



The Effectiveness of “Happy Entrepreneurship” Booklet on Student Entrepreneurship Motivation

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ABSTRACT

Intoduction: Students need to be motivated from an early age about entrepreneurship to be better prepared to become graduates who will create employment opportunities. **Purpose:** to know the effect of the booklet "Happy Entrepreneur" on the entrepreneurial motivation of Campus IV Blora Poltekkes Ministry of Health Semarang. **Methods:** Quasi-Experiment with Pretest and Posttest Control Group approach. Each sample is 27 students. Wilcoxon test for pre and post test in each treatment group and control group. Mann Whitney test to see pre-post differences between groups. Multiple logistic regression to see the most dominant variable. **Results:** There is a difference in motivation pre and posttest only in the treatment group (p value 0.000). There were differences in motivation in the treatment and control groups only in the posttest (p value 0.034). The results of the partial test in the pretest group, the supporting variable (p value 0.000) had a significant effect on entrepreneurial motivation. In the posttest group, the variables of knowledge (p value 0.042), family support (p value 0.001), and father's work (p value 0.013) had a significant effect on entrepreneurial motivation. **Conclusion:** There is an effect of giving “Happy Entrepreneurship” booklet media on students' knowledge in providing entrepreneurial motivation.



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INTRODUCTION

The quality of a tertiary institution can be seen from one of some elements; the absorption of graduates to work under their competencies. The number of Health Study Programs in State Universities (PTN) is 719, in Private Universities (PTS) is 2,624, in Universities of other Ministries / Institutions (PTK) is 463, and in Religious Colleges (PTA) is 34. Among the 3,840 universities, the most are Diploma III (D3) 1,690. Viewed from the number of students in the Health Study Program, the most group of students is Nursing 30.57%, followed by Midwifery 20.94% with the majority education level of Diploma III (D3) 332,450 (39.38%) (Forlap Ristekdikti, 2016). Graduates of the Diploma of Midwifery each year an average of about 5,000 graduates and the Diploma of Nursing about 7,000 graduates. Compared to the number of health facilities, which only experienced a slight increase or even remained in number, efforts are needed to be able to absorb all graduates of health workers, especially midwives and nurses (Pusdatin Kemenkes, 2017, 2018).

Entrepreneurship is one of the steps to absorb health workers who are unable to work in the public or private sectors. Moreover, graduates are faced with conditions of global competition, namely ASEAN / MEA (Azwar, 2013) where Indonesian university graduates must be ready to compete freely with foreign university graduates. Cultivating an entrepreneurial spirit among students is not easy, it requires strong motivation from students so that later it can reduce unemployment by becoming educated entrepreneurs (Suharti & Sirine, 2012). Entrepreneurship education that has begun to be taught in universities, especially Campus IV Blora Poltekkes, Ministry of Health, Semarang, can be one of the steps to create entrepreneurs who are passionate and independent, and by extension, it will be able to develop the national economy. Besides, entrepreneurship can make someone think creatively and innovatively to manage available resources (Darwanto, 2012). Entrepreneurship education includes entrepreneurship courses, workshops, seminars, and entrepreneurship training. This intends to provide students with knowledge and skills in entrepreneurship. In entrepreneurship, of course, it does not always run smoothly, there will be several obstacles such as fear of loss, fear of failure, and fear of many rivals so that high motivation is needed to remain entrepreneurial (Jullimursyida, 2018).

Entrepreneurial motivation is a condition that can encourage and motivate one's desire to carry out entrepreneurial activities on oneself, be future-oriented, dare to take risks, be creative and innovate (Rosmiati et al., 2015; Suharti & Sirine, 2012). There are three dimensions of motivation for a person to become an entrepreneur, those are ambition for freedom (freer activity, having his own business, being more respected, being at the forefront of implementing new ideas, developing hobbies in business), self-realization (getting a better position in society, feeling a challenge, motivating and leading others, continuing family traditions, implementing ideas or innovating, following others), and pushing factors (losing a job, earning a better income, being dissatisfied with work) (Bachtiar & Amalia, 2012; Noviantoro, G., & Rahmawati, 2018). A research by Maulida & Dhanita (2012) shows that there is a significant positive relationship between self-confidence and parental support for entrepreneurial students' motivation at SMK Wisudha Karya Kudus. Another study by Sinarasri & Hanum (2012) stated that factors in entrepreneurship courses, knowledge, and training, as well as work experience, have a positive effect on students' entrepreneurial motivation. Meanwhile, educational background and family entrepreneurship education do not affect students' entrepreneurial motivation.

