, the variable work experience of industry on entrepreneurial interest. Using a quantitative approach because the independent and dependent variables measured in the form of numbers, and then looked for the presence or absence of influence between the two variables and revealed how much influence.

2.2 Research Design
This research conducted at the Department of Education Faculty of Engineering, the State University of Makassar. Subjects were 41 students of the Department of Mechanical Engineering in academic year 2016/2017, which has been carrying out industrial working practices.

In this study, there are three interrelated variables, namely industrial work practices, students' interest and environmental support in entrepreneurship.

2.3 Instrument
A research instrument is a tool used to measure observed natural and social phenomena. So, because the author uses the questionnaire method in this study, the writer prepares several written statements (questionnaire guidelines) to respondents using the Likert scale method, namely the questionnaire that has provided alternative answers so that the respondent only chooses, this will facilitate the respondent in answering questions in the questionnaire. Analysis of testing the validity of the instrument using the formula Product Moment. The number of questions was 31 items and applied to as many as 41 students. Of the 31 questions that tested there were 22 valid questions and all used in the research. Analysis of reliability calculations uses formulas Alpha, produce r-count at 0.878. The results of consultation compared with the magnitude of t-table 0.308. The results turned out to r-count larger than r-table, so it can say the instrument is reliable or trustworthy as retrieval of data in research.

2.4 Data Analysis
Methods of data analysis are Descriptive analysis were data presented in the form of a percentage. Data used to describe the respondents' interest in entrepreneurship. Based on questionnaire scores were obtained. The percentage score is the total score compared to the ideal score. There are several steps taken to find the relationships between the results of working practices in the industry on student interest in entrepreneurship. They are as follows: (a) to create a correlation analysis table; (b) to find a relationship between the effectiveness of working practices industry with students' interest and environmental support in entrepreneurship; (c) Hypothesis testing, to test the hypothesis proposed a statistical hypothesis [23].

2 RESULT AND DISCUSSION

3.1 Interest in Entrepreneurship
The description of the interest in entrepreneurship students of Mechanical Engineering, based on the results of the descriptive analysis shown in Figure 2.
3.2 Environmental Influence
An overview of environmental influences on entrepreneurship interest can see in figure 3.

3.3 The experience for Entrepreneurship
Based on Figure 5, a total of 34.15% of the students had a high interest in entrepreneurship, and 34.46% have very high interest, although there is still 8.88% who had low interest in entrepreneurship. Based on the results of the descriptive analysis above, it shows that relatively high student interest in entrepreneurship in the sense of having the desire for entrepreneurship. The entrepreneurial process requires a willingness to take risks with full calculation so that they can overcome obstacles to achieve the expected success. In general, entrepreneurs use their ingenuity to take advantage of limited resources [24]. Growth and development of entrepreneurs are expected to reduce the number of unemployed and increase prosperity [25]. The purpose of this study was to analyze the effect of the entrepreneurial environment (government policies and procedures, socioeconomic conditions, entrepreneurial and business skills, financial assistance, and non-financial assistance) on entrepreneurial growth. A conducive entrepreneurial environment is expected to give birth and develop entrepreneurship. Entrepreneurship operates in a dynamic environment, which generally cannot be controlled by the entrepreneur himself. The entrepreneurial environment itself is inclusive, so research by previous researchers also varies widely. The entrepreneurial environment literature generally discusses the entrepreneurial environment which includes the legal and institutional framework, the presence of experienced entrepreneurs, the presence of skilled workers, the accessibility of suppliers, the accessibility of new customers or markets, the level of competition between companies, supporting government policies, the provision of training and support services, and infrastructure. Besides, people's characteristics, skills, experience, and motivation play an essential role in the creation of new ventures. Gnyawali and Fogel [26], grouped the entrepreneurial environment into five groups namely government policies and procedures, social and economic conditions, entrepreneurial and business skills, financial assistance, and non-financial assistance.

It shown in Figure 2 above, a total of 56.66% of students have a high interest in entrepreneurship, and 34.46% have very high interest, although there is still 8.88% who had low interest in entrepreneurship. These effects can be direct or indirect. In this study included in the entrepreneurial environment are government policies and procedures, socioeconomic conditions, entrepreneurship and skills, financial assistance, and non-financial assistance.

