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LEARNING ENTREPRENEURSHIP FOR STUDENTS IN PREPARATION FOR JOB OPPORTUNITIES

Research Article

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Abstract

The background of this research starts from seeing and analyzing the importance of skills for Education Technology students, especially talent in the field of entrepreneurship. The purpose of this study is for them to gain learning and experience in the field of entrepreneurship as well as in the effort to create independence in finding employment opportunities or creating work. The main problem in this study is to provide experience and knowledge to students of Education Technology in terms of entrepreneurship. The method used in this study is a qualitative perspective approach with the phenomenological model, because the subject of this problem is a phenomenon that often occurs, when students have already finished college and then returned to the community, and the job opportunities they have not obtained. This research requires about 15 weeks, with the students as participants of 8 students. The results of this study indicate a positive level of progress and nature of efforts to increase motivation in entrepreneurship, and this is a finding, novelty (novelty) in increasing learning motivation, business motivation for students. .

Keywords: entrepreneurship, technology, education, motivation learning

1. Introduction

Education is the future passport, so education is a major factor in the success of a nation, while the background of this research is to provide knowledge to students, in addition to formal knowledge to students majoring in technology education also providing knowledge to they are about entrepreneurial knowledge which will certainly be useful after they finish college, so that students are able to have motivation and independence in opening business opportunities, both for themselves and others.

As educators in motivating and innovating to advance students' thinking patterns, it must be creative, qualitative approaches in teaching are needed, such as the opinions of (Matheson & Sutcliffe, 2017) Qualitative interpretative approaches capture student perceptions about aspects of design and delivery of curriculum that is help their transition, promote ownership, and empower them as students, which leads to transformational change.

What are the main problems and questions in this research ?, The authors see several problems faced by graduates, especially students in educational technology programs. Motivation for students is very important in the direction of success such as the opinion of (Andresen et al., 2014) Weak willpower can cause ineffective efforts in the sense that people who lack the will fail to start, to stay on track, to choose the way that play a role, and to act efficiently. However, using simple self-regulatory strategies (eg, forming implementation intentions or making if-then plans) can overcome this problem by drastically increasing objectives.(Bergmann et al., 2018)

In this study the authors also took several examples of results from the previous opinion of previous researchers, as a comparison and to add to the treasury in conducting this research. In formal learning, in the opinion (Taufik et al., 2019) to check the success of a field, then tests must be needed that can measure the success. Skills in technology are a form of entrepreneurship, for example, being a technician in computers, in science and technology education, which is in line with the expected needs of the environment, economy and society supported. (Korkmaz et al., 2017)

In the opinion of (Luca et al., 2012) as they get older. It is said that motivation, naturally for respondents' experience and mental readiness, as well as academic intelligence, cannot be concluded. This implies that motivation changes as people get older and are enriched with academic and cultural gifts, so mentors in the academic world must provide enriching leaps for development Furthermore. In the opinion (Ng et al., 2018) that motivation that is measured valid will determine the level of validity nationally, but will also have the opposite effect.

In improving human resources, especially educational technology, it is indeed necessary the readiness of teachers or lecturers to provide teaching or be able to ask for help from third parties, so that programs in learning technology based on entrepreneurship can run, as the opinion of (Brečka & Valentová, 2017) Teachers who are not qualified which only teaches the subject as a substitute for educated and technology-qualified teachers, but also opinions of such teachers whose level of critical thinking is inadequate. The results of mapping the level of critical thinking of teachers in secondary schools, such as that will be difficult to develop learning technology.(Minkes & Foxall, 2015)

Between motivation and learning educational technology related to entrepreneurial activities do need to be improved, so students have experiences that make them more confident and of course this makes them more motivated in learning.

In addition to the entrepreneurial skill factors, also in multimedia such as computers, such as those needed by offices and companies, campuses / schools, these courses are made, so that they become trained and reliable for their future preparation. In general the department of education technology in its application is to provide learning about educational media as well as innovation in education, but in this study the author tries to give a " feel of novelty " that is by combining formal education technology with entrepreneurship which still has to do with educational technology, universally.

The entrepreneurship is, the reality of global development for the future is very much needed the value of the transformation of understanding and understanding of the potential empowerment of both natural and human resources. Through controlling the implementation of human resource development will be programmed generally in the scope of the educational and learning processes both formal, informal, and non-formal. Facts, then from the results of research on entrepreneurship.

