



Entrepreneurship Learning and Entrepreneurial Motivation Kemenkes Padang Poltekkes Students

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ABSTRACT

Entrepreneurship courses have been given to students in all departments at the Ministry of Health's Health Polytechnic. However, there is no data that shows whether there are students who are entrepreneurs and their learning has never been evaluated, so that to develop this course, lecturers can increase students' motivation to become entrepreneurs. The aim is to evaluate the learning process for the Entrepreneurship Course and curate the motivation of Ministry of Health police students in entrepreneurship. This type of research is descriptive, namely research carried out to determine the independent variables, either one or more variables without making comparisons or connecting one variable with another variable. The population and research are all students from the Poltekkesn Study Program of the Ministry of Health of the Republic of Indonesia in Padang who have studied Entrepreneurship Courses for the 2018/2019 Academic Year (Presence, Limit Books, Materials) generally in accordance with Planning, Student Entrepreneurship Course Grades > A grade of 95 % and B 5%, Student Entrepreneurial Motivation, a Web Tracer Study specifically for the Padang Ministry of Health Polytechnic will be published.

Keywords : Entrepreneurship, Motivation, Padang Health Polytechnic Student

ABSTRAK

Mata kuliah kewirausahaan telah diberikan kepada mahasiswa seluruh jurusan di Poltekkes Kemenkes. Namun belum ada data yang menunjukkan apakah ada mahasiswa yang berwirausaha dan belum pernah dilakukan evaluasi pembelajarannya, sehingga untuk pengembangan mata kuliah ini dosen dapat meningkatkan motivasi mahasiswa untuk menjadi wirausaha. Tujuan untuk mengevaluasi proses pembelajaran Mata Kuliah Kewirausahaan dan mengkurasi motivasi mahasiswa kepolisian kementerian kesehatan dalam berwirausaha. Jenis penelitian ini adalah deskriptif, yaitu penelitian yang dilakukan untuk mengetahui variabel-variabel bebas, baik satu variabel atau lebih tanpa membuat perbandingan atau menghubungkan variabel yang satu dengan variabel yang lain. Populasi dan penelitian ini adalah seluruh mahasiswa Program Studi Poltekkesn Kementerian Kesehatan Republik Indonesia Padang yang telah mempelajari Mata Kuliah Kewirausahaan Tahun Pelajaran 2018/2019 (Presensi, Buku Batasan, Materi) pada umumnya berada pada sesuai Perencanaan, Nilai Mata Kuliah Kewirausahaan Mahasiswa > nilai A 95% dan nilai B 5%, Motivasi Berwirausaha Mahasiswa, maka akan diterbitkan Web Tracer Study Khusus poltekkes kemenkes Padang.

Kata Kunci : Entrepreneurship, Motivation, Student poltekkes Padang

INTRODUCTION

Poltekkes Padang is an officially recognized educational institution for training professional personnel in the health sector, operating under the Ministry of Health of the Republic of Indonesia. As one of the 38 Poltekkes institutions in Indonesia, Poltekkes Padang is situated in Coffee Hut intersection, Nanggalo district, Padang city. Established in 2002, the Health Polytechnic of the Ministry of Health in Padang originated from the merger of six health academies in West Sumatra Province, namely AKL, Akper Padang and Solok, AKZI, Akbid Padang, and Bukittinggi. Additionally, in 2004, the Dental Health Academy from Bukittinggi joined the Padang Health Polytechnic under the Department of Nursing.

The inception involved the establishment of a preparatory committee (Ad-Hoc) for Padang Poltekkes, following the directive outlined in the decree issued by the Head of Pusdiknakes, Ministry of Health of the Republic of Indonesia, No. HK. 00.06.2.1.3745, dated October 8, 2001. Subsequently, the Minister of Health issued decree No. 298 and 1207/Menkes-Kesos/SK/IV/2001 on April 16, 2001, outlining the organizational structure and operational procedures for the Health Polytechnic. Following these developments, six Health Academies under the Ministry of Health in West Sumatra Province were incorporated to form the Health Polytechnic of the Padang Ministry of Health.