In Figure 3, there are 46.34% of the students have high interest in entrepreneurship. However, there are still 12.20% have less motivation from the environment. Most families are very supportive of students if there is a desire for self-employed after graduation later. Moreover, most of them feel confident with the knowledge gained in practice in the university will support future success. The support of the world community, such as industries, to realize the desire of students in entrepreneurship is high. Support provided in the form of an opportunity to follow the work practices of the industry. It appears that students have the desire to entrepreneurship after seeing the success business world. The external environment is measured through changes in the environment, resources, regulations, competition, internationalization, technology, and industry characteristics while the internal environment measured through company size, organizational structure, corporate strategy, strategy-making process, company resources, corporate culture, and management team characteristics. The peak. While research conducted by Ferediouni [27], shows that the external environment influences the motivation of the Iranian people to start a business. So that people are motivated to start a business a government policy is needed in the presence of laws and regulations that favor the business, reducing taxes for small businesses, providing business opportunities for small businesses, providing loans, and facilitating licensing for new businesses. A theoretical study and some previous research show the importance of the entrepreneurial environment in growing entrepreneurship in society. Although the theories and studies on the above entrepreneurial environment with a variety of variations, essentially state that the entrepreneurial environment both internal and external environment influence the growth of entrepreneurship [28]. These effects can be direct or indirect. In this study included in the entrepreneurial environment are government policies and procedures, socioeconomic conditions, entrepreneurship and skills, financial assistance, and non-financial assistance.
very high to entrepreneurship after going through college education and implement industry practices, 51.22% had a high level of pleasure, only 14.64% are less experienced or less ready for entrepreneurship.

Experience gained during the entrepreneurship subjects’ students were interested in establishing a business and industry work practices for implementing a student who is interested in opening their own business. The results showed that the majority of students have a high interest in entrepreneurship. Most of the students feel happy and even delighted with the work as entrepreneurs. There are about 51.22% of the students have a very high desire for entrepreneurship and 34.15% have a strong desire to do the job. The high desire occurs because students feel that with entrepreneurship, they can meet the needs, and promise big profits. Students feel confident that after graduating college, they can do any business that is closely related to knowledge and growth for the organization where a person joins/works [33]. Entrepreneurship as behavior can demonstrated through responses that are dynamic, risky, creative and growth-oriented which is an innovation process [34]. Furthermore, the innovation process can produce new opportunities where opportunities are created using unusual combinations, which are not uncommon (unusual combinations) to produce products, both tangible and intangible, which are unique, different from existing ones, and according to the needs of the product user. Only entrepreneurs can carry out leadership and dare to take such risks. Therefore, entrepreneurship is not only related to the creation of new products but starts from gathering new sources and exploring and managing talents and abilities to produce a product that has value, which may be a new and unique product that will support success in the occupied field. Entrepreneurial interest needs and must be developed among the community, including students, because it has so many benefits, including increasing the capacity of the workforce so that it can reduce unemployment and increase community income, increase productivity, by using new methods, then entrepreneurs can increase productivity [35]. Then increase economic growth and create jobs. Entrepreneurs and small businesses provide employment that is large enough to contribute to economic growth. Creating new technologies and creating new products and services. Many entrepreneurs take advantage of opportunities by creating new products or services. Even if they still maintain the old product, the product is a product that has been improved and encourages innovation, although usually, they do not create anything new, they can develop innovative methods or products. One effort to realize the independence and resilience of the national economy is through the development, strengthening of attitudes, behaviors, and abilities and interests in entrepreneurship [36], [37]. With the development of interest and the birth of national entrepreneurs, they will drive the wheels of the national economy and spur national economic growth, which in turn will strengthen the structure of the national economy. This effort needs to be supported by all elements of government, society including students and the business world in a controlled and continuous manner. Developing entrepreneurship among students can be implemented through the Higher Education Curriculum. The curriculum is a set of plans and arrangements regarding the objectives, contents, and learning materials, as well as the methods used to guide the implementation of...
learning activities to achieve specific educational goals [38]. In the college curriculum, it is necessary to include entrepreneurship courses in the study program. By being included in the curriculum in the study program, curricular students can learn about various theories and knowledge as well as entrepreneurial skills that can use as provisions in pursuing and entering into the world of entrepreneurship both while becoming students and especially after they finish their studies [39]. The urge to form entrepreneurship also comes from social friends, family environment, and friends. They can discuss entrepreneurial ideas, problems encountered, and ways to overcome the problem. Formal education and small business experience owned by someone can be the main potential to become successful entrepreneurs. Some of the motivations that encourage someone to entrepreneurship include, first, financial reasons, namely to make a living, to get rich, to find additional income. Second, social reasons, namely to gain prestige/status to be known and respected, in order to meet with many people [40].

**CONCLUSION**

Entrepreneurship in higher education is related to building entrepreneurial character, entrepreneurial mindset, and entrepreneurial behavior that is always creative and innovative creates added values or values, takes advantage of opportunities, and is brave to take risks. Facing the challenges of a very competitive future, entrepreneurial behavior needed for all occupations or professions. Therefore, entrepreneurship education can be carried out in tertiary institutions and applied to all students regardless of the field of study, because entrepreneurship education is not business education. Students need to be given direction and encouragement so that they can continue to grow and motivated as an entrepreneur.

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**REFERENCES**


