

Ability of students to recognize opportunities following implementation of entrepreneurship learning

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ABSTRACT

Entrepreneurship in the world of education has a direction to form humans as a whole (holistic), as people who have the character, understanding and skills as entrepreneurs. Entrepreneurship education will improve the ability to identify business opportunities (opportunity recognition). Opportunity recognition has been proven to be the most important part in the process of forming an entrepreneur where an entrepreneur must be able to identify and find business opportunities first before starting it. The purpose of this research is to find out whether after studying entrepreneurship students are able to see business opportunities around them and foster entrepreneurial interest for students, because by studying entrepreneurship it is hoped that their ability to see business opportunities will increase. This study uses data triangulation techniques (data triangulation) and researcher triangulation (investigator triangulation). with the object of research is students who are taking entrepreneurship education at INSTIKI totaling 44 people. The conclusion of this study states that after studying entrepreneurship in theory and practice, students are able to see business opportunities around them and foster student interest in entrepreneurship.

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1. Introduction

During the past 2 years of the pandemic, Indonesia has received special attention from various parties, both the government, society, and including the world of education. Even before the pandemic hit Indonesia, the Central Statistics Agency (BPS) recorded that the number of unemployed people in Indonesia was 6.88 million in February 2020. That number increased by 60 thousand people compared to the same period last year. Most of the unemployed came from young people, namely 15-24 years of 16.28 percent. The reduction in job opportunities will have an impact on the absorption of job seekers.

Studying this phenomenon, the world of education, especially at the undergraduate level, has a strategy, one of which is to equip students to study entrepreneurship. It is realized that the process of achieving successful entrepreneurship is not an easy thing, because it requires strong intentions from individuals, skills, creativity, and innovation, as well as the courage to take risks. So support from other parties is needed to help individuals who want to be involved in entrepreneurial activities so that they dare to take real action, through entrepreneurship education (Hasan, 2020).

Entrepreneurship is a creative and innovative ability, keen to see opportunities that can bring business to continue to grow and have value. Entrepreneurship in education aims to form a whole human being, as a human being who has the character, understanding, and skills as an entrepreneur. Entrepreneurship education can be implemented in an integrated manner with educational activities in tertiary institutions (Saragih, 2017). Entrepreneurial interest that has begun to appear in students certainly needs to be supported by readiness in the

entrepreneurship learning process in a class by educators, but in reality, more educators teach theory without anything to do with implementation in the field. Of course, this problem should be a serious concern for educators in tertiary institutions (Hidayat, H. Herawati, S. Hidayati, A. Syahmaidi, 2018).

Entrepreneurship education will improve the ability to identify business opportunities. Opportunity recognition has been proven as an important part of the process of forming an entrepreneur where an entrepreneur must be able to identify and find business opportunities before starting (Ozgen & Baron, 2007). Entrepreneurial orientation can work if it is supported by a market or sees market opportunities from the business being run (Iskandar, 2017). It is hoped that when they have received entrepreneurship learning, students can see opportunities from any perspective because studying entrepreneurship will certainly improve students' theory and ability to understand the opportunities that exist in all aspects.

Several previous studies related to the ability to recognize opportunities after entrepreneurship learning. On research (Khaerani, 2020)The results of this study indicate that entrepreneurship and lecturer learning has implications for student motivation to become entrepreneurs. Learning that explains entrepreneurship attracts students' interest in having a business. Likewise with the lecturer who delivered the lesson. They can inspire students to take action by creating a business. Students have characters that support them to achieve success. Research (Putra et al., 2020)The results of this study prove that entrepreneurship education has an effect on opportunity recognition and interest in entrepreneurship in the field of halal tourism, opportunity recognition has an effect on interest in entrepreneurship in the field of halal tourism and entrepreneurship education has an effect on interest in entrepreneurship in the field of halal tourism through opportunity recognition.