West Sumatra Province became the Health Polytechnic of the Padang Ministry of Health, Ministry of Health and Social Welfare of the Republic of Indonesia which is a technical implementation unit within the Ministry of Health of the Republic of Indonesia which is under the Health Human Resources Development and Empowerment Agency. In 2016, the Department of Health Promotion has also been formed, so that it has become 6 Departments. Poltekkes in educating students not only produces graduates making students not only to become workers who support work but are a generation that is prepared to continue the relay of national leadership. Students are expected to act as agents of change, social of control and iron stock. Every student, including students at the Health Polytechnic of the Ministry of Health, Padang

By implementing a gradual lecture system per semester, the aim is for students to achieve educational objectives and eventually emerge as leaders in the education sector. One of the key objectives of education, as outlined in Law No. 20 of 2003, is to bring about positive transformations. Through the educational process, the aspiration is for a shift in mindset from adolescence to adulthood, observable through alterations in lifestyle and attitudinal changes. Moreover, the anticipated change in students is primarily centered around a shift in mindset, encompassing a more expansive and universal approach to analyzing various aspects.

Dr. Kasmir's research in 2005 revealed that the mindset of students often remains relatively unchanged even after transitioning from college to employment. This reluctance to shift perspectives is attributed to societal expectations, where there tends to be a predisposition for graduates to pursue employment. The findings of this study suggest a deficiency in students' motivation to pursue entrepreneurial paths.

Since 2013, Entrepreneurship courses have been provided to students across all departments at the Ministry of Health's Poltekkes. However, there is a lack of data indicating whether there are students who have pursued entrepreneurship and have not been assessed for the learning conducted in various majors. This includes information on the specific semester in which the course is offered and whether the course content aligns with the requirements of their respective majors. To enhance the development of this course and understand students' motivation to embark on entrepreneurial endeavors post-course completion, it is essential to conduct evaluations. These evaluations will shed light on the effectiveness of the learning process and the entrepreneurial drive among students at the Padang Health Polytechnic.

METHODS

Initially, as outlined in the proposal, this research aimed to explore a causal comparative relationship, following Sugiono's (2011: -37) definition, between independent and dependent variables. Specifically, it intended to examine the impact of Entrepreneurship Learning on students' Entrepreneurial Motivation. However, during the research phase, it was discovered that students did not receive Entrepreneurship instruction in the Odd semester of the Fiscal Year 2019/2020. Additionally, those who took the course during the 2018/2019 Academic Year had already graduated, posing challenges in conducting surveys.

As each department and study program offers the entrepreneurship course in different odd and even semesters, the current evaluation focuses on the period before learning. The assessment after learning will be conducted in the subsequent phase, as guided by feedback from the Reviewer. The

research is structured into two stages: the initial stage involves a descriptive type of research, concentrating on the evaluation of Entrepreneurship Learning. This includes an examination of lecturer profiles, the curriculum (RPS), and the final grades of the Entrepreneurship Courses. For graduates or alumni, the first stage involves creating an online survey application to collect basic data. The second stage, specifically focused on the odd semester of the academic year 2020/2021, will solely assess the influence of Entrepreneurship Learning.

Research Timeframe and Location Following the schedule outlined in the 2019 Padang Ministry of Health Poltekkes Calendar, this study was conducted between June and November 2019, as detailed in the attached six-month schedule. The research spanned across all departments and study programs at the Polytechnic College of the Ministry of Health of the Republic of Indonesia in Padang. The primary focus of this investigation was to identify the informants, specifically the instructors of Entrepreneurship Courses, during the 2018/2019 Academic Year. Additionally, to comprehend the motivation behind entrepreneurship, a survey was administered to students who had undergone entrepreneurship courses in the same academic year. This involved selecting one Entrepreneurship Course instructor from each department or study program and surveying 10 students from each respective department or study program.