Why is the entrepreneurial program so important in learning technology education? because they are closely related to the future, predictable mediation. In this context, different constituent

dimensions in their effects on exploration and exploitation, and performance, call for proper consideration of reciprocal interactions, activities, and performance. And this is important for their readiness when plunging into society.

Opinions from (Lowery, 2019) as teachers and school principals. Changing reflective views about my life experience as an educator creates a space where I try to make meaning from relevant cultural practice phenomena in education, how students can learn and try, both in learning and when they return to society.

For teachers / lecturers, it is better to have a broader educational spirit and not only teach formal things, such as opinions (Nixon, 2015) for academic workers to think together not only about their own pedagogical practices but also about the implications of these practices for broader social and political spaces and teaching in Higher Education can open up potentially important spaces for thinking together about the broader nature and objectives of teaching and learning.

In this case Lowery tries to create a culture of independence, so that students are able to stand on their own, of course one of them is the efforts of the teacher / lecturer, to provide knowledge and fields that can provide results independently.

In one study said that the economy is very influential on the progress of a nation, such as opinions (Batool & Ullah, 2018) the emerging economic forces affect the shape of the global economy. For the prosperity of the nation, it is important that women should be involved in job creation activities rather than providing employment opportunities, because businesses are more flexible in time than being employees.

One good form of entrepreneurship to develop is to be a business consultant in addition to entrepreneurship in the form of products, for students of educational technology programs in the opinion (Kremel, 2016) Taking the perspective of entrepreneurs and a broad view of business consulting services, is to examine the extent of the need for consulting services business among beginners in Sweden, first-generation immigrants compared to non-immigrants, is fulfilled. This research shows that how important is a consultant for beginners

Students who are given additional education in educational technology programs with knowledge in the field of entrepreneurship, can provide motivation for them, such as opinions (Vuong & Tran, 2011) performance expectations, business expectations, service quality, and personal innovation affect behavioral intentions, while the influence of lecturers has no effect on behavioral intentions. In addition, behavioral intention influences usage behavior while the facilitation conditions do not affect use behavior.(Roman & Maxim, 2017)

In general Lecturers / Teachers can actually remember and teach entrepreneurial learning programs early on to their students, in the opinion (Yu & Prince, 2016) realistically, the teacher's teaching situation and / or teaching procedures in traditional classrooms. The material has a high media wealth because of their important features such as showing the face of the teacher, hearing the teacher's voice, and presenting teaching material in the largest screen area, for experiments also involved to test the effects of the learning effect(Vanevenhoven & Liguori, 2013)

Other opinions from technology are important and will develop into thinking power towards entrepreneurship, this is the opinion of (Barton & Dexter, 2020) consistently maximizing the potential of classroom technology to enhance student learning. Because their self-efficacy is positively related to technology integration, the development of teacher's self-efficacy can enhance high-quality integration. We investigate how a holistic professional learning system about technology integration including formal, informal and independent professional learning

can allow access to and encourage reflection on information sources of self-efficacy(Peltier & Scovotti, 2010)

Technology is one form of progress in education and in the opinion (Yu & Prince, 2016) the success of the integration of educational technology in schools depends on the ability of the school administrator's technological leadership. The purpose of this study is to investigate the alleged ability of prospective school managers to meet the technology standards set by the ISTE Standards for administrators (formerly known as NETS • A) and to determine which standards they wish to pursue for future professional development(Jones, 2014)

Education and tenology then combined with the concept of entrepreneurship will be able to create innovative thinking patterns for students, from opinions (Kollmann & Stöckmann, 2014) Integration of technology into the classroom remains a challenge for those involved. A concept-guided approach to technology development has been suggested as a way to meet this challenge. This multiple case study was carried out in the context of a project where five primary schools in the Netherlands with the concept of schools labeled as 'traditional' or 'innovative' were developed and realized up to four technology-supported learning settings in line with their school education concept

In the opinion of (Isenberg, 2008) Online teacher entrepreneurship occurs when current P-12 teachers or former teachers distribute their original class resources and ideas through online education markets such as online teaching material models have become very popular in the classroom , but little is known about these people or their practices. The main problem in research is about how a lecturer / teacher is able to provide entrepreneurial motivation and learning, in developing human resources, for students, in addition to getting formal learning at school / campus. (Andy Irawan, 2017)

The purpose of this research is to prepare students to have knowledge outside of the formal knowledge they get at school / on campus, that is by providing entrepreneurial knowledge / skills that are in accordance with their talents and interests, especially in business fields that do not spend large capital .

