

THE EFFECT OF ENTREPRENEURSHIP-BASED CURRICULUM ON HIGHER EDUCATION INSTITUTION TOWARDS NON-ECONOMICS STUDENT'S ENTREPRENEURIAL INTEREST

Eddy Soeryanto Soegoto
Universitas Komputer Indonesia
e-mail: rektor@unikom.ac.id

ABSTRACT

The purpose of this research is to discover: (1) The influence of entrepreneurship-based curriculum of Higher Education Institutions (HEI) toward non-economics student's entrepreneurial interest (2) the extent to which the influence of entrepreneurship-based curriculum of HEI affects non-economics student's entrepreneurial interest. This research is a causality research with quantitative research method. Data collection was done by spreading questionnaires to 100 respondents attending the class of entrepreneurship course. The respondents are the students of non-economics department in Universitas Komputer Indonesia. Each statement on the questionnaire was rated with a Likert scale. Test of variability and reliability is done on the questionnaire data. Data analysis method using simple linear regression with IBM Statistical Social Science Program (SPSS) 20. The results showed that (1) the entrepreneurship-based curriculum of HEI has a significant and positive influence on student's entrepreneurial interest of non-economics department with a correlation coefficient of 0.987. The positive relationship indicates that the larger the portion of entrepreneurship education in the curriculum of HEI, the higher student's entrepreneurship interest of non-economics department (2) the percentage of the entrepreneurial-based HEI curriculum influence of non-economics student's entrepreneurial interest of is 97,4%.

Keywords:

curriculum, HEI, entrepreneurship, entrepreneurship interest, non-economics student

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INTRODUCTION

The job seeker paradigm is still strongly attached to the graduates of HEI in Indonesia, while the number of employment in Indonesia is not proportional to the number of job seekers especially with the number of graduates of HEI. The Ministry of Research, Technology and Higher Education recorded that by 2017 there are 3,221 universities throughout Indonesia. In addition, there are 1,020 religion universities across the province. The average total graduates generated as many as 750 thousand people from various levels. According to the Central Bureau of Statistics (BPS), the number of college graduates working in 2017 is 12.24 percent. The amount is equivalent to 14.57 million from 118.41 million workers across Indonesia. On the other hand, unemployment college graduates reached 11.19 percent, or equivalent to 787 thousand of a total of 7.03 people who do not have a job.

The mindset of most Indonesians who expect the output of education as a worker historically contributes to the orientation of our education. The growing assumption is that the higher a person's education, the higher he/she will be paid as a bonafide company employee. Civil Servants who are one of the favorite jobs in the country also contribute to instill the mindset of job seekers in the mental of the graduates of HEI. BPS recorded there were 4.374.349 civil servants in 2016.

The first thing that must be built to solve the problem is the shift of mindset from job seeker to job creator. This mindset becomes the driving force to get out of the comfort zone, think out of the box and have a positive mindset to then plunge into entrepreneurs. The role of education in shaping a person's mindset is very important. The Boaller J study (2013) showed when students believed in their abilities, their achieve-

ment turned out to increase significantly. Boaler also stated that one's ability and intelligence evolved through effort and practice. Regarding the entrepreneurial mindset, Kirby (2004) states that universities can be considered as instruments that facilitate the creation of a positive attitude towards entrepreneurship.

Unlike HEI in Indonesia that still produce a lot of workers, according to Audretsch D.B. (2013), the role of universities in developed countries is to produce entrepreneurs, promote economic growth and increase competitiveness in the international market. One of the US universities MIT (Massachusetts Institute Technology) changed its policy direction from High Learning Institute and Research University to Entrepreneurial University in the midst of an increasingly high rate of educated unemployment. A few years later MIT was able to prove the birth of 4,000 companies from the hands of its alumni by absorbing 1.1 million workers and a yearly turnover of 232 billion dollars. Unfortunately, most HEI in Indonesia are still dominated by conventional learning. This backgrounds the lack of entrepreneurs in Indonesia. The role of universities in motivating scholars to become young entrepreneurs is one of the factors driving the growth of entrepreneurship. Increasing entrepreneurs from undergraduates will reduce the increase in the number of unemployed and may eventually increase the number of jobs.

