

## STUDENTS' PERCEPTION TOWARD ENTREPRENEURSHIP SUBJECT

by

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### Abstract

This research is aimed to: describe the students' perception toward Entrepreneurship subject at English Education Program of Muhammadiyah University of Bengkulu. The design of this research is descriptive quantitative research. The subjects of this research are the seventh semester of English Study Program students Muhammadiyah University of Bengkulu who have taken the entrepreneurship subject. The number of the students is 74. The instrument of this research is the questionnaire that contains the students' intrinsic motivations and perceptions. The results showed that: the students' perception is categorized into *good perception*. The students' had perceptions in the terms of feeling that entrepreneurship subject is very important to make them thinking creatively; the feeling that this subject is very necessary when they want to build a business; they feel that this subject is very important because the materials are selected and designed well; they feel that this subject gives a very necessary experience; they feel that field study given in this subject is very important for them; they feel that this subject can help them not only in theory, but in practice too; they feel that this subject can help them to work cooperatively; the last, they feel that this subject can help them how to solve the problems.

**Keywords:** *Entrepreneurship subject, Students' motivation, Students' perception.*

### I. Introduction

Entrepreneurship subject is a new subject in English Study Program of Muhammadiyah University of Bengkulu. It is the subject that taught the students about how to be the entrepreneur when they graduate from the university. This subject is taught in the fifth semester of English study program of Muhammadiyah University of Bengkulu. In the curriculum of English Study Program of Muhammadiyah University of Bengkulu, the description of entrepreneurship subject is Provide understanding and knowledge to the students about the basic principles of small business management / weak economic class in order to develop entrepreneurship so that the transfer of foreign private to national private can be accelerated. The delivery process is carried out in theory, practice and field economics, growth, income and income distribution, population problems, employment opportunities and unemployment in developing and developed countries. Number of credits: 2.

Entrepreneurship in education means that apply the teaching of entrepreneurship in the classroom. Odeigah (2012) has proposed the unifying term *entrepreneurial education* as encompassing both enterprise and

confusion. Further, the word "student" will in this report be used for learners on all levels of education, rather than adding the word "pupil" that some still use. Internal entrepreneurship education is a synonym to enterprise education, and external entrepreneurship education is a synonym to entrepreneurship education. Adding to the confusion here is the fact that internal entrepreneurship is sometimes used as a synonym to intrapreneurship, i.e. when acting entrepreneurially in an established organization (Maier, 2011).

It is hoped that after the students graduate from the study, they can develop their business skill by making a job opportunities to be entrepreneur. It can be the alternative way for students when they cannot become teacher or employers in other side of job opportunities. According to Cuervo et al. (2014), the study of entrepreneurs as individuals analyzes the variables that explain their appearance, such as personal characteristics, the psychological profile (the need for achievement, the capacity to control, tolerance of ambiguity and a tendency to take risks) or non-psychological variables (education, experience, networks, the family, etc.).

Greenberg and Baron in Fatoki (2014: 16) define perception as the process through which we select, organize and interpret

information gathered by our senses in order to understand the world around us. The perception in this research discusses about the students give their perception toward this subject, they give their thinking how the subject is taught for them. The students gave attention, feelings and the way they act, gather data and process the data and make sense out of it. In perception it is sometimes difficult to separate the information from the action. It is basically a process of gaining mental understanding. Perception guides the perceiver in harnessing, processing and channelling relevant information towards fulfilling the perceiver's requirements.

Because of the subject of entrepreneurship is a new subject, the researcher thinks it is important to know the students' perception about it. For that reason, the researcher would like to do the research with the title: Students' perception toward Entrepreneurship subject at English Education Program of Muhammadiyah University of Bengkulu. The objective of this research is: To describe the students perception toward Entrepreneurship subject at English Education Program of Muhammadiyah University of Bengkulu.

## II. Methodology

The design of this research is descriptive quantitative research. According to Ary (2004:46), descriptive research is the kind of research that describes systematically the situations and facts of a given population factually and accurately. The researcher wants to describe the students' attitude and perception toward Entrepreneurship subject at English Education Program of Muhammadiyah University of Bengkulu. The subjects of this research are the seventh semester of English Study Program students Muhammadiyah University of Bengkulu who have taken the entrepreneurship subject. The number of the students is 74. The instrument of this research is the questionnaire

## III. Results and Discussion

### Results

In line with the students' perceptions toward the entrepreneurship subject, the findings are presented in the tables below.