Research (Hasan, 2020)stated that the way that was considered the most likely to solve the problem of unemployment and employment was to develop the field of entrepreneurship that could involve people at all levels of life. Entrepreneurship implemented by the community can build individual independence by carrying out managed business activities so that they can create their source of income. This has implications for the creation of new jobs for young people who are ready to work, to prevent the increase in the poverty rate. Research (Yahya et al., 2021)stated that entrepreneurship is a suitable career for students in the millennial generation. By becoming an entrepreneur, we can not only earn income for ourselves but can also make a positive contribution to our family, society, and country. The purpose of this community service activity is to provide students the younger generation with an understanding of the opportunities and challenges of entrepreneurship during the new normal, as well as motivation to become young entrepreneurs.

This research is supported by research from (Putra et al., 2020)which states that entrepreneurship education has an effect on opportunity recognition and interest in entrepreneurship in the field of halal tourism, opportunity recognition has an effect on interest in entrepreneurship in the field of halal tourism and entrepreneurship education has an effect on interest in entrepreneurship in the field of halal tourism through opportunity recognition.

This phenomenon attracts the attention of researchers to conduct research; want to know students' understanding of entrepreneurship, and recognize opportunities and interest in entrepreneurship after learning entrepreneurship.

2. Research Method

2.1 Entrepreneurship

Entrepreneurship is a key aspect of the economy in many countries and is an important step for creating jobs and driving economic growth, which must be well-planned and mature (Frinces, 2010). Entrepreneurship has touched human life through various sides, namely products, services, technology, and creative business concepts. Epistemologically, entrepreneurship is a value that is needed to start a business or a process of doing something new and different. Entrepreneurship is the application of creativity and innovation to solve problems and efforts to take advantage of opportunities faced daily (Mustakin, 2014).

2.2 Entrepreneurship Learning

Entrepreneurship education focuses on preparing business plans, how to get financing, business development processes, and small business management. The education also provides knowledge of entrepreneurial principles and technical skills on how to run a business(Putra et al., 2020). Entrepreneurship education aims to form the characteristics of being independent, creative, daring to take risks, action-oriented,

leadership, hard-working, honest, disciplined, innovative, responsible, able to work together, never give up, realistic, full of curiosity, able to communicate well, and have high motivation for success (Nurjamiah; Sumarno; Gimin, 2020).

2.3 Interest

Interest in becoming an entrepreneur is defined as a person's desire to work independently or run his own business. Entrepreneurial interest is the desire, interest, and willingness to work hard or be willing to try to make ends meet without feeling afraid of the risks that will be faced, learn from the failures experienced, and develop the business they create (Rahayu & Laela, 2018).

2.4 Opportunity

Opportunity is an opportunity that is owned by someone to achieve goals (profit, money, wealth) by doing business that utilizes the various resources they have. The opportunity which in English is called opportunity has a meaning according to KBBI opportunity. In simple terms, an opportunity is defined as the opportunity to arise or occur in an event. According to (Hunters, 2013), opportunities depend on individuals knowing, discovering, or constructing patterns and concepts that can be molded into ideas. He further emphasized that what is produced by intuition, vision, insight, discovery, or creation is an idea that may become an opportunity. However, this ability is not evenly distributed throughout society.

2.5 Method

The object of this research is INSTIKI students who are learning entrepreneurship courses. This type of qualitative research is data collection in a natural setting with descriptive methods and natural surveys conducted by naturally interested people or researchers (Sugiyono, 2017). This method was chosen because the analysis cannot be in the form of numbers and researchers describe all the phenomena that can be seen more clearly.

Verification of data validity, in this study using data triangulation (data triangulation) and researcher triangulation (investigator triangulation). Data triangulation is often called source triangulation, where in data collection a researcher uses a variety of available data sources, so that this research is credible, the research team does: 1) conducting triangulation, namely checking the answers to students through surveys and interviews; 2) discussing with colleagues, namely the research team holding discussions on the data obtained; 3) analyzing negative cases, namely checking again why there are respondents' answers that contradict the implementation activities; 4) using tools in collecting data, namely using photo field notes, videos, notes; and 5) using activity checklists to check the suitability of information (Husaini, 2015).