In this regard, the need for an entrepreneurial-based curriculum of HEI is increasingly relevant to the changing global environment that demands excellence, equity, and competition. The entrepreneurship-based curriculum of HEI contains materials and practices that build the skills of HEI graduates to build and run a profit-oriented business. In the entrepreneurship-based curriculum of HEI, HEI accommo-

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dates entrepreneurship courses as compulsory subjects for all departments. In addition, the HEI must also have an institution that has the main duty and function as a manager, research, and development of entrepreneurship programs for students. Entrepreneurship programs such as entrepreneurship apprenticeship program, Business Practice, entrepreneur incubator etc.

Many earlier types of research have been done to analyze the effect of entrepreneurship education on economics and business students. This is because entrepreneurship education is in line with the interests and goals of students who choose the expertise of economics. A research conducted by Putri, Ni Luh Wahyuni (2014) to determine the effect of entrepreneurship education on entrepreneurship interest in economics students at Ganesha University of Education showed that entrepreneurship education has a positive influence on entrepreneurship interest of 39.5%. The result of this study is in line with the results of research of Riswan YF and Yunita Rahmat (2014) which indicates that learning entrepreneurship courses have a positive influence on the entrepreneurial interest of accounting students.

Currently, several universities, one of them Universitas Komputer Indonesia has required entrepreneurship courses to be followed in all courses. On the other hand, the extent to which the influence of entrepreneurship courses on entrepreneurship interest in all students, especially in Indonesia has not been studied in scientific research. Many of the literature examines the influence of entrepreneurship courses on entrepreneurial interests of business and economics students. Therefore, it is prominent to conduct a study that examines the effect of entrepreneurship education on non-economics department students. Lo Choi Tung's research

(2011) indicate d that entrepreneurship education effectively increases the interest and entrepreneurial attitude of engineering students at City University, Hongkong. Susilaningsih (2015) in her research on the importance of entrepreneurship education in universities for all professions did not explain in detail the extent to which the effect on non-economics students and how much exactly the percentage increase in entrepreneurship interest in the profession produced by HEI outside the economics department. In addition, this study is required to verify the results of previous studies on how optimal the entrepreneurship education included in HEI curriculum for more specific target groups. Siswo Wiratno (2012) in his research explained that the implementation of entrepreneurship education in various universities has not been optimal because it has not been optimized the role and function of entrepreneurship management unit. This study is in line with previous research conducted by Oosterbeek H, Van Praag and Ijsselstein A (2010) that entrepreneurship education did not increase interest or entrepreneurship skills. However, the various result of the prior studies showed that many factors beyond the influence of entrepreneurship education towards entrepreneurial interest. One of them is the target audience of the education. Thus, a research is required to evaluate the influence of entrepreneurship-based curriculum in HEI to the specific target, especially in Indonesia.

LITERATURE REVIEW

Why Entrepreneurship is Important

Advancement of a nation is influenced by how many entrepreneurs owned by the nation and how much positive contribution given by entrepreneurs for the development and progress of a nation. Entrepreneurs are innovators who are

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able to harness and transform opportunities into marketable ideas, adding value by making use of effort, time, cost, or proficiency and can bring positive changes to the environment. Peter F Drucker in *Innovation and Entrepreneurship* said that entrepreneurs can integrate creative and imaginative thoughts with logical and systematic process capabilities. With that in mind, entrepreneurs will always be brave and ready to face the challenges of dynamic change in the digital environment.

Adam Smith, the father of Economics, in Winardi (2003) argued the perception that an entrepreneur reacts to the economic changes until they become economic agents that transform demand into supply. Evidence that these entrepreneurs are the driving force of the economy has been addressed when Indonesia experienced a monetary crisis in 1998. Only the Small Medium Enterprises (SME) sector that survived and known tough even many of them grew more rapidly. Even not only in Indonesia, the SME sector is known as the largest contributor to economic development in many countries.