The results of a preliminary study with 5 students; 3 students who want to work in a hospital or *puskesmas* while 2 students who want to continue their education. The existence of low motivation from students to become entrepreneurial causes no students to aspire to become entrepreneurs after graduating, due to the lack of sufficient capital. Based on the existing phenomenon, the authors feel the need for a medium to support entrepreneurship education so that it can foster and even increase students' motivation to be entrepreneurial.

Booklets are visual media that contain information accompanied by pictures. Booklet designed in a creative visual form will create encouragement/interest for the reader (audience). Another advantage of the booklet is that the delivery process can be adapted to existing condition. Besides, the process of the booklet to reach the object or the public can be done at any time. The information is more detailed and clearer because there is more to review about the message it conveys. Therefore, the authors will investigate the effect of the booklet "Happy Entrepreneurship" on the motivation of entrepreneurship in students at Campus IV Blora, Health Polytechnic of the Ministry of Health Semarang. Because of the COVID-19 pandemic situation in Indonesia, the

implementation of the research, especially for the data collection, it will be done online (online). The online collection technique was done to prevent the transmission or the spread of the COVID-19 - viruses and to obey government policy to implement "social distancing." The purpose of this study was to analyze the effect of giving the "Happy Entrepreneurship" Booklet on Entrepreneurship motivation in students at Campus IV Blora Poltekkes, Ministry of Health, Semarang.

MATERIALS AND METHOD

This research used a Quasi Experiment with a Pre-test and Post-test Control Group Design approach, involving two groups, namely the treatment group, a group given the "Happy Entrepreneurship" Booklet, and the control group, a group given a PowerPoint. Giving booklets to the treatment group and power points to the control group for 2 months with a duration of once a week through the WhatsApp group. Only at the beginning of the meeting, give a booklet or power point using a zoom meeting. Booklet "Happy Entrepreneurship" which is used to foster entrepreneurial motivation, especially for health workers. This booklet contains: What is entrepreneurship, the importance of entrepreneurship, the goals and benefits of entrepreneurship, entrepreneurial characteristics, growing a successful entrepreneurial spirit and entrepreneur testimonials.

Both pre-test and post-test were conducted online using google form due to the COVID-19 outbreak. The samples of this study were students at Campus IV Blora, Health Polytechnic of the Ministry of Health, Semarang, who had never attended entrepreneurship training or education at Campus IV Blora and respondents who during their study, did not join the class; from the beginning to the end of the activity due to signal interference. The research samples were 27 students both for the treatment group and the control group. The sample was selected by simple random sampling. Entrepreneurial motivation data of 25 questions, family support 10 questions, and entrepreneurship knowledge 15 questions were collected using a questionnaire that had been tested for validity and reliability with 20 respondents with valid and reliable results. This research has been tested ethically (ethical clearance) by Poltekkes Kemenkes Semarang No. 143/EA/KEPK/2020.

Univariate analysis was employed to determine the distribution of respondent characteristics. The distribution of the data was not normal so that the bivariate analysis with Wilcoxon test for pre and post test for each treatment group and control group. Meanwhile, the Mann Whitney test was used to see the pre-post differences between groups. Multivariate analysis used multiple logistic regression to see the most dominant variable.

RESULTS

Respondents in this study were 27 students both in treatment and control groups. Based on table 1, it can be seen that most of the respondents in the treatment group have fathers who managed to graduate from high school; 44.44% and mothers who managed to graduate from high school; 37.04%. In addition, respondents who have fathers or mothers who are entrepreneurial are 22.22% and 18.52% respectively. Whereas in the control group, most of their fathers managed to graduate from high school; 29.63% and 33.33% of their mothers managed to graduate from high school. In addition, respondents who have parents who are entrepreneurs are 44.44% (father) and 18.52% (mother).

Table 1. Distribution of Respondent Characteristics

Respondent characteristics	Treatment group (booklet)		Control Group (PPT)	
	n	%	n	%
Father's Education				
SD	6	22,22	6	22,22
SMP	5	18,52	7	25,93
SMA	12	44,44	8	29,63
PT	4	14,82	6	22,22
Mother's Education				
SD	8	29,63	9	33,33
SMP	6	22,22	6	22,22
SMA	10	37,04	7	25,93
PT	3	11,11	5	18,52
Father's occupation				
Non Entrepreneur	21	77,78	15	55,56
Entrepreneur	6	22,22	12	44,44
Mother's occupation				
Non Entrepreneur	22	81,48	22	81,48
Entrepreneur	5	18,52	5	18,52

Table 2. Differences in Entrepreneurship Motivation Pre Test and Post Test in Each Treatment and Control Group

Variable	Group	Pre-Post Mean	Pre-Post Mean	P value
		(Negative Rank)	(Positif Rank)	
Motivation	Booklet	2,50	14,93	0.000
	Control	12,42	14,43	0.500

(Wilcoxon test)

Based on table 2. in the treatment group, the p value is 0.000, it can be concluded that there is a significant difference between the motivation of the respondents before and after being given the booklet "Happy Entrepreneurship". Meanwhile, in the control group, the p value is 0.500, it can be concluded that there is no significant difference between the respondents' motivation before and after the intervention by giving booklet "Happy Entrepreneurship".