In this study, the source of the research results was the results of questionnaires and interviews from students who were taking entrepreneurship courses at INSTIKI totaling 44 people. While the triangulation technique compares observation data with related documents in planning, implementing entrepreneurship learning through entrepreneurship practicum at INSTIKI.

2.6 Product design idea analysis

This research was conducted for 6 months from September 2022- February 2023. It began with research preparations with the team, followed by entrepreneurial literacy with an explanation of the character, and entrepreneurial traits. Students learn about business opportunities and entrepreneurial ideas by starting to make Entrepreneurship proposals following their entrepreneurial ideas in groups. Groups are held so that students can discuss solving problems. *Problem-solving* in creating products using the application of design thinking namely empathize, define, ideate, prototype, and test. This is done so that students know that the products made can meet consumer satisfaction. Students presented proposals and explained their group's reasons for choosing the product in this project and other groups asked questions about the product.

2.7 Product feasibility analysis stage

Product feasibility analysis stage, making product samples, designing a production cost budget, and determining the price of the product. Furthermore, the student group made a video on how to make a product, also discussed the design of the production cost budget, gave a price value for their product, and also brought samples of their product. And one of the other student groups became their consumers to ask about these products, product prices, and the appearance of product packaging which became suggestions for analyzing the feasibility of their products. This stage is carried out in turns.

2.8 The stage of marketing the product through advertisements on social media; Instagram

The stage of marketing the product through advertisements on social media; *Instagram*, creating attractive captions to offer products, starting marketing on IG, seeing opportunities, and analyzing through digital marketing. At this stage students who have previously obtained theory to analyze several sample products offered on Instagram using social media that get likes, responses, and good testimonials in marketing, students will start trying to practice this theory on their group's products on social media; Instagram. The time for analyzing advertisements on social media that is given is 1 week until the day the product is sold. Student groups are allowed to use marketing strategies in selling their products.

2.9 The stage of selling products, and distributing survey questionnaires

In the stage of selling the product, and dissemination *questionnaire survey*, within 1 week students practice the business model canvas theory in channel elements to choose what method to use to reach consumers and also determine the customer relationship elements used to communicate with the customer segment. Due to limited capital from student contributions, the production of products for sale is limited to 10 pcs of products, a minimum of 3 pcs of sales and a maximum of 10 pcs of sales. Sales are only carried out for 1 day on the day of selling the product that has been determined, and during the activity one of the group members records and documents besides the researcher also documents. Furthermore, the survey was distributed by researchers and filled in by students who had finished selling products.

2.10 The data collection stage is observation documentation, questionnaire survey, and interview results

At this final stage, it continued to the stage of analysis and data processing carried out by researchers, compiled into discussions and conclusions in this study.

3. Results And Discussions

In detail regarding the process of the initial survey or observation, data collection through interviews which were conducted in December 2022 with 44 class M entrepreneurship students. The resulting answers were 95.5% of respondents stated that after studying entrepreneurship, students knew more about techniques for starting a business and 4.5% stated that entrepreneurship courses did not affect students' knowledge of techniques for starting a business.

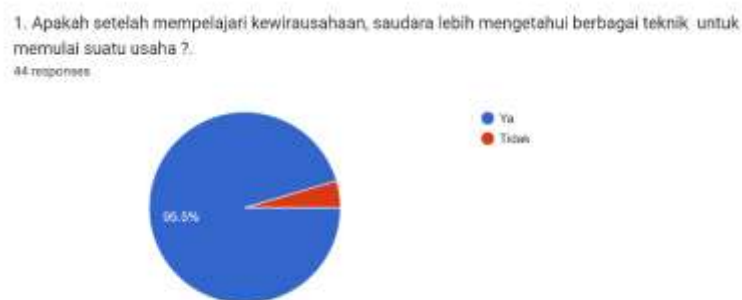


Figure 1. Question 1 result diagram
Source: Primary Data, processed in 2022

As many as 97.7% of respondents stated that after studying entrepreneurship, students had the desire to become an entrepreneur and 2.3% stated that entrepreneurship education did not foster a desire to become an entrepreneur. Then, 90.9% of respondents stated that after studying entrepreneurship, students were able to find and put forward ideas or ideas that were able to bring out talents in entrepreneurship and 9.1% stated that Entrepreneurship Education was not able to make students find and put forward ideas or ideas that were able to bring out talents. in entrepreneurship.