Lee et. al. (2005) in his research revealed that American entrepreneurs have contributed enormously to economic growth by generating countless companies. Entrepreneurship has been recognized as the "engine" that drives the economy to create new business, new jobs, and welfare (Peter Drucker, 2007). Entrepreneurship can improve the economy by stimulating the growth of innovation and competition. Innovation involves the creation of new businesses, new products/services, or new operating processes of a company. The relationship between entrepreneurship and economic growth reflects the innovative role of entrepreneurship in the entry of economic regeneration. Entrepreneurship is an important source of

innovative activities and employment opportunities that have an important impact on economic development. Thus, entrepreneurs play an important role in transforming inventions and ideas into economic activities

Entrepreneurs in the United States have a great contribution to the development, so that the USA becomes a super power state. More than 12 percent of the population became entrepreneurs. In every 11 seconds, one new entrepreneur is born. 1 out of 12 Americans are directly involved in the entrepreneurial activity. Meanwhile, in Japan, more than 10% of the population are entrepreneurs and more than 240 Japanese companies with various scales exist in Indonesia. Singapore has employers of more than 7.2 percent of its population and Malaysia has more than 3 percent of entrepreneurs of all populations.

According to Carl J. Schramm from Kaufman Foundation (2007), Entrepreneurship is important because entrepreneurship is a process of fundamental transformation: from innovative idea to enterprise and from enterprise to value. Thus, entrepreneurship is more than a business practice, but it is a self-actualizing. As a distinct mode of thought and action, it derives from the business but can operate in any realm of human endeavor. Entrepreneurship merges the visionary and the pragmatic. It requires knowledge, imagination, perception, practicality, persistence, and attention to others. Moreover, entrepreneurship sharpens social responsibility and responsiveness toward the global challenge.

Entrepreneurship Based Curriculum on HEI

According to Article 35 of the Law of Higher Education No. 12/2012, the cur-

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riculum of HEI is a set of plans and arrangements regarding the objectives, content and teaching materials as well as the means used as guidelines for the implementation of learning activities to achieve Higher Education objectives. According to Liliana Sugihartono in LS Kopertis 3, 2015, Curriculum of HEI is developed by each HEI with reference to the National Standards of the Directorate of Higher Education (*Dikti*) for each study program that includes the development of intellectual intelligence, noble character, and skills. Intellectual and skill accompanied by innovations on business opportunity can be a source of job creation for HEI graduates. Currently, the Ministry of Research and Technology Dikti encourages all universities in Indonesia to develop information and career center as well as entrepreneurship based curriculum. Intan Ahmad in Kompasiana (2016), said that the level of graduates who become entrepreneurs in Indonesia is very low compared with other ASEAN countries, which is less than five percent of the total fresh graduate. This causes the importance of the inclusion of courses that can grow entrepreneurial spirit for the graduates of HEI.

Prof. Dr. Sri Wahyuni (2009) in <http://www.unair.ac.id> revealed that HEI should have a breakthrough and a new orientation in the education curriculum so as not to become a factory producing unemployment. The new orientation in the design of the curriculum is in innovation in university policy and the direction of learning achievement, teaching methods, and the ingredients. The university must find pedagogical thinking towards the formation of a professional entrepreneur. Changing the direction of the university into an entrepreneurial campus and doing various entrepreneurial activities has become a must to increase the entrepreneurial

spirit of its students. The curriculum should be developed to sharpen students' innovative skills and expertise in identifying sustainable opportunities.

Prof. Dr. Fasli Djalal in Eddy Soeryanto Soegoto (2014) said that entrepreneurship is a realistic thing to be applied in HEI. Dikti has developed a student entrepreneurship program as a national priority activity. Dikti also established entrepreneurial anchors in HEI from among lecturers by sending lecturers to attend entrepreneurship training. In line with this, Dr. Endang Ruswanti et.all (2013) said that the development of entrepreneurship-based curriculum should be supported by cooperation among all stakeholders to improve graduates competency. This includes curriculum evaluation and implementation of entrepreneurship learning model.