Primary data refers to information acquired directly from the source through the use of questionnaires. The primary data collected primarily consists of Entrepreneurship Motivation data from students in the D4 study program or applied undergraduates, as well as graduates from the D3 study program. This information is gathered electronically through an Online questionnaire. On the other hand, secondary data encompasses details related to the Education/Training of Learning Preparation Lecturers (RPS), the Implementation of KWU Lectures, and the Evaluation of KWU Learning or the grades obtained in Entrepreneurship Courses. This secondary data is sourced from Poltekkes, as well as ADAK and ADUM Sites, along with information on each department at the Polytechnic College of the Ministry of Health in Padang.

Following the data collection, the researcher proceeds with data processing, following the outlined steps. Initially, the collected data is reviewed by examining the responses provided through an online questionnaire, ensuring each respondent provides only one response. Subsequently, codes are assigned to facilitate data processing and entry into the master table. The researcher then transfers the acquired data into a computerized master table, organizing it with respondent rows and columns corresponding to the questionnaire questions. A thorough examination of the data is conducted, involving frequency distributions and verification of logical values to identify and rectify any potential errors (Hastono, 2007).

RESULTS

The Polytechnic College (Poltekkes) aims to educate students not only to produce graduates seeking employment but also to cultivate a generation capable of assuming national leadership roles. Students are expected to serve as catalysts for change, contributors to social control, and a steadfast societal asset. This expectation extends to every student, including those at the Health Polytechnic of the Ministry of Health in Padang. With a gradual semester-based lecture system, the objective is for students to achieve educational goals and eventually emerge as leaders in the realm of education. Aligned with the objectives of Law No. 20 of 2003, education seeks to bring about positive transformations. It is anticipated that through education, a shift in mindset will occur

from adolescence to adulthood, evident in lifestyle modifications and attitudinal changes in life.

Moreover, the anticipated transformation for students involves a shift in their mindset, encompassing a more comprehensive and universal approach to analyzing various aspects. Dr. Kasmir's (2005) research findings indicate that the mindset of students, post-college, transitioning into employment has not experienced substantial changes. This phenomenon is attributed to the prevailing tendency for graduates to pursue employment opportunities. Based on the study's outcomes, it can be inferred that students exhibit insufficient motivation to venture into entrepreneurship.

From 2013 until the present, Entrepreneurship courses have been included in the curriculum for students across all departments at the Ministry of Health's Poltekkes. However, there is a lack of data indicating whether students have ventured into entrepreneurship, and a comprehensive evaluation of the learning process in various majors is yet to be conducted. Information regarding the timing of the course and its alignment with the specific majors is also absent. Consequently, there is a need to assess the learning experience and the entrepreneurial motivation of students at the Padang Health Polytechnic. This evaluation is crucial for refining the course content and understanding students' motivations to engage in entrepreneurship following their participation in

Entrepreneurial Motivation of Students: An online questionnaire was crafted and distributed to a total of 100 individuals, comprising 90 fourth-year students in the D4 or applied undergraduate program and graduates from the Department or D3 Study Program. However, the number of respondents who completed and returned the questionnaire amounted to 91 individuals, as depicted in the accompanying graph.