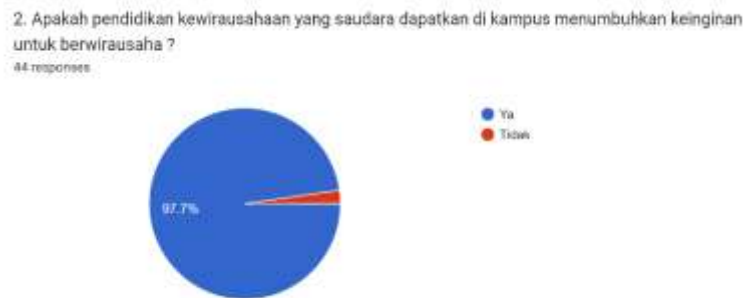


Figure 2. Question 2 result diagram
Source: Primary Data, processed in 2022

90.9% of respondents stated that after studying entrepreneurship, students were able to find, create, redesign and develop business ideas and 9.1% stated that entrepreneurship education was not able to make students find, create, redesign and develop business ideas. Meanwhile, 100% of respondents stated that they would apply entrepreneurial knowledge and 0% stated that they would not apply entrepreneurial knowledge.



Figure 3. Question 3 result diagram
Source: Primary Data, processed in 2022

93.2% of respondents stated that after studying entrepreneurship students were able to see and understand business opportunities and 6.8% stated that after studying entrepreneurship students were still unable to see and understand business opportunities. In the next question, 93.2% of respondents stated that after studying entrepreneurship students were able to see and understand business opportunities and 6.8% stated that after studying entrepreneurship students were still unable to see and understand business opportunities.

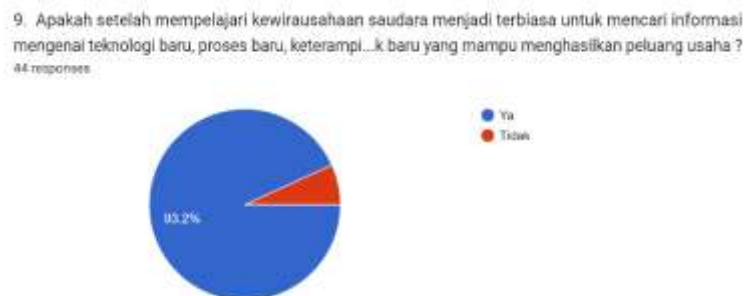


Figure 4. Question 9 result diagram
Source: Primary Data, processed in 2022

86.4% of respondents stated that after studying students were able to identify business opportunities based on consumer needs in the market and 13.6% stated that the entrepreneurship course did not improve and

grow students' abilities in identifying business opportunities based on consumer needs in the market. 93.2% of respondents stated that entrepreneurship courses made students accustomed to seeking information about new technologies, new processes, new skills, and new products that were capable of generating business opportunities and 6.8% stated that entrepreneurship courses did not make students accustomed to seeking information about technology new processes, new skills and new products that can generate business opportunities.

10. Setelah mempelajari kewirausahaan mampukah saudara untuk menemukan produk baru ataupun ide bisnis yang menguntungkan untuk berwirausaha ?
44 responses

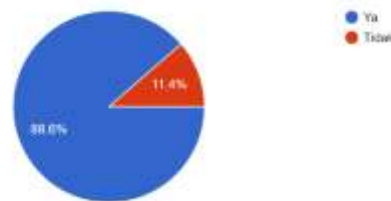










Figure 5. Question 10 result diagram
Source: Primary Data, processed in 2022

And then the researcher analyzed the answers from the first stage of the survey and compared them with group interviews.