Cho (1998) argues that entrepreneurship education provides motivation, knowledge, and expertise for students and then create successful companies in the future. According to Lee, Chang, and Lim (2005), the lack of entrepreneurship education in South Korea has resulted in a low entrepreneurial culture in the country. This is one reason why South Korea took so long to rise from the monetary crisis in 1997. In America, the number of universities and schools that have an entrepreneurial curriculum has increased sharply since the late 1960s. Many schools offer entrepreneurial programs such as "Entrepreneurship and Corporate Creation", "Small Business Management", "Development Company" etc as an important part of its curriculum. The HEI curriculum in South Korea began applying entrepreneurship after the Asian economic crisis in 1997 and that only two universities have implemented it, Sungsil and Hoseo University. While in Japan, the awareness of entering entre-

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preneurship into the school education curriculum began in 2001. According to Toledano and Urbano (2008), in most EU countries, entrepreneurship education has been recognized and implemented. For example, in Spain, entrepreneurship education has become the most important and widely applied subject. In Turkey, entrepreneurship education is conducted to prepare students to become corporate entrepreneurs. In China, entrepreneurship education emphasizes the establishment of business entrepreneurship. The role of government and parents is enormous in entrepreneurship education in China (Susilaningsih, 2015).

Based on previous studies, entrepreneurship education is one of the important factors that differentiate entrepreneurs from non-entrepreneurs. Chaney and Libecap (2000) research indicated that graduates of entrepreneurship programs have a threefold tendency to engage in the creation of new companies rather than non-entrepreneurial graduates. Entrepreneurship course is an early stage to introduce the field of entrepreneurship to the students as preparation for entering the business world. The essence of entrepreneurship is a chain of knowledge that connects other sciences as its chain elements. Entrepreneurship courses can also shape the character of students and increase knowledge about the detail of the business, both soft skills and hard skills so that students are able to take advantage from the opportunities to create their own business after graduation or from college. Therefore, the entrepreneurship -based curriculum on HEI is very influential in creating interest in student entrepreneurship.

Developing curriculum should pay at-

tention to three main things namely; determining the competencies to be achieved, developing strategies to achieve competence and evaluation. According to Prof. Dr. Djoko Santoso in Siswo Wiratno (2012), the additional subjects of entrepreneurship and English to MKDU (general education) is conducted to encourage the development of the character of graduates of HEI in accordance with the purpose of HEI on Law No.12. in 2012, that is to be a human being who faith and fear to God and has a good morals, healthy, knowledgeable, capable, creative, independent, skilled, competent and cultured for the benefit of the nation. In addition, according to the Kaufman Foundation's research Entrepreneurship Course is ideally suited to be added to a general course because it can be applied to many fields. In addition, this course can learn how the value of cultural, social institutions, economic policy, and legal practice which are interrelated to shape human behavior.

The inclusion of entrepreneurship courses in the curriculum of each college course required a standardization of material and other supporting elements. As a support for the effectiveness of entrepreneurship-based curriculum on HEI, a learning method in the form of Discovery Learning (DL), Self Directed Learning (SDL), Cooperative Learning (CL), Collaborative Learning (Cbl), Contextual Instruction (CI), Project Based Learning (PjBL) are created. This method is held to achieve the goal of entrepreneurship learning that has been established Higher Education that students can understand and apply entrepreneurship and make entrepreneurship patterns with the ability to communicate, lead and implement business management in managing their business properly and correctly.

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Source: Kopertis
Figure 1. Evaluation of Curriculum Development

The picture above shows that the achievement of graduate learning should produce general and special skills. According to Elly Astuti (2015), the development of entrepreneurship education curriculum should include numerical skills, communication skills, teamwork skills, problem-solving skills and language skills in both local, national and foreign languages. In developing the curriculum requires professionals who have the professional business experience to deliver entrepreneurship courses, because entrepreneurship tends to practice not just theory.

Student's Interest in Entrepreneurship

Interest in entrepreneurship is the desire and willingness to work hard or strong-willed to stand up or try to fulfill their life without being afraid of the risks that will occur, and strong will to learn from failure (Fu'adi, et al. (2009: 92). To foster entrepreneur interest, students should first be made aware of the importance of having a life purpose and dreams. This is very important to emphasize at the beginning of college so that students have the spirit of achievement and earnest. Education experts Na-

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sution (2009) in Kompasiana states that most of the graduates of HEI become unemployed because they have no dream and not serious in achieving it. According to Kuratko and Hodgetts (2001), Entrepreneurs are educated and forged, not born into entrepreneurs. As with all interest in science, entrepreneurial interests must be forged and nurtured through various models of learning and case studies.