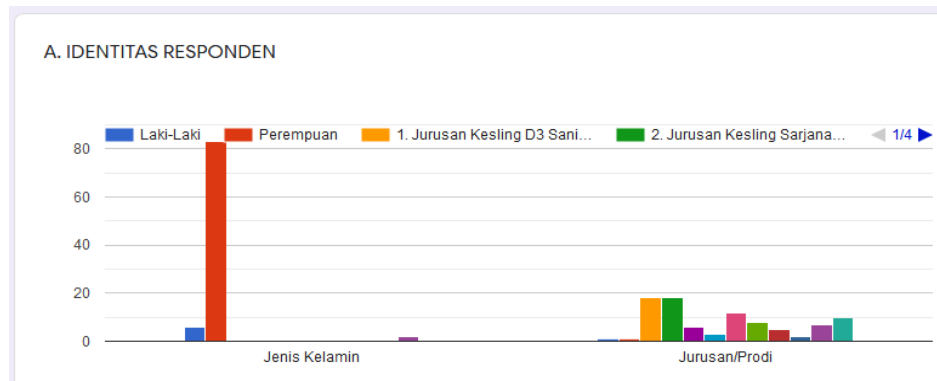


Figure. 1 Responses to Learning

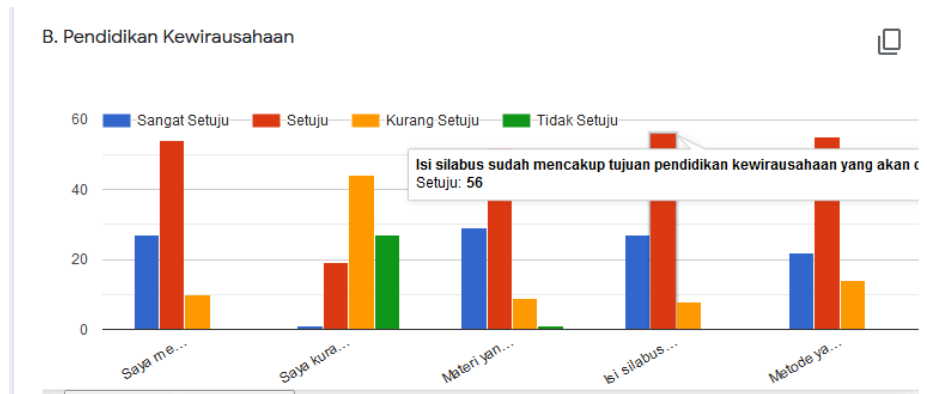


Figure. 2 Respondents' answers about the syllabus (RPS) Of the 91 respondents, students and alumni of each department and study program at the Poltekkesof the Ministry of Health, Padang.

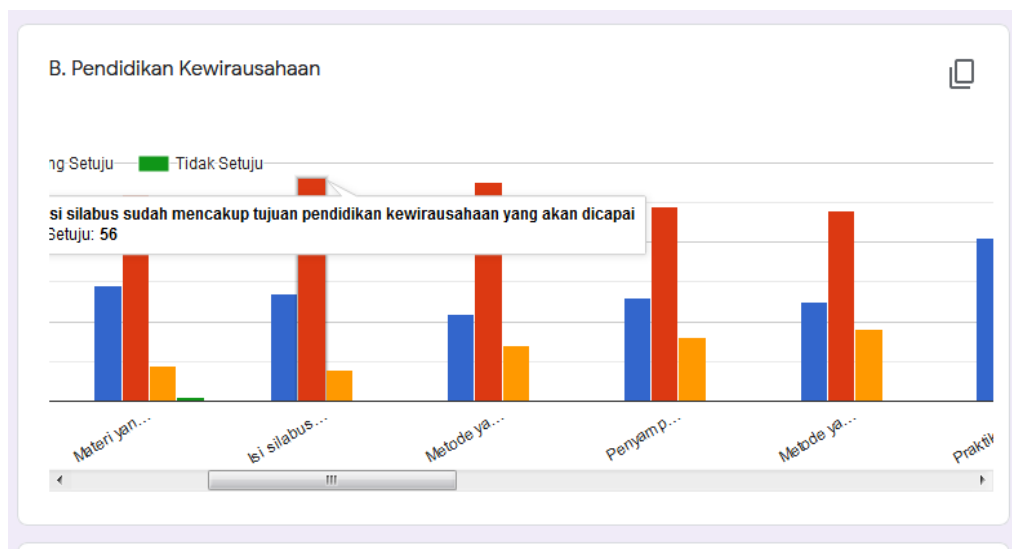


Figure 3. The respondents' responses regarding the syllabus (RPS) provided by the lecturer yielded the highest agreement, indicating that the instruction received aligns well with the prescribed syllabus or Rps