Table 1 Students' Perceptions toward the Entrepreneurship Subject Class 5A

| NO | STUDENTS PERCEPTION ITEMS |   |   |   |   |   |   |   | Score |
|----|---------------------------|---|---|---|---|---|---|---|-------|
|    | 1                         | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| 1  | 5                         | 4 | 3 | 5 | 4 | 4 | 5 | 4 | 34    |
| 2  | 5                         | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 38    |
| 3  | 5                         | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 36    |
| 4  | 4                         | 5 | 3 | 4 | 4 | 5 | 4 | 5 | 34    |
| 5  | 5                         | 4 | 5 | 4 | 5 | 3 | 4 | 3 | 33    |
| 6  | 4                         | 5 | 4 | 4 | 3 | 4 | 5 | 4 | 33    |
| 7  | 5                         | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 36    |
| 8  | 4                         | 3 | 4 | 5 | 4 | 3 | 4 | 3 | 30    |
| 9  | 4                         | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 35    |
| 10 | 4                         | 5 | 4 | 5 | 4 | 3 | 4 | 5 | 34    |
| 11 | 4                         | 5 | 4 | 4 | 3 | 4 | 3 | 4 | 31    |
| 12 | 5                         | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 37    |
| 13 | 4                         | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 32    |
| 14 | 3                         | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 34    |
| 15 | 4                         | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 36    |
| 16 | 5                         | 3 | 4 | 5 | 4 | 3 | 4 | 4 | 32    |
| 17 | 4                         | 5 | 4 | 5 | 4 | 3 | 4 | 3 | 32    |
| 18 | 5                         | 4 | 3 | 5 | 4 | 5 | 4 | 4 | 34    |
| 19 | 5                         | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 31    |
| 20 | 5                         | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 36    |
| 21 | 5                         | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 35    |
| 22 | 4                         | 3 | 4 | 5 | 4 | 4 | 5 | 4 | 33    |
| 23 | 5                         | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 36    |
| 24 | 4                         | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 35    |
| 25 | 5                         | 4 | 3 | 5 | 4 | 5 | 4 | 5 | 35    |

Table 1 above showed that in the term of perception of class 5A, there is one student who have score 38, namely student 2; there is one student who have score 37, namely student 12; there are five students who have score 36, namely students 3, 7, 15, 20, and 23; there are four students who have score 35, namely students 9, 21, 24, and 25; there are five students who have score 34, namely students no 1, 4, 10, 14, and 18; there are three students who have score 33, namely students 5, 6, and 22; there are two students who have score 32, namely students 16 and 17; and there is one student who has score 31, namely student 19.

**Table 2 Students' Perceptions toward the Entrepreneurship Subject Class 5B**

| Stud. | STUDENTS PERCEPTION ITEMS |   |   |   |   |   |   |   | Score |
|-------|---------------------------|---|---|---|---|---|---|---|-------|
|       | 1                         | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| 1     | 4                         | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 36    |
| 2     | 5                         | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 36    |
| 3     | 4                         | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 36    |
| 4     | 4                         | 3 | 4 | 5 | 4 | 3 | 4 | 3 | 30    |
| 5     | 4                         | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 35    |
| 6     | 4                         | 4 | 4 | 4 | 5 | 4 | 4 | 3 | 32    |
| 7     | 3                         | 4 | 4 | 5 | 4 | 3 | 3 | 4 | 30    |
| 8     | 4                         | 4 | 3 | 5 | 4 | 4 | 4 | 5 | 33    |
| 9     | 4                         | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 35    |
| 10    | 3                         | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 33    |
| 11    | 4                         | 3 | 5 | 4 | 5 | 4 | 4 | 4 | 33    |
| 12    | 4                         | 3 | 4 | 4 | 4 | 5 | 4 | 3 | 31    |
| 13    | 4                         | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 33    |
| 14    | 4                         | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 36    |
| 15    | 4                         | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 35    |
| 16    | 4                         | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 34    |
| 17    | 4                         | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 32    |
| 18    | 3                         | 4 | 3 | 5 | 4 | 4 | 5 | 4 | 32    |
| 19    | 4                         | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 35    |
| 20    | 4                         | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 36    |
| 21    | 5                         | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 36    |
| 22    | 4                         | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 35    |
| 23    | 4                         | 5 | 5 | 3 | 4 | 5 | 4 | 4 | 34    |

Table 2 above showed that in the term of perception of class 5B, there are six students who have score 36, namely students 1, 2, 3, 14, 20, and 21; there are five students who have score 35, namely student 5, 9, 15, 19, and 22; there are two students who have score 34, namely students 16 and 23; there are four students who have score 33, namely students 8, 10, 11, and 13; there are three students who have score 32, namely students no 6, 17, and 18; there is one student who have score 31, namely student 12; and there are two students who have score 30, namely students 4 and 7.