According to Van Auken et. all factors that affect entrepreneurship interests are grouped into educational and environmental experiences. The educational factors are entrepreneurship education and life experiences that teach entrepreneurship. Environmental factors such as family history, cultural impact, mentoring and economic problems (Kuratko and Hodgetts, 2004). There are two factors that influence student entrepreneur interest that is an intrinsic and extrinsic factor. Intrinsic factors are emotions, feelings, income, motivation, ideas, and self-esteem. Extrinsic factors consist of family, community, opportunity, education and knowledge support.

Research of Noormalita (2017) suggests student entrepreneur interest is influenced by the internal locus of control and need of achievement. Internal locus of control is one of the personality variables defined as individual beliefs about the ability to control their own destiny. McClelland's need for achievement is a high achievement requirement and has a strong desire to perform challenging tasks has a big responsibility for the job. Someone who has a high need for achievement will have entrepreneurial behavior. Winardi (2003) says that interest in entrepreneurship also depends on the strategic orientation and one's perception of opportunities. A person with a high entrepreneurial interest is also often called

the "right-brainers". Entrepreneurs are often dominant in utilizing their right brain in their daily activities. The right brain helps to think imaginatively, creatively, diverging (starting from a point, which then spreads in different directions).

Various studies have been conducted on student entrepreneurship interests. Ni Luh Wahyuni (2014) examines the influence of entrepreneurship education on entrepreneurship interest in economic education students of Ganesha University, the result states that entrepreneurship education has a positive and significant influence on student entrepreneur interest of 39.5%. Riswan Yuh Fahrianta (2014) examines the effect of entrepreneurship learning on entrepreneurship interest in accounting student. The entrepreneurship subject has a positive influence on student interest in entrepreneurship. In line with previous research, Amin Kuncoro and Hutomo Rusdianto (2016) in his research on the impact of entrepreneurship courses on student entrepreneur interest with a hidden curriculum as a variable intervening express positive influence among entrepreneurship courses with student entrepreneur interest. Loi Choi Tung's research (2007) shows the positive influence of entrepreneurship subject to entrepreneur interest of engineering students in City University Hongkong.

Craig and Johnson (2006) said that students of economics, in general, have a greater interest in entrepreneurship, they are more market-oriented, have the better sharpness of business opportunities and more confidence in entrepreneurship since the education gained gives them the knowledge to understand economically in a professional manner. Meanwhile, the students of the technical program lack the confidence in their ability to entrepreneurship. Economics students prefer to consider

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themselves as entrepreneurs while engineering students more consider themselves as researchers or inventors. Research on the application of entrepreneurship-based curriculum on HEI, where entrepreneurship education are inserted in all department needs to be done to know the effect of the curriculum on non-economics students. Lutfiah Abbas's research (2013) confirms the same result, that engineering students do not have a high entrepreneurial interest. Interestingly, the highest mean value is in perceived behavioral control. This means that engineering students will have a high interest in entrepreneurship when they see business as an exciting career. Research in Indonesia on entrepreneur interest of non-economics student has not been found. Non-economics students mean not only engineering students but also the scope that is wider and represents other area, such as the students of law and social sciences.

RESEARCH METHODS

This research focuses on students of non-economics majors, which are majoring in law, engineering and social sciences that follow entrepreneurship compulsory courses in University Computer Indonesia. This type of research is a causality study used to investigate the causal relationship of the variables studied. The research consists of two variables that are independent and dependent. Data collection was done by distributing questionnaires to 100 respondents. Respondents are non-economics students who follow the entrepreneurship course, which consists of a combination of students of law studies, social sciences and engineering. Each statement on the questionnaire was scored on a Likert scale. Measurement of each statement using score 1 for category strongly disagrees up to score 5 for category strongly

agree. This scale is applied to measure attitudes, opinions, and perceptions of a person or group of people about the statement relating to real conditions in the field.