Table 3. Differences in Entrepreneurship Motivation in the Treatment and Control Groups at the Pre-Test and Post Test

Variabel	Kelompok	Pre-test Mean	P value	Post-test Mean	P value
Motivasi	Booklet	25,96	0,472	32,04	0,034
	Kontrol	29,04		22,96	

(Mann whitney test)

Based on table 3, the intervention and control groups conducted in pre-test showed entrepreneurial motivation with a p value of 0.472, which means that there was no difference in the pre-test value of entrepreneurial motivation in the treatment group (booklet "Happy Entrepreneurship") and the control group (power point). In the intervention and control groups, the post-test showed entrepreneurial motivation with

a p value of 0.034, which means that there is a difference in the post-test value of entrepreneurship motivation in the intervention group (booklet "Happy Entrepreneurship") and control (power point).

Table 4. Partial Test for Pre Test Group

Variable Independent	Category	Estimate	Wald	Significance	Odds ratio
Entrepreneurship Knowledge	Less (value range 0-50)	-.101	.004	.948	0.903
	Moderate (value range 51- 75)	.111	.026	.873	1.117
	Good (value range 76-100)	0 ^a	.	.	.
Family support	Less supportive of entrepreneurship (value range 0- 50)	-20.493	279.677	.000	0.0000000012
	Support Entrepreneurship (value range 51 - 75)	-18.274	690.029	.000	0.0000000115
	Very supportive of entrepreneurship (value range 76-100)	-15.919	.	.	.
Father's occupation	Non Entrepreneur	0 ^a	1.168	.	.
	Entrepreneur	-.776	.	.280	0.46
Mother's occupation	Non Entrepreneur	0 ^a	.300	.	.
	Entrepreneur	.447	.	.584	1.56

(Multiple logistic regression test)

Based on table 4. partial test results (each variable) in the pre-test group (given the "Happy Entrepreneurship" booklet), only the family support variable influences entrepreneurial motivation significantly.

Table 5. Post Test Group Partial Test

Variable Independent	Category	Estimate	Wald	Significance	Odds ratio (exp(β))
Entrepreneurship Knowledge	Less (value range 0-50)	-3.218	1.364	.243	0.04
	Moderate (value range 51- 75)	-1.883	4.143	.042	0.152
	Good (value range 76-100)	0 ^a	.	.	.
Family support	Less supportive of entrepreneurship (value range 0- 50)	-4.955	5.372	.020	0.007
	Support Entrepreneurship (value range 51 - 75)	-3.855	11.917	.001	0.0212
	Very supportive of entrepreneurship (value range 76-100)	0 ^a	.	.	.
Father's occupation	Non Entrepreneur	2.596	6.164	.013	13.41
	Entrepreneur	0 ^a	.	.	.
Mother's occupation	Non Entrepreneur	-.243	.047	.828	0.78
	Entrepreneur	0 ^a	.	.	.

(Multiple logistic regression test)

Based on table 5, the partial test results (each variable) in the post-test group (given the booklet "Happy Entrepreneurship"), the variables of knowledge about entrepreneurship, family support and father's work significantly influence entrepreneurial motivation.

DISCUSSION

Based on the results of the study, it was found that partial testing (each variable) in the pre-test group, only the family support variable had a significant effect on motivation. Meanwhile, in the post-test group, the variables of knowledge, family support, and father's job had a significant effect on entrepreneurship motivation. Meanwhile, in general, there is an effect of giving "Happy Entrepreneurship" booklet media on student knowledge in providing entrepreneurial motivation. Entrepreneurial motivation is someone's attention and willingness to do business independently based on their abilities, strengths, and skills (Sinarasri & Hanum, 2012). According to Mahesa & Rahardja (2012) and Majdi (2012) entrepreneurial motivation is a condition that encourages and moves a person to carry out entrepreneurial activities independently, confidently, being future-oriented, willing to take risks, creative, and innovative. Another opinion states that entrepreneurial motivation is an encouragement in a person to create activities by seeing opportunities by carrying out innovative, anticipatory, initiative, risk-taking, and profit-oriented activities.