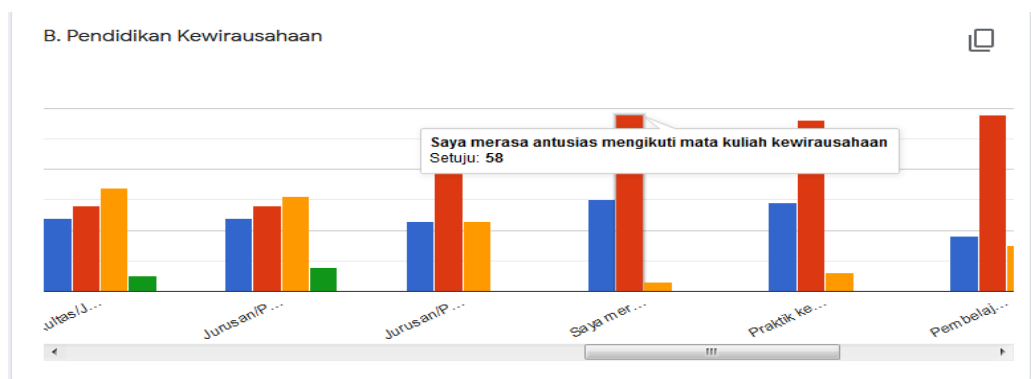
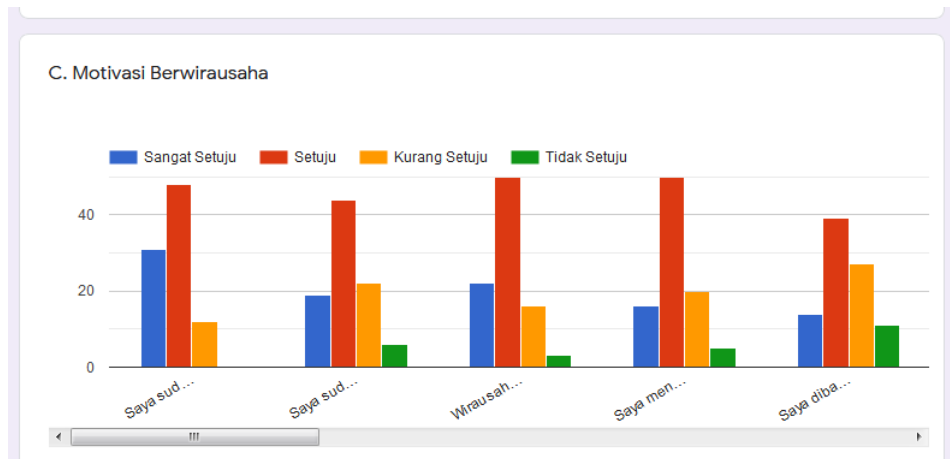
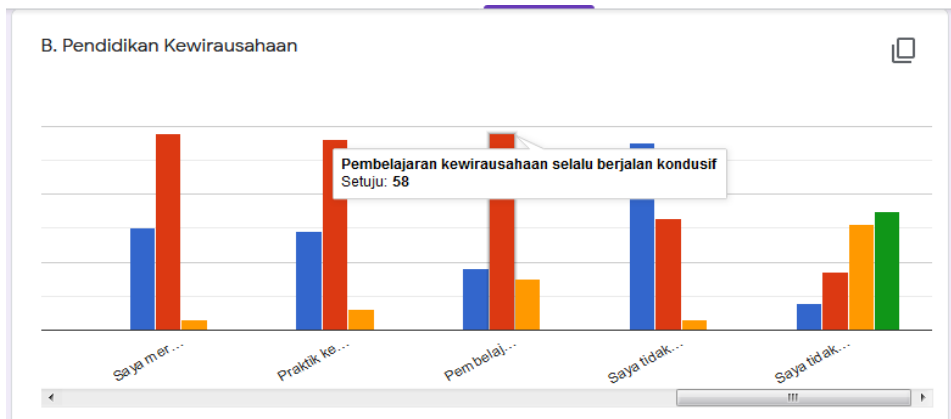