The results of this study indicate that students are very enthusiastic in participating in training and they understand / master the procedures in processing product products, for example drinks / snacks, and also mastery in photogarfi techniques, MC (Master of Ceremony) etc. Of course this is, as their preparation if when they return to the community, they are able to create opportunities for independent work or other people. Of course in this study there are also several obstacles faced, for example, preparation of equipment, funding and experts from third parties, in addition to the researchers themselves as lecturers and mentors in these activities.

The main objective of this study is to express perceptions about the enthusiasm of students when taking entrepreneurship lessons, and they also know the benefits in the future after they finish college.

(1) How important is entrepreneurship learning? can you give us thoughts and opinions about this?

(2). What is the role of the lecturer or teacher in the entrepreneurship learning program?

(3) What is your job (as students) to deepen entrepreneurial learning?

2. Methodology

2.1.Research Method and Participants

This research is to prove students' motivation to learn about educational technology which is combined with entrepreneurship education, in an effort to provide additional knowledge for students of Educational Technology programs, there are 8 participants participating in the program in this study. In the opinion of (Creswell, 2013)*qualitative research is "a process of understanding understanding of inquiry based on the tradition of various research methodologies that explore social or human problems"*, while the model of fenemenology is research that in nature reveals what happens around us naturally and natural, in the opinion (Moustakas, 2011) Phenomenology / phenomena is a philosophical expression and also a model of approach in research that is qualitative in nature, which is essentially. phenomenology deals with the understanding of how everyday, world, inter-subjective behavior or also the real world (reality).

This research was conducted for 15 weeks, in addition to oral interviews, the authors also conducted written questions to the participants / informants, and provided a limited questionnaire (purposive sampling) to the informants, in qualitative research the questionnaire function was not to search for the population but was used to further deepen information personally / individual, so that the information obtained is more accurate, not just numbers and percentages on paper. Because between the author and the object under study (participants) meet directly (face to face) as many as 8 participants.

2.1.1. Data analysis and data collection

Answers and questions are open to participants in oral and written form, then the researcher analyzes the data using descriptive analysis methods. In analyzing phenemenological data, codes or numbers are usually given that do not depend on their initials or gender or ethnic names. The participants studied were given the IC 1 code, IC2, as their identification.

This phenomenology research model also uses data collection techniques and data analysis, using the IPA (Interpretative Phenomenological Analysis). The model from (Smith & Osborn, 2007) Stages (a). Read and reread (b). Initial notes (c). Developing Emergent themes; (d) Looking for connections in all themes that appear; (E). Move the next case; (f). Look for patterns in all cases. The author validates the data by processing it according to qualitative research procedures, by deepening the analysis of the data obtained, and processing the interview data. In general, data collection is done through interviews and field observations, also reinforced by the review of relevant documents. drawing conclusions from the analysis of data, which is a process of analysis of data collection in the field, which is in accordance with the formulation of the problem, then also proved by the results of data processing in the form of narrative comments from the informant , for proof of realistic.(Lukjanska et al., 2016)

Qualitative research is more focused on the narrative / words, actions and realities of the time and on the object of people in a particular context, then that context can be seen as an immediate relevant aspect of the situation in question, so that qualitative research can be said is an initial level in the phase a study(Shaw, 2008)

Data is carried out with an inventory of data sources from the field evaluation results, analyzing talent and hobbies, and this is proven by a personal test system when carrying out the given task, namely conducting demonstrations / skills on the participants, then the researchers conduct oral tests related to the results obtained in the demonstration of skills.