The following are 8 groups formed from 44 students of Entrepreneurship class M:

Table 1. Student business ideas

No	Group Name	Entrepreneurship idea	Business Type	Group Leader	Reasons for Taking This Business Idea
1	Senja Desert Box		Snacks	Senja Rosita Hari Ningsih	So that people can enjoy cheap but quality desert boxes
2	Pisang Coklat Susu		Snacks	Made Pasek Surya Artawan	A business that is cheap but not cheap and is being favored by young people
3	Nukoake Party		Dried Flower Frame handicraft	Ni Putu Mirah Cahyani Titi Dewi	Creative business and can preserve the environment and eco friendly materials.
4	Kiri-kiri		Snacks	Ignasius Loyola Prasetyo Mali	Introducing NTT regional specialties

5	Cemani Desert Box		Snacks	I Gede Juniatha	So that people can enjoy the trending desert box
6	Kebab Sejuta Rakyat		Snacks	I Gede Raka Muliarta	Businesses that are in demand and in the future want to create a franchise
7	Kedai Abang abang Surend		Drinks	Ferdinand Dominikus	Trendy business that is cheap but high quality
8	Serabi Manggarai		Snacks	Anisetus Jemparut	Introducing NTT regional specialties

a. Senja Desert Box

Senja desert box a type of snack business chaired by Senja Rosita Hari Ningsih took the reason for choosing this business idea so that people can enjoy cheap desert boxes of good quality. According to this group in the interviews that were conducted, studying entrepreneurship made them know the special tricks about starting a business. Through entrepreneurship education, we will accumulate the basics of entrepreneurship and from this learning, we will find business ideas and ways to develop them. The application of all the knowledge gained from entrepreneurship courses certainly provides more motivation for entrepreneurship. Identifying business opportunities based on consumer needs in the market makes us think a lot and find solutions. We often look for more information on YouTube and others to find out about new technologies, new processes, new skills, and new products. Studying entrepreneurship made us come up with the idea of making this Senja Desert Box.

b. Pisang Coklat Susu or Banana Chocolate Milk

Banana Chocolate Milk, a snack business chaired by Made Pasek Surya Artawan, took the reason for choosing this business idea because it was a cheap but not cheap business and was popular with young people. According to this group in the interviews that were conducted, studying entrepreneurship made those who previously did not know the techniques now know. Through entrepreneurship education, they grow their entrepreneurial spirit. The application of all the knowledge gained from entrepreneurship courses will certainly be applied when entrepreneurship. Identifying business opportunities based on consumer needs in the market after studying entrepreneurship at least we know and can understand business opportunities. We can see consumer needs through online media to find information about new technologies, new processes, new skills, and new products. Studying entrepreneurship makes us do market research, and we will likely be able to find new products or profitable business ideas in entrepreneurship.

c. Nukoake Party

Nukoake Party Susu with the type of dried flower frame handicraft business chaired by Ni Putu Mirah Cahyani Titi Dewi took the reason for choosing this business idea because the business is creative and can preserve the environment and eco-friendly materials. According to this group in the interviews conducted,

studying entrepreneurship made them familiar with the canvas model, which we just learned about and can be used later in business, business characteristics, and others. Entrepreneurship education provides me with the surrounding environment to get additional explanations regarding the understanding of entrepreneurship itself. The application of all the knowledge gained from entrepreneurship courses is given step by step and we can apply it in entrepreneurial life. After studying entrepreneurship, we can identify business opportunities based on consumer needs in the market using the business canvas model. We have not found sufficient literature to search for information on new technologies, new processes, new skills, and new products for our products. Studying entrepreneurship, in my opinion, is nothing new, unless it is modified or imitated. Observing the modifications will likely be able to find new products or business ideas that are profitable in entrepreneurship.