The method used in this research is a quantitative method. Hypothesis testing is done by grain validity test, variable reliability test, and normality data test. Validity test is done by using Pearson correlation test (Pearson Correlation). The data will be valid if the score of each indicator, when correlated with the total score at the 5% significance level, is below 0.05 (Indrawan and Yaniawati, 2014). Test reliability was conducted with Alpha Cronbach, the score was stated reliable if greater than 0.60 (Indrawan and Yaniawati, 2014).

After the data was collected and proved valid and reliable, subsequently tested the inferential statistical data using Simple Linear Regression with SPSS 20 program. This analysis is used to find out how much the influence of entrepreneurship-based curriculum on HEI to entrepreneur interest of student of non-economics department. The test of normality of data was done by Kolmogorov-Smirnov (K-S) statistic test with 5% confidence level (0, 05). After knowing whether the data is normally distributed (significance level greater than 0.05) or not normally distributed (significance level less than 0.05), then a different test or t-test is performed. A t-test is used to know the effect of the independent variable to dependent variable. The tests used a significance level of 0.05 and 2-tailed (Kothari and Gaurav, 2014). This research uses one independent variable that is entrepreneurship based HEI curriculum.

The hypothesis tested in this study:

H0: there is no influence
of entrepreneurship based HEI
curriculum on entrepreneurship

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interests of noneconomic students
 H1: there is no influence
 of entrepreneurship-based HEI
 curriculum on entrepreneurship
 interests of non-economic
 students

HEI curriculum significantly influence
 non-economics student's entrepreneur
 interest of 0.987. (2) The influence of
 entrepreneurship based curriculum on
 entrepreneurship interest of non-
 economics students is 98,4%.

RESULT AND DISCUSSION

Based on the results of data analysis
 and statistical calculations, the results
 indicate (1) Entrepreneurship-based

Table 1. The result of "t" Test and Calculation of Beta coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.199	1.146		1.046	.298
X	1.572	.026	.987	60.164	.000

Based on table 1, the test is done with
 the number of samples 100 to obtain df
 $= n - k = 100 - 2 = 98$ so t-table of df
 98 is 1.984. Hypothesis testing per-
 formed show that entrepreneurship
 based HEI curriculum significantly in-
 fluence entrepreneur interest, because t
 count value $60,194 > t$ table = or v value
 $0,000 < \alpha = 0,05$ then H_0 is reject-
 ed. Hypothesis testing criteria: If t
 count $> t$ table means reject H_0 , there is
 the influence of entrepreneurship-
 based HEI curriculum significantly to
 entrepreneurship interest of non-
 economics student with significance
 level $\alpha = 0,05$.

Hypothesis testing criteria: If t count $< t$
 table means receiving H_0 , there is no
 influence of entrepreneurship-based
 HEI curriculum significantly to entre-
 preneurship interest in non-economics
 students with significance level $\alpha =$
 $0,05$.

Simple linear regression equation on
 entrepreneurship-based HEI curriculum
 variables that have a significant influ-
 ence on entrepreneurial interests of non-
 -economic students can be described as
 follows:

$$Y = 1,199 + 1,572 X$$

Where Y = Interest in Entrepreneurship
 X = Curriculum PT entrepreneur-based
 X Significant effect on Y with a signifi-
 cance value of 0.000

Table 2. The result of Determination coefficient

Model	R	R Square	Adjust- ed R Square	Std. Error of the Esti- mate
1	.987 ^a	.974	.973	1.91402

From table 2 it is found that the correla-
 tion (R) is 0.987. R square is the coeffi-
 cient of determination that is the per-
 centage of the influence of independent
 variables to the dependent variable.
 From the statistical calculation, the re-
 sults showed that coefficient of deter-
 mination of 0.974 which means that the
 influence of independent variables
 (entrepreneurshipbased HEI curricu-
 lum) is 97.4% and the remaining 3.6%
 influenced by other variables.

DISCUSSION

Based on the results of simple regres-
 sion calculation and t-test indicates that
 the curves of entrepreneurship based

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HEI curriculum have a positive influence on entrepreneurial interests of non-economics students. The magnitude of the relationship between entrepreneurial-based curriculum variables and entrepreneurial interest is 0.987 or 98.7%. The effect of entrepreneurship based HEI curriculum variables on entrepreneurial interests of non-economic students is 0.974 or 97.4%.