3. Findings and Discussion

From the findings of the analysis of this study the authors see and prove that the combination of educational technology programs and entrepreneurial programs undertaken provides good results for improving their human resources. Ten participants from the educational technology study program students who participated in the entrepreneurial education program, all expressed motivation and were able to implement the results of the entrepreneurial program. The research findings are then evaluated and presented based on the research objectives. This is "The benefit of students studying entrepreneurship, in addition to regular studies, as one of their job opportunities after education"

From the results of data processing and the results of interviews with four participants / informants who have also been given questionnaire questions, which are then analyzed and analyzed, the results of the questionnaire distributed to participants can be seen the results, this is the result of direct interviews and the results of the questionnaire has been processed into a narrative in the form of standard language, through the stages of analysis, which is in accordance with the rules of qualitative research in the phenomenological model.The following is the findings of an excerpt from the author's interview with partcipants

3.1. The Need for Students to Study Entrepreneurship in Addition to Regular Studies

Participants were very enthusiastic about entrepreneurial learning skills, so in answering the question, "Does entrepreneurial learning need to be included in formal learning? And does it benefit students? And this shows the importance of entrepreneurial learning in creating work opportunities when they finish their education.

In joining the entrepreneurship education program, which was added in the education technology program, I have gained experience in making snack products. And this is certainly very useful for me,! ***(IC 1)***

I have participated in an entrepreneurial program from the study of educational technology, and now I have skills in small business, this makes us motivated to learn (***IC 2***)

I as a student feel motivated and helped by the existence of additional programs in the study of educational technology, with this entrepreneurship field ***(IC 4)***

*In the development of the business world, I as a student of the education technology program, gained useful experience with additional lessons for entrepreneurs****.(IC5)***

I have participated in an entrepreneurial education program organized by the educational technology program, from that education I have been able to make a small business, and this is very useful ***(IC 3)***

*I am motivated by the addition of non-formal entrepreneurship courses for students of educational technology programs, because this is very useful, if I return to the community****(IC 6)***

From the results of the interview above it can be concluded that the entrepreneurial program which is combined with the educational technology program, is very attractive to students, this can be seen from the results of interviews conducted by the author on the participants

3.2. The Duties of Lecturers / Teachers, Leaders, and as Students

Participants' perceptions will be identified on two questions about the benefits of entrepreneurship and employment opportunities, after completing education

Besides lecturers, of course I hope that from the university support the entrepreneurial learning program conducted by lecturers, to take advantage of it. **(IC 1)**

Leaders and other lecturers must support this pattern (entrepreneurship) and be included in the formal curriculum so that the program does not stop halfway. (**IC 2)**

As a lecturer who has the responsibility in teaching students, the course is not theoretical material, but also appropriate knowledge (entrepreneurship), *and of course must have the support of various parties, so that the program can run smoothly***.(IC 4)**

*At the beginning of the lecture, we did not get entrepreneurship lessons, even from the previous graduates they did not receive entrepreneurship lessons. Of course the lecturer idea that provides entrepreneurial learning is a useful one, especially after we graduate later****(IC 7)***

Entrepreneurship learning programs really need to be organized. to prepare students for lunch after education, because job opportunities are increasingly difficult, of course they can be minimized, with the skills they ***have (IC 6)***

Besides the comments, most of the participants held opinions :

The lecturer asked us to always be ready to participate in entrepreneurship learning, with reasons to add to our insights and knowledge. We see that there are still obstacles, for example, the difficulty of finding media and practice materials, as well as limited funds ***(IC 1****)*

For the first time our faculty conducts a learning system by integrating a formal learning model with an entrepreneurial program, and we strongly support this being carried out every year and included in the standard curriculum (formal), support from lecturers, leaders, and the government, of course very much expected, as well as on community ***(IC 8)***

4. Conclusion

After conducting a marathon and comprehensive analysis and interview to the participants, the writer can conclude that the motivation of students in participating in the entrepreneurial world education program combined with educational technology is very high, and this can be proven by the results of the interview questionnaire and the results of the direct trial / practice in the field of entrepreneurship. There is a need for improvement in teaching on educational technology programs which have so far only been focused on learning media strategies, so that when students finish college, they only have formal skills. Certainly this will become an obstacle when there are no / limited job opportunities, and as a result students will become unemployed

In the research the author has collaborated between the formal curriculum with the addition of extracurricular activities related to the entrepreneurial program which is very attractive to students, and of course this research, can be followed up with other approach models so that it will find something new (novelty). science that has benefits for humanity.

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