d. Kiri-Kiri
Kiri-kiri with this type of snack business chaired by Ignasius Loyola Prasetyo Mali, the reason for choosing this business idea was because he wanted to introduce regional specialties from NTT. According to this group in the interviews conducted, studying entrepreneurship makes us understand what traits and characteristics we must instill in ourselves to become entrepreneurs. Through entrepreneurship education, the desire for entrepreneurship is fostered because we are also involved directly in entrepreneurship which slowly adds to the feeling of wanting to do it on our own. Applying the knowledge gained from the entrepreneurship course, we will apply all the knowledge I have learned this semester to run our business. Identifying business opportunities based on consumer needs in the market after studying entrepreneurship can be seen when going to the market to buy something, whether the product or service is often purchased by the public. namely staple food, household needs, and others. For example, in the food market, the variety of food sold is the seller's innovation that can attract the most buyers. We can access information on how ad designs are used for promotions through social media so that customers are interested in buying our products and also looking for information about new technologies, and new processes. Studying entrepreneurship makes us find profitable business ideas, we need to look at existing business ideas and then we innovate to create new and more attractive products.

e. Cemani Desert Box
Cemani Desert Box the type of snack business chaired by I Gede Juniatha took the reason for choosing this business idea so that people can enjoy the trending dessert boxes. According to this group in the interviews conducted, studying entrepreneurship made them focus on one business opportunity. Through entrepreneurship education, the spirit of wanting to be an entrepreneur is fostered, because it can develop talent while learning to manage a business. The application of all the knowledge gained from entrepreneurship courses according to our group is very important. Identifying business opportunities based on consumer needs in the market. After studying entrepreneurship, we understand and can see opportunities well. Because the development of technology is very fast, through social media we can find information about new technologies, new processes, new skills, and new products. Studying entrepreneurship made us come up with the cemani desert box idea.

f. Kebab Sejuta Rasa
Kebab Sejuta Rasa the type of snack business chaired by I Gede Raka Muliarta took reason for choosing this business idea because the business was in demand and wanted to make a franchise in the future. When the interview was conducted according to the Kebab Sejuta Rasa group studying entrepreneurship their group became a little knowledgeable about methods or how to start a business. Through this entrepreneurship education, we want to repeat efforts that have failed with the methods we have learned correctly or you could say according to the steps. We will apply all the knowledge gained from entrepreneurship courses because we need the right steps in entrepreneurship. We can identify business opportunities based on consumer needs in the market by way of analysis. We will miss business opportunities if we don't keep up with our time, so we can find opportunities through information about new technologies, new processes, new skills, and new products. Studying entrepreneurship made us capable, but we also had to analyze what society needed so that our goods could be sold.

g. Kedai Abang-abang Surend
Kedai Abang-abang surend with the type of beverage business chaired by Fredinand Dominikus Nong Basang took the reason for choosing this business idea because this business was a trend with cheap but healthy capital. When the interview was conducted according to this group that studying entrepreneurship made their group who initially felt hesitant to open a business feel motivated to get entrepreneurship methods and techniques. Through this entrepreneurship education, even though it doesn't live up to expectations, from entrepreneurship education we get a desire to be an entrepreneur because in our opinion, no matter how small our business is, we are the boss. We will apply all the knowledge gained from entrepreneurship courses because this entrepreneurship material suits us very well. We are still unsure or unable to identify business opportunities

based on consumer needs in the market. According to our group, before starting a business, it is better to prepare ahead of time to get information about new technologies, new processes, new skills, and new products. Studying entrepreneurship made us know a lot about businesses with large target markets and high incomes and could monopolize the market if the area had little competition.

h. Serabi Manggarai

Serabi Manggarai with the type of snack business chaired by Anisetus Jemparut took the reason for choosing this business idea because it introduced regional specialties from NTT, to be precise, the city of Manggari. This group stated that studying entrepreneurship made their group learn how we are committed to the vision and mission of a business. Through this entrepreneurship education, we have the desire to look for opportunities to create new products by applying the knowledge we have gained. We will apply all the knowledge gained from the entrepreneurship course to apply the budget plan that we got in the entrepreneurship course. Our group is still unable to identify business opportunities based on consumer needs in the market. According to our group, after studying entrepreneurship, we took the initiative to find product information and product design processes that are capital-efficient before starting a business. In studying entrepreneurship at this time we still haven't been able to find business ideas to design new products.