The existence of entrepreneurial knowledge allows a person to develop skills in entrepreneurial activities because a person can easily find out what things to do when he is directly involved as an entrepreneur. Entrepreneurial knowledge is a person's ability to produce something new through creative thinking and innovative action so that it can create ideas or opportunities and can be utilized properly. Entrepreneurial knowledge can be obtained through entrepreneurship education. Entrepreneurial knowledge is expected to become a theoretical basis for the concept of entrepreneurship, form the mindset, attitudes, and behavior of an entrepreneur, and can provide knowledge or an overview to prepare yourself as an entrepreneur (Maryati, 2018; Noviantoro, G., & Rahmawati, 2018; Pratana & Margunani, 2019)

As for other factors that can motivate someone to be entrepreneurial apart from using booklet media, it is not strong enough to motivate student entrepreneurship without knowledge of entrepreneurship and the family environment, both in terms of family support and parents' work. According to Yusuf (2012) in Noviantoro, G., & Rahmawati (2018) the environment is a whole physical/ natural or social phenomenon (event, situation, or condition) that affects individual development. Families are people who have socio-biological ties through marriage, birth, or adoption, do not live together, and use shared resources to achieve common goals (Doriza, 2015).

The family environment is the first and foremost medium that influences behavior in child development. The influence of parents who work alone and have their own business encourage their children to become entrepreneurs as well. Besides, family support also affects motivation. According to Jailani (2019) and Maulida & Dhaniala (2012) family support is an attitude, action, and family acceptance of its members which is manifested in the form of emotional support, appreciation support, instrumental support, and informative support.

This is in line with a research by Majdi (2012) which states that the internalization of entrepreneurial values in the family has a significant positive effect on the entrepreneurial motivation of 6th-semester students of the STKIP Hamzanwadi Selong Economic Education Study Program, which is statistically proven or accepted. This means, the higher the quality of the internalization of entrepreneurial values in the family, the higher the entrepreneurial motivation of the 6th-semester students of the STKIP Hamzanwadi Selong Economic Education Study Program in the 2012 Academic Year. Besides, it's also supported by a research by Maulida & Dhaniala (2012) which shows that there is a positive significance relationship between self-confidence and parental support on entrepreneurial motivation in students of SMK Wisudha Karya

Kudus.

The growth of entrepreneurial motivation cannot be separated from the influence of the students' family environment. It should be noted that apart from being on campus, part of the students' time is also spent with their families. In the family environment, entrepreneurship education occurs in the interaction between children and their parents. Parents who continuously instill entrepreneurial values and provide positive encouragement for the success of their children in the future will certainly affect the growth of entrepreneurial spirit in children. As for the efforts of parents in fostering entrepreneurial motivation apart from verballity, it can also occur through the involvement of children in various family economic activities which will generate positive perceptions and, in the end, will foster children's entrepreneurial motivation. Thus, parents are ideal role models for their children. Every parent's words and actions will of course be noticed by their children. Every word and action related to entrepreneurship is certainly one of the driving factors that will foster children's entrepreneurial motivation. The role of parents is very important because entrepreneurial motivation develops and is formed in a person if the family environment is supportive (Majdi, 2012).

Family environmental factors such as the work of parents also affect entrepreneurial motivation or entrepreneurship. According to Bachtiar & Amalia, (2012) the work of parents is often seen that there is influence from parents who work alone so that their children tend to become entrepreneurs. This is because the role of parents as models is very important and will provide direction in the choice of children's work. Successful entrepreneurs are those who were raised by parents who are also entrepreneurs, because they have a lot of extensive experience in the business world (Suharti & Sirine, 2012). There is strong evidence that an entrepreneur has parents who work independently or are based on entrepreneurs. Such independence and flexibility which are transmitted by parents are inherent in their children from childhood. The nature of independence then encourages them to set up their own business.

CONCLUSIONS AND RECOMMENDATIONS

In the group which was given the "Happy entrepreneurship" booklet during the pre-test, only the family support variable had a significant effect on entrepreneurial motivation. Meanwhile, in the post-test group, the variables of entrepreneurial knowledge, family support, and father's job significantly influence entrepreneurial motivation. In general, it can be concluded that there is an effect of giving "Happy Entrepreneurship" booklet media on students' knowledge in providing entrepreneurial motivation. The booklet "*Happy entrepreneurship*" can be utilized as a medium to increase information in the form of knowledge, and by extension, it can increase motivation for students and alumni, especially in entrepreneurship. Besides, it can also be used by lecturers as a medium to increase students' knowledge and motivation in entrepreneurship.

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