**Table 3 Students' Perceptions toward the Entrepreneurship Subject Class 5C**

| Stud | STUDENTS PERCEPTION ITEMS |   |   |   |   |   |   |   | Score |
|------|---------------------------|---|---|---|---|---|---|---|-------|
|      | 1                         | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| 1    | 5                         | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 35    |
| 2    | 4                         | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 34    |

|    |   |   |   |   |   |   |   |   |    |
|----|---|---|---|---|---|---|---|---|----|
| 3  | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 36 |
| 4  | 4 | 4 | 5 | 4 | 4 | 3 | 4 | 5 | 33 |
| 5  | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 34 |
| 6  | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 4 | 36 |
| 7  | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 33 |
| 8  | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 36 |
| 9  | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 35 |
| 10 | 5 | 5 | 4 | 5 | 4 | 3 | 4 | 4 | 34 |
| 11 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 35 |
| 12 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 35 |
| 13 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 36 |
| 14 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 35 |
| 15 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 34 |
| 16 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 34 |
| 17 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 34 |
| 18 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 35 |
| 19 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 36 |
| 20 | 4 | 5 | 4 | 3 | 3 | 4 | 5 | 4 | 32 |
| 21 | 5 | 4 | 4 | 5 | 4 | 3 | 4 | 5 | 34 |
| 22 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 36 |
| 23 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 35 |
| 24 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 35 |
| 25 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 35 |
| 26 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 36 |

Table 3 above showed that in the term of perception of class 5C, there are seven students who have score 36, namely students 3, 6, 8, 13, 19, 22, and 26; there are eight students who have score 35, namely students 1, 9, 11, 12, 14, 18, 23 and 24; there are eight students who have score 34, namely students 2, 5, 10, 15, 16, 17, 21 and 25; there are two students who have score 33, namely students 4 and 7; and there is one student who have score 32, namely students 20.

**Table 4 Students' Perceptions toward the Entrepreneurship Subject 5A,B,C**

| No | Items  | Score |    |     | Total score |
|----|--|-------|----|-----|-------------|
|    |  | 5A    | 5B | 5C  |             |
| 1  | Saya memberikan perhatian yang lebih kepada mata kuliah kewirausahaan karena sangat bermanfaat | 112   | 91 | 117 | <b>320</b>  |

|   |   |     |     |     |            |
|---|---|-----|-----|-----|------------|
|   | ketika saya ingin membangun sebuah usaha.   |     |     |     |            |
| 2 | Saya merasa bahwa mata kuliah kewirausahaan sangat penting karena materinya dipilih dan dirancang dengan baik   | 106 | 94  | 119 | <b>319</b> |
| 3 | Saya merasa bahwa studi lapangan yang diberikan dalam mata kuliah kewirausahaan sangat bermanfaat.  | 104 | 99  | 112 | <b>315</b> |
| 4 | Saya merasa bahwa mata kuliah kewirausahaan sangat penting karena membantu saya untuk berfikir lebih kreatif  | 114 | 107 | 111 | <b>332</b> |
| 5 | Saya merasa bahwa belajar mata kuliah kewirausahaan membantu saya tidak hanya dalam hal pengetahuan teori tetapi juga pengetahuan bagaimana berpraktek. | 100 | 99  | 111 | <b>310</b> |
| 6 | Saya merasa bahwa mata kuliah kewirausahaan sangat penting karena akan memberikan pengalaman yang bermanfaat bagi saya                                  | 104 | 99  | 114 | <b>317</b> |

|   |  |     |    |     |            |
|---|--|-----|----|-----|------------|
| 7 | Saya merasa bahwa belajar mata kuliah kewirausahaan membantu saya untuk bekerja sama secara tim.                 | 105 | 96 | 109 | <b>310</b> |
| 8 | Saya merasa bahwa belajar mata kuliah kewirausahaan dapat membantu saya bagaimana cara memecahkan suatu masalah. | 107 | 93 | 110 | <b>310</b> |

From table 4 above can be seen that in item no 1, the highest score is in class 5C with 117, class 5A with 112, and 5B with 91. Item no 2, the highest is class 5C with 119, class 5A with 106, and 5B with 94. Item no 3, the highest is class 5C with 119, class 5A with 104, and class 5B with 99. Item no 4, the highest is class 5A with 114, class 5C with 111, and class 5B with 107. Item no 5, the highest is in class 5C with 111, class 5A with 100, and class 5B with 99. Item no 6, the highest is in class 5C with 114, class 5A with 104, and class 5B with 99. Item no 7, the highest is in class 5C with 109, class 5A with 105, and class 5B with 96. The last, item no 8, the highest is in class 5C with 110, class 5A with 107, and class 5B with 93.