From the results of a survey on class M entrepreneurship students, the following results were obtained:

a. Entrepreneurship Education

Some students argue that with the entrepreneurship course, they have a better understanding of entrepreneurship in practice. In addition, 95.5% of students stated that after getting knowledge/knowledge courses in entrepreneurship which they thought was very important to learn because it is related to our daily lives and is a great opportunity for us to open a business in the future, besides that it can add insight into entrepreneurship. This means that students become more creative and innovative in creating products and services. These results are following research (Putra et al., 2020);(Yahya et al., 2021);(Hasan, 2020) which states that the higher the understanding of entrepreneurship education, the higher the ability of students to recognize opportunities. (Khaerani, 2020) Stating that when students take entrepreneurship education, that's when students are formed to be braver to take risks in seeing business opportunities.

b. Opportunity

After taking entrepreneurship courses, some students are able to see business opportunities around them. 93.2% of respondents stated that after obtaining entrepreneurship courses some students were able to see and understand business opportunities coming from anywhere, besides that entrepreneurship provides an open mind for students that what business is suitable in the present or in the future that can provide benefits. Business opportunities can also be found when looking at the conditions in people's lives, where something is needed by the community but it hasn't been fulfilled or is still minimal, so we can make it an opportunity. (Putra et al., 2020);(Yahya et al., 2021) stated that opportunities are increasingly open if the level of student understanding of entrepreneurship education increases.

c. Interest

There were 97.7 respondents or students who stated that after studying entrepreneurship their interest in entrepreneurship had increased. In studying entrepreneurship students also go directly to entrepreneurship which slowly adds to the feeling of wanting to carry out their business ideas. Of course, the entrepreneurship knowledge gained will increase student knowledge in helping start the business they want. (Putra et al., 2020);(Khaerani, 2020) stated that the entrepreneurship education obtained by students would foster students interest in entrepreneurship.

Observation is done by comparing the implementation of activities in the field with entrepreneurial research planning. And from this research activity already has authentic data. The following is a data checklist table and activities have been carried out accordingly:

Table 2. Checklist data and activities that have been appropriately carried out

Planning		Observation			Implementation			
Product Name	Analyze product design ideas	Product feasibility analysis stage	Stage of marketing products through advertising on social media; Instagram	Comparison of conformity with field observation documentation data with RPS		Product sales stage, and distribution of questionnaire surveys	Documentation data collection stage	
				Photos/Videos of activities	RPS Entrepreneurship		Observation in the field	questionnaire survey

	Planning			Observation			Implementation		
Senja Desert Box	√	√	√	√	√	√	√	√	√
Pisang Coklat Susu	√	√	√	√	√	√	√	√	√
Nukoake Party	√	√	√	√	√	√	√	√	√
Kiri-kiri Cemani	√	√	√	√	√	√	√	√	√
Desert Box	√	√	√	√	√	√	√	√	√
Kebab Sejuta Rakyat	√	√	√	√	√	√	√	√	√
Kedai Abang abang	√	√	√	√	√	√	√	√	√
Surend Serabi	√	√	√	√	√	√	√	√	√
Manggar ai	√	√	√	√	√	√	√	√	√

4. Conclusion

Based on the results of data analysis and discussion, it can be concluded as follows: The results of this study state that after studying entrepreneurship in theory and practice, students are increasingly able to see business opportunities around them and foster student interest in entrepreneurship. Providing very positive value for students, especially in developing their soft skills competencies, so that students can have the opportunity to start a business or get guidance to open a business in the future. In addition, with the increase in student insight into entrepreneurship, students can work together in teams, take risks, be more creative, and innovative in creating products and services.

Suggestions for entrepreneurship education personnel are expected to increase motivation and practice time in entrepreneurship so that students' talents and interests are increasing and honed. It is also a suggestion for further researchers to be able to see the changes that occur with students who take entrepreneurship courses in each semester. For students, it is hoped that in the future they can apply the entrepreneurial knowledge gained during the education level.

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