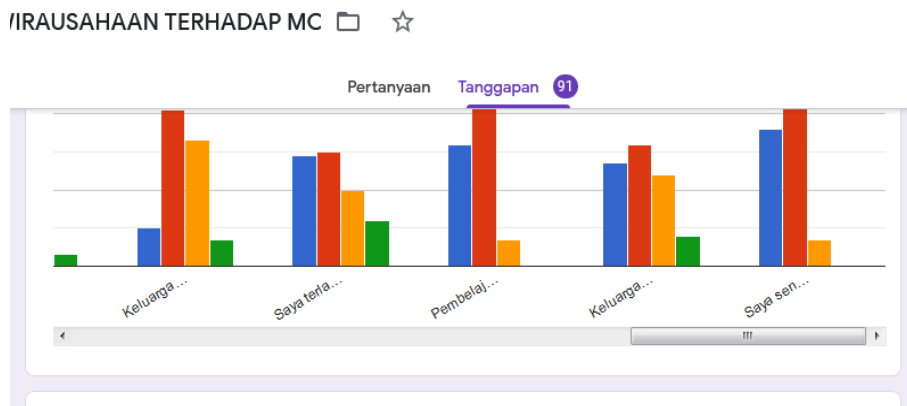
Figure 4 Respondents' answers about the syllabus (RPS) given by the Lecturer turned out to be the highest answerstating that the learning given was in accordance with the existing syllabus or RPS.



Figured. 5. that respondents' motivation to study entrepreneurship does not agree will reduce self-esteem. But quite the opposite.



Figured. 7 respondent's answer stated that it made his motivation high.



Figured.8 answer to respondents is that respondents have a high imagination for entrepreneurship after studying the entrepreneurial course. respondents stated that they can find alternatives insolving problems.

DISCUSSION

Student Entrepreneurship Motivation

An online survey was created and distributed to 90 fourth-year students pursuing D4 programs or applied undergraduate studies, as well as graduates in the respective department or D3 study program. Although the total number of recipients amounted to 100 individuals, the returned and completed questionnaires totaled 91 respondents. Regarding the motivation for student entrepreneurship, it is asserted by Soemanto (2002) that the sole pathway or method to cultivate individuals with morals, attitudes, and entrepreneurial skills is through education. Education plays a crucial role in enhancing an individual's confidence, decision-making abilities, creativity, and innovation. It also contributes to the development of moral values, character, intellect, and overall improvement.

Motivation serves as an internal force that drives individuals to take action, such as engaging in entrepreneurship from a young age (Sarosa, 2005). Many successful individuals worldwide credit their achievements to a strong motivation that fuels their pursuits. These individuals possess a clear understanding of the sources of their motivation and strive to maintain it in every endeavor. Baum, Frese, and Baron (2007) elaborate on entrepreneurial motivation, emphasizing that it involves the drive to achieve entrepreneurial objectives. This motivation is directed towards goals related to identifying and exploiting business opportunities. The aspiration to establish a new business requires not only confidence in one's ability to succeed but also the skill to access information about entrepreneurial prospects.

A crucial step in the quantitative research process is the identification of variables under investigation, which include the attitudes, motivations, and interests of students involved in entrepreneurship. The development of entrepreneurial interest is not instantaneous but requires education and training to instill an individual's entrepreneurial mindset. In cases of lower educational attainment, individuals may lack the confidence to take risks, potentially hindering their self-actualization. Entrepreneurial knowledge plays a pivotal role in reinforcing entrepreneurial values, especially among students, aiming to nurture an entrepreneurial spirit. The combination of attitude, motivation, and student interest becomes essential for entrepreneurial students, enabling them to identify business opportunities and leverage them to create new employment opportunities. The students' interest and their understanding of entrepreneurship are expected to influence their inclination toward initiating new ventures in the future.