The results of this study are in line with the opinions of Riswan and Yunita Rahmat (2014) who said that the learning process that is manifested structurally into the curriculum of accounting study program in the future should be maintained to nurture the entrepreneurial spirit and increase entrepreneurial activity so that the graduates of HEI can become job creators. Peterman and Kennedy (2003) also state that entrepreneurship education can improve entrepreneurial behavior and desires.

In connection with the curriculum of HEI Siswo Wiratno, Research and Development (R&D) the Ministry of Education and Culture (2012), said that the curriculum designed by HEI needs to be based on the competency. This is intended to produce HEI graduates into individuals with knowledge and skills, able to see opportunities, take risks, make decisions, facilitate talent, develop creativity and balance hard science and soft science. The effort to make it happen is by converting entrepreneurial knowledge to the academic community by incorporating it into the HEI curriculum and given as a compulsory course in all departments.

The results of this study showed a very high correlation of 98.7 between the applications of entrepreneurship-based HEI curriculum showed that entrepreneurial interests of non-economics students can be improved by entering entrepreneurship education into the cur-

riculum. This is evidenced in previous research; Davidson (2008) said that entrepreneurship is a field of science that can be studied by students from various majors, including economics, management, and education and engineering students. Comparative study of Daniela Maresch et.all (2015) comparing the impact of entrepreneurship education on entrepreneurship interest in engineering students compared with business school students indicates that entrepreneurship education is generally effective for increasing entrepreneurial interest in both groups of students. This research suggests that universities are important to provide entrepreneurial education for all study programs. Susilaningsih (2015) through the results of her research concluded that the education of entrepreneurship in the HEI is required in any field regardless of the field occupied or someone's profession.

Focusing on students of non-economics studies, this study shows very interesting results with a very high influence of 97.4% of the entrepreneurship-based HEI curriculum toward their entrepreneurial interests. This is in line with research Wu and Wu (2008) who claimed that engineering students have a high tendency to form a new company compared with business students. On the other hand, according to Craig & Johnson (2006) engineering students tend to have the lower confidence in entrepreneurship. Kaufman Foundation (2007) reports that entrepreneurship is ideal for general education as it is suitable to be applied to many areas of science and provides the lens to study cultural values, social institutions, economic policies and related legal practices to shape human behavior. Integrating entrepreneurship in different areas of study will shape thinking habits, analytical practices, and approaches to problem-solving.

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CONCLUSION

Based on the results of research, it can be concluded that the entrepreneurship based HEI curriculum significantly influence the interest of entrepreneurship of non-economics students. The result of t-test analysis shows t value = 60,164 > t table = 1,984 or p -value = 0,000 < α t table 0,05. The magnitude of the influence of entrepreneurship-based HEI curriculum on entrepreneurship interest of non-economics students is 97.4% or 0.974.

Although the results of the study show a very strong correlation between the two variables, it is recommended that entrepreneurship courses should be designed with specific adjustments and practices targeting specific groups, e.g entrepreneurship practice for engineering students must be distinguished from law students, literature or other studies. A good curriculum needs to be supported by strategies to achieve the desired targets and graduate competencies. One of the strategies that can be recommended is the delivery of entrepreneurial material by practitioners who are in the field of targeted group student. For example bringing a successful entrepreneur in establish a law firm as a guest lecturer to students of law department or bringing the owner of bukalapak, gojek, lazada etc to motivate students of Informatics engineering program.

This study provides an overview of university stakeholders to consider an entrepreneurship-based HEI curriculum by providing a larger portion of the teaching of entrepreneurship courses and applying them to all majors. In addition, the results of this study also verify the impact of the entrepreneurship-based HEI curriculum on student entrepreneur interest, particularly on non-economic students groups, which are less highlighted in previous studies on

entrepreneurship. Future research should compare and examine the different types of entrepreneurship teaching that most contribute to the increased interest in student entrepreneurship. More focused research on this form of teaching will provide guidance on entrepreneurship teaching to students of each department in a specific way.

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