Table 4 above also showed that from eight items of the perceptions, the highest score is in item no 4 with total score 332. The second is item no 1 with total score 320. Next, the third is item no 2 with total score 319. The fourth is item no 6 with total score 317. The fifth is item no 3 with total score 315. The sixth position are in items no 5, 7, and 8 with total score 310.

### Discussion

After describing the finding, the researcher discusses it in detail. They are described as follows.

Related to the students' perceptions, the discussion is as follows. Based on the findings, most of the students' had perceptions in the terms of feeling that entrepreneurship subject is very important to make them thinking creatively, as seen in item no 4. It is followed by

the feeling that this subject is very necessary when they want to build a business, as seen in item no 1. After that, they feel that this subject is very important because the materials are selected and designed well, as seen in item no 2. Next, they feel that this subject gives a very necessary experience, as seen in item no 6. Then, they feel that field study given in this subject is very important for them, as seen in item no 3. After that, they feel that this subject can help them not only in theory, but in practice too, as seen in item no 5. Then, they feel that this subject can help them to work cooperatively, as seen in item no 7. The last, they feel that this subject can help them how to solve the problems, as seen in item no 8. Unumeri (2009: 18), like most concepts within the social science disciplines, perception (or what other scholars refer to as social perception) has been defined in a variety of ways since its first usage. From the lay man's perspective, perception is defined as an act of being aware of "one's environment through physical sensation, which denotes an individual's ability to understand".

The previous studies reviewed in this research are as follows. The first, Jafari (2012). *Motivation, Its Types, and Its Impacts in Language Learning*. The result showed that motivation is a very important and effective factor in the field of learning language. Thus, the language teachers and lecturers should discover, realize, and pay attention to the personality of their students. Moreover, they should be aware of motivation, its high importance, and its types. They should also realize and get familiar with the character as well as the personality of each student.

Rohmah. 2015. *Students' Perceptions of the English Teaching and Learning Process in the Tenth Grade of MA NU Mu'allimat Kudus in Academic Year 2014/2015*. The result reveals that the students' perceptions of the English teacher's teaching performance are: the students think the teacher provides various classroom activities, stimulates interaction, cooperation, and teamwork in the classroom, generates sufficient examples, uses English-Indonesian, is well prepared in delivering presentation in sequence with a nice attitude, gives optimal and effective feedback, shows enthusiasm, warmth, rapport, and appropriate humor, values the opinions and abilities of students, and pays equal attention to the students, is well-prepared

in teaching, is rarely absent and comes late, The students also underlines that the activities requiring students' activeness are no much stimulated after 2013 Curriculum suspension, the teacher sometimes is unclear in giving example and instruction, as well is less flexible in facing the unexpected condition during the lesson.

From the previous researches above, it can be seen that motivation and perception are very important in learning. Both teachers and students can improve their teaching and learning through the motivation and perception about them. Generally, there are differences between the results of the previous researches with the present research.

The differences of those previous researches and this present research were on the focus of the data observed. The first research only focus on the motivation in learning, and the second research focused on the perception. While, this present research observed both of them. Then, the first research investigated the impacts of motivation to students' learning. The research also investigated the language teachers and lecturers. While, the second research is also different with the present research because it only focuses on Students' Perceptions of the English Teaching and Learning Process that happen in Senior High School level, not in university. The research investigated the English teacher's teaching performance.

Different with the previous research, the present research investigated two focuses above, motivation and perceptions. The research is done in the university students, not focus on the teaching and learning process, but the motivation and perception are in the terms of the content of the entrepreneurship subject.

#### **IV. Conclusion and Suggestion**

##### **Conclusion**

From the previous description, it can be concluded that: the students' perceptions are: entrepreneurship subject is very important; this subject is very necessary when they want to build a business; this subject gives a very necessary experience; field study given in this subject is very important; this subject can help them not only in theory, but in practice too; this subject can help them to work cooperatively; and this subject can help them how to solve the problems.

### **Suggestion**

The researcher would like to suggest that:

The researcher would like to suggest that:

- 1) The students should motivate themselves to learn entrepreneurship subject not only for increasing their creative thinking but also for other aspects of the entrepreneurship, such as increasing knowledge about business plan, how to operate a business, financial aspect, marketing aspect, and how to innovate in business.
- 2) Related to the students' perceptions, the students should have high perceptions not only in the terms of feeling that entrepreneurship subject is very important to make them thinking creatively but also in term of it is very important because the materials are selected and designed well, this subject gives a very necessary experience, this subject can help them not only in theory, but in practice too, this subject can help them to work cooperatively, and this subject can help them how to solve the problems.
- 3) The lecturer should design the materials more interesting in order that the students will be more interested in learning entrepreneurship subject.

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