The research findings on factors influencing entrepreneurial interest indicate that 60.4% of the variability in entrepreneurial interest is collectively influenced by capital, skills, location, and entrepreneurial spirit (Mulyaningsih, 2012). Involvement in establishing a business, facing risks and uncertainties, and achieving growth through the identification of opportunities and the utilization of necessary resources are the essence of entrepreneurship. In the current era, entrepreneurial opportunities are available for those discerning enough to recognize their potential. Engaging in an entrepreneurial career has the potential to enhance community well-being by generating tangible financial rewards (Agustina & Sularto, 2011). The concept explained by Sumardi (2007) is that entrepreneurs are individuals who establish businesses, face risks and uncertainties, with the goal of gaining profits and expanding their enterprises through capturing opportunities and utilizing necessary resources. To foster entrepreneurial interest among students, the support of every polytechnic institution is needed to assist alumni in acquiring essential resources for entrepreneurial development

Extensive opportunities for students to grow into individuals with reliable integrity, the ability to experiment, communicate effectively, collaborate, and demonstrate personal initiative should be

provided by Polytechnics. In a study on Student Entrepreneurship Intentions (Comparative Study between the Faculty of Economics and the Faculty of Computer Science) that utilized the stratified random sampling method, it was found that the dominant variable influencing entrepreneurship among economics students is the need for academic achievement. Instrumentation readiness, self-efficacy, and work experience emerged as the predominant variables affecting student entrepreneurship.

With diligence or attempting business ventures without fear of involved risks, the inclination, interrelation, and willingness towards entrepreneurship are reflected. The crucial role in influencing their inclination toward entrepreneurship is played by students' attitudes, motivations, and interests. It is expected that after graduation, the drive to embark on entrepreneurship and contribute to the national economic growth will be realized through students' motivation, determination, and interest. Building an entrepreneurial model that supports students' interest in creative economics is envisioned as the foundation of the future economy. The aim of this research is to emphasize the vital role of polytechnics in motivating students, shaping attitudes, and fostering interest to drive the growth of entrepreneurs. Additionally, the significant role of universities in cultivating entrepreneurial interest and exploring various factors influencing entrepreneurial behavior is noted by several researchers (Autio, Keeley, Klofsten, & Ulfstedt, 1997; Budiati, Yani, & Universari, 2012).

These research findings elucidate that entrepreneurial inclinations, which can be guided through entrepreneurship education, are shaped by attitudes and interests in entrepreneurship. The anticipated outcome of this research is the bolstering of the entrepreneurial framework, with student motivation and interest in initiating business ventures being inspired, irrespective of any hesitations or reservations, even when starting from scratch with limited capita

CONCLUSION

1. Entrepreneurship instructors received training in 2018 and 2019.
2. Entrepreneurial learning typically occurs in semesters 5 and 6, except for one major, which starts in semester 2.
3. The entrepreneurship syllabus or RPS is generally comprehensive.
4. The implementation of KWU lectures (attendance, boundary books, materials) is typically in accordance with the planned schedule.
5. Students' grades in the Entrepreneurship Course are generally above 95%, with the majority receiving Grade A and a small percentage receiving Grade B.
6. A dedicated website for the Tracer Study of graduates from the Polytechnic College of the Ministry of Health in Padang has been established, and the findings from the study on Graduate Entrepreneurship will be publicly disclosed.

SUGGESTION

1. The continuation of this study is essential, covering samples from each major within the Polytechnic College of the Ministry of Health in Padang.
2. Providing training for entrepreneurship lecturers in online curriculum delivery is crucial.
3. Establishing a shared perception regarding the learning objectives of entrepreneurship courses is necessary.

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